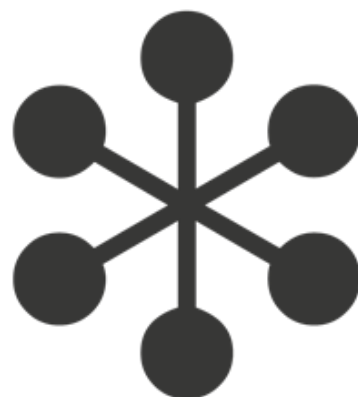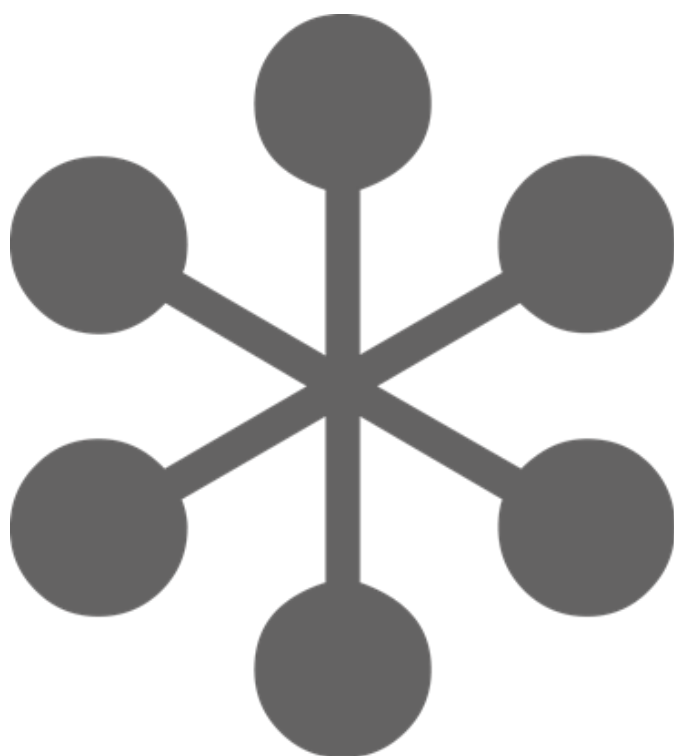# Cambridge English
First and First for Schools
Writing

Task One

1. Read through the question, the candidate's answer and using the B2 Assessment Scale to help you, decide the following:

- **Content**

  What band would you award it for content?

- **Communicative achievement**

  What band would you give it for Communicative Achievement?

- **Organisation**

  What band would you give it for Organisation?

- **Language**

  What band would you give it for Language?

Materials

- Question
- Part 1 candidate's answer
- B2 Assessment Scale

Question

In your English class you have been talking about the fashion industry. Now, your English teacher has asked you to write an essay.

Write an essay using **all** the notes and giving reasons for your point of view.

> Some people say the fashion industry has a bad effect on people's lives.
> Do you agree?
>
> **Notes**
>
> Write about:
>
> 1. whether people's appearance is important
> 2. the price of clothes
> 3. .... (your own idea)

Candidate's answer

Candidate C

The society we live today is characterised by technology in constant development, fast speed processes, information travelling and getting to people at a blink of an eye and a complex web of social networking. In this context, the fashion industry is becoming increasingly important and having a more and more paramount role in our lives.

On one hand, the fashion industry is undeniably a source of profit and income. It hires millions of people all over the world and generates millions of dollars every year. Furthermore, such profitable business is also believed to be able to spread and make known the culture of a people, encouraging and enhancing a better understanding of each other.

Nevertheless, for those who are neither impressed nor motivated by numbers and figures, the fashion industry is seen as one which segregates people, isolating those who not fit their laws and commands. It is stated that people place too much importance on appearance and the material, world, sadly true, and the fashion industry just spurs on such situation. Moreover, not only are the costs of fashion item unrealistically high, it is thought to be a money better spent on more pressing issues, such as poverty and hunger.

I do believe that the fashion industry, as it is today, has a harmful effect, because it values a minority of people in detriment to the majority. However, it has such a wide reach that, it put into a good use, it can save lives.

