



14th Annual Cambridge English Spring Seminar 24 – 25 March 2018

Workshop Descriptions

Workshops on Writing for Levels C1 / C2

Cambridge English: Advanced and Proficiency

The outlines indicate key areas and elements in the sessions over the two days, naturally subject to time constraints and the interests and needs of the participants.

Throughout the sessions we'll be looking at practical classroom activities, making reference to both exam tasks and other resources, and drawing on the experience and contributions of the workshop participants.

Saturday: focus on writing sub-skills and on Part 1 (essay writing)

Our aims are:

- * overall: determine the writing sub-skills that C1 and C2 learners need, with special reference to the requirements of the Advanced & Proficiency exams, and to build up a list of useful *writing resources*
- * overall: outline some classroom activities to help develop these sub-skills at C1 and C2
- * establish the four assessed elements in the writing papers: content, communicative achievement, organisation, and language, and what these entail
- * focus on the **language** component in writing: vocabulary range and appropriacy, grammar range and control, complex sentences etc and establish how we can help learners to consolidate and improve these
- * focus on the **organisational** component in writing: cohesion, coherence, paragraphing, and text; again, establish how we can help learners to consolidate and improve these
- * focus on the **communicative achievement** component in writing: register and style, conventions of different text types, straightforward vs complex ideas, holding reader's attention etc; again, establish how we can help learners to consolidate and improve these
- * focus on the **content** component in writing: key points, task requirements, target reader expectations etc; again, establish how we can help learners to consolidate and improve these
- * discuss how *reading* texts can be exploited to develop learners' *writing* skills
- * discuss how *reading* texts can be exploited to develop learners' *grammar and vocabulary range and complexity*
- * discuss how the *EVP*, *EGP*, and *Text Inspector* can be exploited with respect to writing skills
- * outline *exam-day* writing strategies
- * establish core **essay** writing skills, and how to develop them in class and at home
- * shadow mark some authentic examination **essay** scripts, evaluate them using Cambridge criteria, and then compare our assessment with the examiners'

Sunday: focus on Part 2 (reports, letters, reviews, proposals, articles)

Our aims are:

- * establish core writing skills for **reports & proposals, letters, reviews, and articles**, and how to develop them in class and at home
- * shadow mark some authentic examination scripts for **reports & proposals, letters, reviews, and articles**, evaluate them using Cambridge criteria, and then compare our assessment with the examiners'