

CELC Benchmark Essays – Set 3

Prompt:

Recently, one of your friends fell behind in several of his/her homework assignments and asked you for help. You agreed, but then you found out that your friend was just copying your homework and handing it in to the teacher. How would you handle this situation? Be sure to support your answer with examples, reasons, and explanations.

CELC essay sample F3

This essay exhibits qualities of an essay written by a candidate whose overall ability is in the “Fail” range.

Text of Essay

[Comments refer to both regular text and blue highlighted phrases.]

One days my call for a friends and I asked me for a help. And I go for a house to friend and was just copying your homework and handing in to the teacher. My friends didn't copy for a homework but a friends handing in the teacher. But I didn't found out that your friend. Because I didn't I for a homework. And my friends was just copying your homework. My friends Katerina my asked repeat for a copying and I tell you OK. But I didn't for my homework and I remember I tell you another friends I go for a copying in my homework. And I calling for my friends but I didn't up for mobile and beying after calling for my friends. And I up for a mobile phone and I tell you for a copying homework and I asked me OK. Ater I go my another friends and I give me homework. And I calling for my friends Katerina and I tell her I go for a home and I give you homework.

And my friends I copying for homework and a handing into the teacher.

Comments on Evaluation

Very rudimentary control of even basic syntactic forms renders the essay almost unintelligible.

Range of vocabulary limited to prompt repetition (e.g., “copying your homework” and “handing in to the teacher”).

Some production but the development of the argument is so unintelligible that the task is not completed.

Demonstrates limited awareness of writing conventions.

CELC essay sample NF3

This essay exhibits qualities of an essay written by a candidate whose overall ability is in the “Narrow Fail” range.

Text of Essay

[Comments refer to both regular text and blue highlighted phrases.]

In this age and time I can understand this situation. I believe is not **true** for my friend to copy my homework **but is my friend** and must be good with him

First of all I ask my friend why do this and he told the truth **because is my friend** and if he do this, **he do not there are** some advice for this.

Finally, we speak for this **false** situation and we find this problem and we continue to be again friend.

On the other hand if I tell this at my teacher, I lost one friend because the teacher tell him and he feel bad.

To sum up, this opinion is not the best but I believe is not **true** to tell this in my teacher.

Comments on Evaluation

*Persistent grammar errors (e.g., **subject dropping**, lack of subject-verb agreement) are distracting, limit the effectiveness of the text, and are not indicative of B2 level.*

Basic syntactic forms are evolving but are still not adequately controlled to convey meaning and ideas.

*Vocabulary is not appropriately selected. For example, inaccurate word choices, such as **“true”** and **“false”** cause confusion.*

*Some development is shown using cohesive devices (e.g., **“first of all,”** **“to sum up”**) but it is insufficiently complete to merit a marginal pass.*

CELC essay sample MP3

This essay exhibits qualities of an essay written by a candidate whose overall ability is in the “Marginal Pass” range.

Text of Essay

[Comments refer to both regular text and blue highlighted phrases.]

Writing about the theme of my friend’s copying homework from the time that I had said to him that I will help him to finish **him homework**, but of course not to copy mine.

I **personaly** believe, that this move is the worst that someone can do if his friend help him and he copy from your exercise. I believe that in this difficult situation **you do not have many ways** if you are a real friend. You should take your friend and talk to her, not **argument**, just talk and tell him that this is not correct for you, because I say to you that I will help you and you steal and copy **mine** homework.

Moreover, I support that after the big **talk that you made** with him you should not leave your friend because he had done to you **an idiot move**, but you should give him a second choise for his **thinks**.

To sum up, I believe that these moves are the best way to handle this situation and don’t destroy a friendship because will be shame.

Comments on Evaluation

The writer displays control of basic syntactic forms, but displays some distracting errors in parts of speech (e.g., “for his thinks”) and possessive adjectives (e.g., “copy mine homework”).

Some inaccurate word choices (e.g., “you do not have many ways” where “ways” means “options” or “an idiot move”).

The writer’s argument is clear but it is minimally supported with examples and explanations.

Some range of register and sense of audience in a standard format.

CELC essay sample CP3

This essay exhibits qualities of an essay written by a candidate whose overall ability is in the “Clear Pass” range.