B2 Assessment Scale

B2	Content	Communicative Achievement	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.	Text is well-organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.	Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication.
4	*Performance shares features of Bands 3 and 5.*			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well-organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
2	*Performance shares features of Bands 1 and 3.*			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
0	Content is totally irrelevant. Target reader is not informed.	*Performance below Band 1.*		

2. Read through the candidate's answer (on the same question) and decide the following:

- **Content**

  What band would you award it for content?

- **Communicative achievement**

  What band would you give it for Communicative Achievement?

- **Organisation**

  What band would you give it for Organisation?

- **Language**

  What band would you give it for Language?

Materials

- Question
- Part 1 candidate's answer
- B2 Assessment Scale

Candidate's answer

Candidate A

In today's world, the fashion industry has a strong importance in people's lives. The fashion industry say to the society what to wear and creates new types of clothes all the time.

Some people claim that the fashion industry has a bad effect on people's lives, they say that the fashion industry creates clothes that the society has to wear. Furthermore, the clothes' price is extremely high and people, who can't afford it, should not be in the society.

In the other hand, the fashion industry guide the people to be in a good appearance, because, nowadays, the appearance of the person is more important than the person itself.

In my opinion, the fashion industry doesn't has a bad influence on people's lives. It's something which was created to help people what to wear.

Classroom activity for Cambridge English: First Writing

Classroom activity: Linking words and useful expressions for essay writing

Timing 20 minutes

Materials   different coloured sticky notes; whiteboard

Rationale   The aim of this activity is to familiarise students with linkers and some useful expressions needed to write an essay.

Procedure

1. Before the class, decide how many groups you can practically divide your class into (this is dependent on the variety of colours of sticky notes you have, or the different coloured pens you have!).

2. Prepare a list of linkers that you want the students to work on and write one linker on each sticky note, so that each group has the same number. You should have a maximum of around 15–20 linkers. If you do not have sticky notes, you can write the expressions on pieces of ordinary paper, but give each team a different colour of board pen.

3. Write the categories on the whiteboard in columns, leaving space for students to stick their papers or write their answers.

4. Give each group their linkers.

5. Ask students to discuss, in their groups, under which column they think they should put the linker. Allow 3 or 4 minutes for this then stop the discussion.

6. Tell students that, on the word go, they have 1 minute to stick their linkers under the correct category.

7. Say 'go' and allow students to run to the board and stick their pieces of paper under the right column heading. You will need to adjust the timing of this part of the activity accordingly, if students have to write their answers on the board.

8. When the students have returned to their seats, tell them they have 1 minute to reconsider their choice.

9. Once they have made their final choice, feedback as a class, asking questions like: 'Group A, I see you have put compared to under comparisons; would you like to give me a sentence using your linker, to prove your choice?'

10. Someone from Group A then offers a sentence, using the linker, and the other groups decide if the choice is correct.

11. If the choice is correct, award one point and move on to Group B.

12. If the choice is incorrect, take away one point and ask the other groups to give the correct category, with a sentence to prove their choice. If the answer is correct, award one point and move on to Group B.

13. The group with the most points at the end is the winner – and may deserve a small prize!

Follow up

Students must use, and highlight, five of the linkers in their next piece of writing.

Suggested categories

Introduce new ideas	add information	comparisons	weighing up arguments
contrast	generalising	giving reasons	conclusion

Suggested linkers

first of all	in addition to	additionally	compared to	in comparison with
on the one hand … on the other hand	nevertheless	to a large extent	to what extent?	in conclusion
to conclude	to draw/make a comparison between … and	however	though for some reason or other	to sum up
to summarise, we can say	to begin with	above all	arguments for and against	in many ways
to outline the main points	as well as	to discuss the pros and cons	although	though
even though	I have every reason to believe that	finally	in theory … in reality	in most/many cases
the reason for this is not only … but also	on the contrary	in general	generally speaking as	since
in fact	to some extent	as a matter of fact	in contrast to/with	on the whole
because	because of	actually		