

DESCRIPTORS OF WRITING TASKS

MODULE 1

TASKS		DESCRIPTORS
TASK 1 (WEEK 3)	Writing 1 Completing a form	<p>In terms of writing, by the end of the week(s), learners will be able to...</p> <ul style="list-style-type: none"> - fill in numbers and dates, own name, nationality, address, age, date of birth or arrival in the country, etc., e.g. on a hotel registration form. - produce simple isolated phrases and sentences. - copy out single words and short texts presented in standard printed format. - link words or groups of words with very basic linear connectors like 'and' or 'then'. - produce a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. - 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/signs from the context. - pick out and reproduce key words, phrases or short sentences from a short text within the limited competence and experience. - have a repertoire of basic language, which enables them to deal with everyday situations with predictable content, though they will generally have to compromise the message and search for words/signs. - control a narrow repertoire dealing with concrete, everyday needs. - write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in their oral vocabulary. - tell a story or describe something in a simple list of points.
	Writing 2 Messages, notes, and notices	
	Writing 3 A personal profile	
	Writing 4 An article – my favourite day	
TASK 2 (WEEK 6)	Writing 5 Posting on social media	<ul style="list-style-type: none"> - make short descriptive online postings about everyday matters, social activities and feelings, with simple key details. - comment on other people's online postings, provided they are written/signed in simple language, reacting to embedded media by expressing feelings of surprise, interest and indifference in a simple way. - produce a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. - have a repertoire of basic language, which enables them to deal with everyday situations with predictable content, though they will generally have to compromise the message and search for words/signs. - adapt well-rehearsed, memorised, simple phrases to particular circumstances through limited lexical substitution. - understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation, etc.) on familiar topics. - convey personal information of a routine nature, for example in a short e-mail or letter introducing themselves. - write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences. - copy short sentences on everyday subjects, e.g. directions on how to get somewhere. - write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in their oral vocabulary. - give very short, basic descriptions of events, past activities and personal experiences. - construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts. - recall and rehearse an appropriate set of phrases from their repertoire. - pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.
	Writing 6 An informal email	
	Writing 7 Describing your home	
	Writing 8 Describing a memorable meal	

MODULE 2

TASKS		DESCRIPTORS
TASK 1 (WEEK 3)	Writing 1 A personal profile	<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 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. - create short, simple imaginary biographies and simple poems about people. - write a series of simple phrases and sentences linked with simple connectors like and, but and because. - recall and rehearse an appropriate set of phrases from their repertoire. - compose short, simple notes, e-mails and text messages (e.g. to send or reply to an invitation, to confirm or change an arrangement). - handle very short social exchanges, using everyday polite forms of greeting and address. - make and respond to invitations, suggestions, apologies, etc. - adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. - produce straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence. - produce short, simple essays on topics of interest. - produce a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, and give and justify their opinion. - write straightforward, detailed descriptions on a range of familiar subjects within their field of interest.
	Writing 2 Describing a photo	
	Writing 3 An Informal email	
	Writing 4 An opinion essay	
	Writing 5 Describing your town or city	
TASK 2 (WEEK 6)	Writing 6 Social media messages	<ul style="list-style-type: none"> - post a comprehensible contribution in an online discussion on a familiar topic of interest, provided they can prepare the text beforehand and use online tools to fill gaps in language and check accuracy. - make personal online postings about experiences, feelings and events and respond individually to the comments of others in some detail, though lexical limitations sometimes cause repetition and inappropriate formulation. - work out how to communicate the main point(s) they want to get across, exploiting any resources available and limiting the message to what they can recall or find the means to express. - write straightforward connected texts on a range of familiar subjects within their 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 their field of interest. - produce continuous writing which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time. - reasonably fluently relate a straightforward narrative or description as a linear sequence of points.
	Writing 7 An article giving tips	
	Writing 8 A short story	
	Writing 9 A biography	

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"> - understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend. - understand straightforward personal letters, e-mails or postings giving a relatively detailed account of events and experiences. - compose personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point they feel to be important. - create short, simple imaginary biographies and simple poems about people. - work out how to communicate the main point(s) they want to get across, exploiting any resources available and limiting the message to what they 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. - 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. - produce straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence. - produce a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, and give and justify their opinion. - convey information and ideas on abstract as well as concrete topics, check information, and ask about or explain problems with reasonable precision. - compose basic formal e-mails/letters (e.g. to make a complaint and request action). - give straightforward, detailed descriptions on a range of familiar subjects within their field of interest. - give accounts of experiences, describing feelings and reactions in simple, connected text. - give a description of an event, a recent trip – real or imagined. - narrate a story.
	Writing 2 A Thank-you email	
	Writing 3 An article for a website	
	Writing 4 An email of complaint	
	Writing 5 Disastrous journey	
TASK 2 (WEEK 6)	Writing 6 A film review	<ul style="list-style-type: none"> - give a simple review of a film, book or TV programme using a limited range of language. - work out how to communicate the main point(s) they want to get across, exploiting any resources available and limiting the message to what they can recall or find the means to express. - produce straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence. - give straightforward, detailed descriptions on a range of familiar subjects within their field of interest. - work out how to communicate the main point(s) they want to get across, exploiting any resources available and limiting the message to what they can recall or find the means to express. - have a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and film.
	Writing 7 Describing a house or flat	

	<p>Writing 8</p> <p>A covering email</p>	<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. - perform and respond to a wide range of language functions, using their most common exponents in a neutral register. - 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. - express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, they are able to keep going effectively without help. - compose basic e-mails/letters of a factual nature (e.g. to request information or to ask for and give confirmation). - compose a basic letter of application with limited supporting details.
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MODULE 4

TASKS		DESCRIPTORS
TASK 1 (WEEK 3)	<p>Writing 1</p> <p>An informal email</p>	<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 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.
	<p>Writing 2</p> <p>Writing a short story</p>	<ul style="list-style-type: none"> • 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. • 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"> • Compose a paragraph which is well-built in organization and structure • write a well organised 5 paragraph compare and contrast essay
TASK 2 (WEEK 6)	<p>Writing 3</p> <p>For and Against</p>	<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.
	<p>Writing 4</p> <p>A blog post</p>	<ul style="list-style-type: none"> • synthesize information and arguments from a number of sources. • 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 • write a well organised 5 paragraph argumentative essay

