

## Turkmen PTP Guidelines for Writing Skills

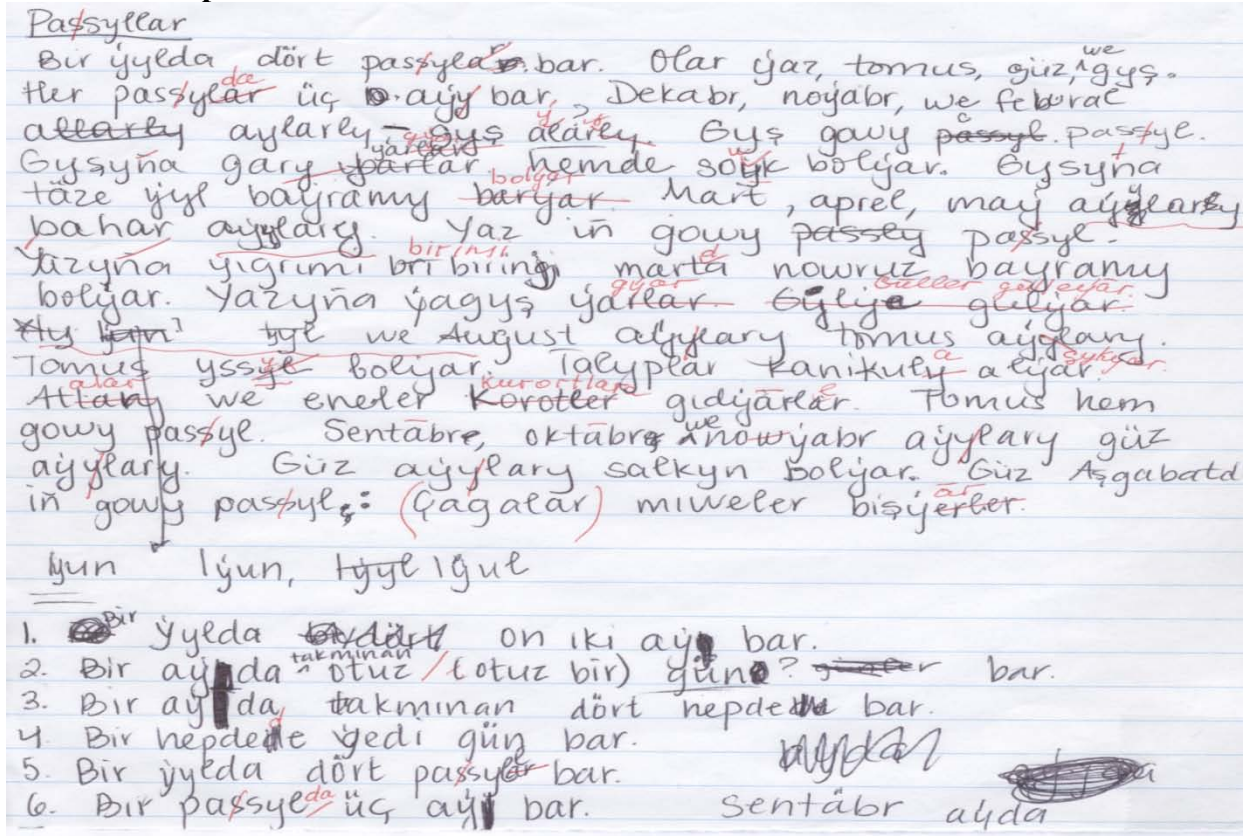
Writing skills in this guideline are defined by the level of the individual's ability to write an essay on various subjects and to present information, opinions, concepts, and ideas to an audience of readers.

**Novice:** this level is characterized by the ability to write isolated words and phrases.

### Novice 1

- The writer produces frequently-used, memorized sentence-length expressions which may not be related to the given topic.
- Despite some systemic evidence, range of both morphological and syntactic structures is very restricted. Structural errors are quite frequent.
- Most sentences are completely disjointed and fragmented.

### **Learner Example:**



### Novice 2

- The writer can produce short sentences, for the most part without subordinate clauses, on topics involving personal preferences, daily routine, and everyday matters.
- Range of both morphological and syntactic structures is narrow. There is some evidence of controlling such structures but with many error types.

- Range of vocabulary is limited to the following high frequency words; basic objects, numbers, and common verbs and adjectives.
- Most sentences are not appropriately linked together and little evidence of coherence among sentences is found.
- Frequent errors in spelling and punctuation are found.

**Learner Example:**

Salam! Menin ady <sup>m</sup>Timalay. Menin<sup>n</sup> familiyam Dempzi. Men ABS-dan. Men Amerikalı. Men yigirmi altı yaşında. Men birinin dokuz yüz segsen ikinji ýylda → Batımar päherinde doguldym. Bu päher Mariland statynda ýerleşyär. Häziri men talyp we türkmen dilini indiana uniwersitetinde öwrenyärin. Yöne bu ýylda Rusiyada işledim, sebabi men rusca bilýdrin.