Text of Essay

[Comments refer to both regular text and blue highlighted phrases.]

When a person need help for his homework or for his job I think that someone that he knows him will help him. When your friend didn't really want your help but he was just copying your homework or your work this is illegal. Can you imagine helping someone and after find out that he/she cheat your work from you?

To begin with, I believe that if something like this happened to me, I would go to the teacher and tell him the truth. For example, if I had to write a composition for history and my friend handed the same composition to the teacher I would tell the teacher to make him questions about what he wrote. I believe that my friend wouldn't be able to answer the questions because he didn't write the composition by himself and the teacher will find out the truth.

Furthermore, it is very important for someone to know that he can stand on his feet and be able to do things by his own not only his homework but also in his life. If the teacher found out the truth he would make him feel embarrassed and he wouldn't cheat again.

To sum up, I think that telling the truth to the teacher I didn't make something wrong but I will help my friend and give him to understand that he must try to do things by himself and not to cheat from the others. So he would be able to stand on his feet and don't want from other to do his work for him.

Comments on Evaluation

The writer displays a range of syntactic forms (e.g., simple sentences, compound sentences, complex sentences).

Some grammatical errors in subject-verb agreement (e.g., “a person need”) and resumptive pronouns (e.g., “someone that he knows him”).

Control of vocabulary is precise enough to convey meaning but some lexical expressions are not nativelike (e.g., “to make him questions” and “by his own”).

The writer has supported his response with relevant examples (e.g., what he would do if a friend handed in the same composition) and explanations.

Use of rhetorical question (“Can you imagine helping someone and after find out that he/she cheat your work from you?”) shows a strong control of genre and register.

CELC essay sample HP3

This essay exhibits qualities of an essay written by a candidate whose overall ability is in the “Honors Pass” range.

Text of Essay

[Comments refer to both regular text and blue highlighted phrases.]

These days, one of my closest friends informed me that he needed to catch up with the rest of the class, owing to the fact that he had skipped some classes. As a **consequence**, he had not handed in a lot of required assignments. Then, he asked me for help and since I really wanted to help him improve his grades, I agreed to give him a hand. **Unfortunates**, I realised, that the point was not just to help him but in fact who he wanted was just to copy my answers and present them as his. On account of this, I needed to find some ways of controlling the situation.

To begin with, I strongly believed that talking to him would have a very positive effect on his attitude. For instance, I could tell him that what he’s doing is no good for himself and one good argument for this, was that he would not be able to copy in the final exams and he would have to repeat the class. Moreover, another thing that seemed to be effective was to explain the situation to the teacher. That is to say that I could talk to her about what my friend has been doing in order to keep up with the rest of the class. As far as I was concerned, this would make the teacher talk to my friend and warn him that the way **he based on to hand in** the projects in time was not right at all, although it seemed very simple to his mind!

Furthermore, in my humble opinion, **stop** helping him would also help on account of the fact, that I wouldn’t be willing to help and that would enforce him to study harder, so as to succeed in preparing his own assignments in an appropriate way, which would make him feel capable of working by himself. That would also make him more confident and independent not only at school **by** in his whole life. This might **made** him a little **mad with me**, but after he would have started working on his assignments, I would explain to him why I did that, in order to understand his mistake and avoid doing it again.

Taking everything into consideration, we have to help people who

Comments on Evaluation

This essay uses advanced structures such as multi-clausal sentences (e.g., For instance, I could tell him that what he’s doing is no good for himself and one good argument for this, was that he would not be able to copy in the final exams and he would have to repeat the class.) and syntactic variety, in spite of some spelling errors and minor grammatical errors.

Uses a wide variety of lexical expressions (“skipped class,” “give him a hand,” “take advantage of your kindness”) to enhance the point of view expressed.

The writer is able to present a well-balanced argument elaborating his point with a personal example.

Essay structure matches the B2 requirements exceptionally well.

Mechanically excellent for B2 level.

need our help, but we need to be able to help them without being betrayed, which in other words means to be cautious, so as the person needing help will not take advantage of your kindness. But if he does, then you can come up with a lot of solutions that could make him understand what he did wrong. However you ought to have the strength to do it and not being afraid that you might seem selfish.