

DESCRIPTORS OF WRITING TASKS

MODULE 1

TASKS	TOPICS	DESCRIPTORS
TASK 1 (WEEK 3)	Writing 1 Completing a form	In terms of writing, by the end of the week(s), learners will be able to... <ul style="list-style-type: none"> write simple phrases and sentences about themselves and imaginary people, where they live and what they do.
	Writing 2 A personal profile	<ul style="list-style-type: none"> get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. have a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.
	Writing 3 A article: My favourite day	<ul style="list-style-type: none"> show only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. link words or groups of words with very basic linear connectors like 'and' or 'then'.
TASK 2 (WEEK 6)	Writing 4 Posting on social media	<ul style="list-style-type: none"> understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.
	Writing 5 An informal email	<ul style="list-style-type: none"> pick out and reproduce key words, phrases or short sentences from a short text within the limited competence and experience.
	Writing 6 Describing your home	

MODULE 2

TASKS	TOPICS	DESCRIPTORS
TASK 1 (WEEK 3)	Writing 1 Describing yourself	In terms of writing, by the end of the week(s), learners will be able to... <ul style="list-style-type: none"> write short, simple formulaic notes relating to matters in areas of immediate need. write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because". write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. Can write short, simple imaginary biographies and simple poems about people.
	Writing 2 Describing a photo	<ul style="list-style-type: none"> recall and rehearse an appropriate set of phrases from his/her repertoire. write about everyday aspects of his environment e.g. people, places, a job or study. write very short, basic descriptions of events, past activities and personal experiences. write very simple personal letters expressing thanks and apology. write short, simple notes and messages relating to matters in areas of immediate need.
	Writing 3 An Informal email	<ul style="list-style-type: none"> handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, invitations, apologies, etc. adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution.

TASK 2 (WEEK 6)	Writing 4 Describing where you live	<ul style="list-style-type: none"> • read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension. • scan longer texts to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. • write straightforward, detailed descriptions on a range of familiar subjects within his field of interest.
	Writing 5 A formal email	<ul style="list-style-type: none"> • write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence. • work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.
	Writing 6 A biography	<ul style="list-style-type: none"> • produce continuous writing, which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time. • use enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.

MODULE 3

TASKS	TOPICS	DESCRIPTORS
TASK 1 (WEEK 3)	Writing 1 A description of a person	<p>In terms of writing, by the end of the week(s), learners will be able to...</p> <ul style="list-style-type: none"> • write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he / she feels to be important. • write personal letters describing experiences, feelings and events in some detail. • summarise in writing (in Language B) the main points made in straightforward informational spoken and written texts (in Language A) on subjects that are of personal or current interest, provided spoken texts are delivered in clearly articulated standard speech. • paraphrase short written passages in a simple fashion, using the original text wording and ordering. • show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. • produce continuous writing, which is generally intelligible throughout; spelling, punctuation and layout are accurate enough to be followed most of the time. • perform and respond to a wide range of language functions, using their most common exponents in a neutral register. • be aware of the salient politeness conventions and acts appropriately. • be aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own. • adapt his / her expression to deal with less routine, even difficult, situations. • link a series of shorter, discrete simple elements into a connected, linear sequence of points. • form longer sentences and link them together using a limited number of cohesive devices, e.g. in a story. • make simple, logical paragraph breaks in a longer text. • convey simple, straightforward information of immediate relevance, getting across which point he / she feels is most important.

		<ul style="list-style-type: none"> • express the main point he / she wants to make comprehensibly.
	<p>Writing 2</p> <p>An informal email</p>	<ul style="list-style-type: none"> • understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend. • understand straightforward personal letters, emails or postings giving a relatively detailed account of events and experiences. • understand standard formal correspondence and online postings in his/her area of professional interest. • write personal letters describing experiences, feelings and events in some detail. • work out how to communicate the main point(s) he / she wants to get across, exploiting any resources available and limiting the message to what he / she can recall or find the means to express. • produce continuous writing, which is generally intelligible throughout; spelling, punctuation and layout are accurate enough to be followed most of the time. • perform and respond to a wide range of language functions, using their most common exponents in a neutral register. • be aware of the salient politeness conventions and acts appropriately. • be aware of, and looks out for signs of, the most significant differences between customs, usages, attitudes, values, and beliefs prevalent in the community concerned and those of his / her own. • (in preparing for a potentially complicated or awkward situation) plan what to say in the event of different reactions, reflecting on what expression would be appropriate. • plan what is to be said and the means to say it, considering the effect on the recipient/s.
	<p>Writing 3</p> <p>An article for a website</p>	<ul style="list-style-type: none"> • read straightforward factual texts on subjects related to his / her field and interest with a satisfactory level of comprehension. • scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts, in order to fulfil a specific task. • scan through straightforward, factual texts in magazines, brochures or in the web, identify what they are about and decide whether they contain information that might be of practical use. desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. • write straightforward connected texts on a range of familiar subjects within his / her field of interest, by linking a series of shorter discrete elements into a linear sequence. • write short, simple essays on topics of interest. • write a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, give and justify his/her opinion. • summarize, report and give his / her opinion about accumulated factual information on familiar routine and non-routine matters within his field with some confidence. • work out how to communicate the main point(s) he / she wants to get across, exploiting any resources available and limiting the message to what he / she can recall or find the means to express. • have a good range of vocabulary related to familiar topics and everyday situations. • have a sufficient vocabulary to express him / herself with some circumlocutions on most topics pertinent to his / her everyday life such as family, hobbies and interests, work, travel, and current events. • show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. • use a wide range of simple vocabulary appropriately when talking about familiar topics.