<sup>enij</sup> Mana uly masgalam <sup>enij</sup> bar. Mana kakam we ejem <sup>bar</sup> hudaýa şükür <sup>bar</sup> we dört aga. <sup>bar</sup> Kakamny ady Jayms. Ol pensiyada, emma mugallym <sup>bolup</sup> işledi. Ejemni ady Karolin. Ol sotsial <sup>isgari</sup> rabatnik. Yöne bu ýylda pensiyä <sup>hem</sup> gitjek. Menin in uly agamny ady Jayms. Ol hemiys injirer. Ol öýlenen, yöne gagasy yok.

**Intermediate:** this level is characterized by the writer’s ability to produce short sentences which are loosely connected, and to address parts of the given topic.

**Intermediate 1**

- The writer can produce short paragraphs on a familiar topic within his/her field of interest.
- Range of both morphological and syntactic structures is limited. The knowledge of time frames and aspects is emerging but not always with correct usage.
- Range of vocabulary remains at a moderate size and frequent lexical inappropriateness is found.
- Some basic connectives are used to link sentences into paragraphs. However, other cohesive devices, such as pronominal substitutions and synonyms, are not fully employed yet.

**Learner Example:**

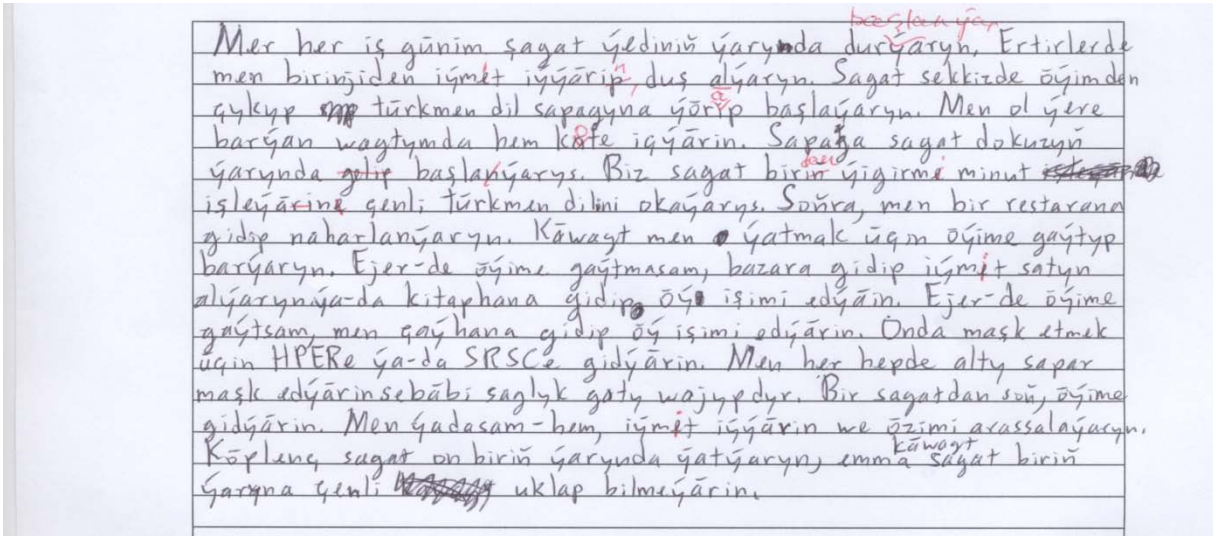
TASK 2. You are a reporter. You have met workers at a cotton factory in Turkmenistan. Ask them 5-6 questions about their schedule, work place, and so on.

Salam! ~~Seniň iş günleri näçe deň?~~ 1. Seniň iş günleri näçe sagat näçe de başlanýar? 2. Sagat näçede gutaryýar? 3. Sagat näçede naharlanýarsyň? 4. Şu kärhananyň ýagdaýlary nähili? 5. Näme iş edýärsiň? 6. Seniň gylgyň näçe? 7. Ýetärlimi? 8. Seniň başlygynyň gowy görýärsiňmi? Sag bol.

## Intermediate 2

- The writer can produce longer paragraphs on a variety of topics within his/her field of interest.
- Range of both morphological and syntactic structures is still limited. The knowledge of tense and aspect is still limited.
- Range of vocabulary is large but not covered for low-frequency words. Vocabulary use is accurate for high frequency words.
- The writer is able to use appropriate cohesive devices to connect different sentences. However, the number of such devices is still limited.

### **Learner Example:**



**Advanced:** this level is characterized by the writer's ability to produce several well organized paragraphs on a wide range of topics.

## Advanced 1

- The writer can produce systematically developed paragraph with main points and relevant supporting details.
- Range of vocabulary is broad, including some low-frequency words and the writer can frequently produce general vocabulary, however, often fails to distinguish subtle differences among close synonyms and to provide appropriate collocations.
- Knowledge of both formal and informal registers is almost complete. However, the writer may miss some cultural and local references.
- The writer links utterances together using appropriate cohesive devices, and the number of such devices is large. However, overall writing is not entirely coherent.

## **Advanced 2**

- The writer is able to give well-structured essay of the given topic in detail.
- Range of both morphological and syntactic structure is extensive.
- Range of vocabulary is broad including some low-frequency words and one can frequently produce general vocabulary, and mostly distinguish subtle differences among close synonyms and provide appropriate collocations.
- Most of the sentences are well connected and coherent.