		<ul style="list-style-type: none"> produce continuous writing, which is generally intelligible throughout; spelling, punctuation and layout are accurate enough to be followed most of the time.
<p>TASK 2 (WEEK 6)</p>	<p>Writing 4 Telling a story</p>	<ul style="list-style-type: none"> write straightforward connected texts on a range of familiar subjects within his / her field of interest, by linking a series of shorter discrete elements into a linear sequence work out how to communicate the main point(s) he / she wants to get across, exploiting any resources available and limiting the message to what he / she can recall or find the means to express. have enough language to get by, with sufficient vocabulary to express him / herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times. have a good range of vocabulary related to familiar topics and everyday situations. have a sufficient vocabulary to express him / herself with some circumlocutions on most topics pertinent to his / her everyday life such as family, hobbies and interests, work, travel, and current events. exploit a wide range of simple language flexibly to express much of what he / she wants. show awareness of the conventional structure of the text type concerned, when <ul style="list-style-type: none"> reasonably fluently relate a straightforward narrative or description as a linear sequence of points write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned express him/herself clearly and without much sign of having to restrict what he/she wants to say.
	<p>Writing 5 A film review</p>	<ul style="list-style-type: none"> read straightforward factual texts on subjects related to his / her field and interest with a satisfactory level of comprehension. scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts, in order to fulfil a specific task. scan through straightforward, factual texts in magazines, brochures or in the web, identify what they are about and decide whether they contain information that might be of practical use. desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. write straightforward connected texts on a range of familiar subjects within his / her field of interest, by linking a series of shorter discrete elements into a linear sequence. work out how to communicate the main point(s) he / she wants to get across, exploiting any resources available and limiting the message to what he / she can recall or find the means to express have enough language to get by, with sufficient vocabulary to express him / herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times. Use reasonably accurately a repertoire of frequently-used 'routines' and patterns •exploit a wide range of simple language flexibly to express much of what he / she wants. read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms. (B2)

	<ul style="list-style-type: none"> • write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned. (B2) • (in preparing for a potentially complicated or awkward situation) plan what to say in the event of different reactions, reflecting on what expression would be appropriate. • plan what is to be said and the means to say it, considering the effect on the recipient/s. (B2) • express him/herself clearly and without much sign of having to restrict what he/she wants to say.(B2) • produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions; spelling and punctuation are reasonably accurate but may show signs of mother tongue influence. (B2) • adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances (B2) • develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples. (B2)
<p>Writing 6 Describing a house or flat</p>	<ul style="list-style-type: none"> • write straightforward connected texts on a range of familiar subjects within his / her field of interest, by linking a series of shorter discrete elements into a linear sequence. • write straightforward, detailed descriptions on a range of familiar subjects within his field of interest. • write accounts of experiences, describing feelings and reactions in simple connected text. • write a description of an event, a recent trip – real or imagined. • narrate a story. • work out how to communicate the main point(s) he / she wants to get across, exploiting any resources available and limiting the message to what he / she can recall or find the means to express. • have enough language to get by, with sufficient vocabulary to express him / herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times. • have a good range of vocabulary related to familiar topics and everyday situations. • have sufficient vocabulary to express him / herself with some circumlocutions on most topics pertinent to his / her everyday life such as family, hobbies and interests, work, travel, and current events. • exploit a wide range of simple language flexibly to express much of what he / she wants • link a series of shorter, discrete simple elements into a connected, linear sequence of points. • form longer sentences and link them together using a limited number of cohesive devices, e.g. in a story. • make simple, logical paragraph breaks in a longer text. • read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. • have a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms (B2) • (in preparing for a potentially complicated or awkward situation) plan what to say in the event of different reactions, reflecting on what expression would be appropriate. • plan what is to be said and the means to say it, considering the effect on the recipient/s. (B2)

		<ul style="list-style-type: none"> • have a good range of vocabulary for matters connected to his/her field and most general topics. • vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. • produce the appropriate collocations of many words in most contexts fairly systematically. • understand and use much of the specialist vocabulary of his/her field but has problems with specialist terminology outside of it. (B2) • produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions; spelling and punctuation are reasonably accurate but may show signs of mother tongue influence. (B2) • adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances. • use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution. • produce text that is generally well-organised and coherent, using a range of linking words and cohesive devices. • structure longer texts in clear, logical paragraphs. (B2)
	<p>Writing 7 A covering email</p>	<ul style="list-style-type: none"> • work out how to communicate the main point(s) he / she wants to get across, exploiting any resources available and limiting the message to what he / she can recall or find the means to express. • produce continuous writing, which is generally intelligible throughout; spelling, punctuation and layout are accurate enough to be followed most of the time. • read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms. • (in preparing for a potentially complicated or awkward situation) plan what to say in the event of different reactions, reflecting on what expression would be appropriate. (B2) • plan what is to be said and the means to say it, considering the effect on the recipient/s. (B2) • correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings. (B2) • make a note of 'favourite mistakes' and consciously monitor speech for it/them. (B2) • produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions.; spelling and punctuation are reasonably accurate but may show signs of mother tongue influence. (B2) • express him/herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned. (B2) • adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances. (B2)
	<p>Writing 8 An email of complaint</p>	<ul style="list-style-type: none"> • find and understand relevant information in everyday material, such as letters, brochures and short official documents. • pick out important information about preparation and usage on the labels on foodstuffs and medicine. • assess whether an article, report or review is on the required topic. • understand the important information in simple, clearly drafted adverts in newspapers or magazines, provided that there are not too many abbreviations. brochures and short official documents.

- write straightforward, detailed descriptions on a range of familiar subjects within his field of interest.
- write accounts of experiences, describing feelings and reactions in simple connected text.
- write a description of an event, a recent trip – real or imagined.
- narrate a story.
- work out how to communicate the main point(s) he / she wants to get across, exploiting any resources available and limiting the message to what he / she can recall or find the means to express.
- show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.
- use a wide range of simple vocabulary appropriately when talking about familiar topics.
- produce continuous writing, which is generally intelligible throughout; spelling, punctuation and layout are accurate enough to be followed most of the time.
- adapt his / her expression to deal with less routine, even difficult, situations.
- explain the main points in an idea or problem with reasonable precision.
- convey simple, straightforward information of immediate relevance, getting across which point he / she feels is most important.
- express the main point he / she wants to make comprehensibly
- read correspondence relating to his/her field of interest and readily grasp the essential meaning.
- understand what is said in a personal email or posting even where some colloquial language is used. (B2)
- state requirements and ask detailed questions regarding more complex services, e.g. rental agreements (B2)
- explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession. Can express news and views effectively in writing, and relate to those of others. (B2)
- write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned. (B2)
- (in preparing for a potentially complicated or awkward situation) plan what to say in the event of different reactions, reflecting on what expression would be appropriate. (B2)
- plan what is to be said and the means to say it, considering the effect on the recipient/s.
- produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions; spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.
- adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances. (B2)
- use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution. (B2)
- produce text that is generally well-organised and coherent, using a range of linking words and cohesive devices. (B2)
- structure longer texts in clear, logical paragraphs. (B2)

MODULE 4

TASKS	TOPICS	DESCRIPTORS
TASK 1 (WEEK 3)	Writing 1 An informal email	In terms of writing, by the end of the week(s), learners will be able to... <ul style="list-style-type: none"> • write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views. • express news and views effectively in writing, and relate to those of others • read correspondence relating to his/her field of interest and readily grasp the essential meaning. • understand what is said in a personal email or posting even where some colloquial language is used. • write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesizing and evaluating information and arguments from a number of sources.
	Writing 2 Writing a short story	<ul style="list-style-type: none"> • write clear, detailed descriptions of real or imaginary events and experiences. • write clear, detailed descriptions on a variety of subjects related to his/her field of interest. • write a review of a film, book or play. • give a clear presentation of his/her reactions to a work, developing his/her ideas and supporting them with examples and arguments. • describe his/her emotional response to a work and elaborate on the way in which it has evoked this response
	Writing pack	<ul style="list-style-type: none"> • write a well organised 5 paragraph compare and contrast essay
Task 2(WEEK 5)	Writing 3 For and Against	<ul style="list-style-type: none"> • write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesizing and evaluating information and arguments from a number of sources. • write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. • synthesize information and arguments from a number of sources.
	Writing 4 A blog post	<ul style="list-style-type: none"> • write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesizing and evaluating information and arguments from a number of sources.



	Writing pack	<ul style="list-style-type: none">• write a well organised 5 paragraph cause and effect essay
TASK 3 (WEEK 7)	Writing pack	<ul style="list-style-type: none">• write a well organised 5 paragraph argumentative essay