DESCRIPTORS OF WRITING TASKS

Writing 1 completing a form Writing 2 Messages, notes, and notices Writing 3 A personal profile Writing 4 An article— my favourite day Writing 5 Posting on social media Writing 5 Posting on social media Writing 6 An informal Writing 6 An informal Writing 7 Describing our between the properties of the media Writing 7 Describing our between the properties of miner between the productions of the provided media because in a simple way with simple key details. TASK 2 Writing 6 An informal email Writing 7 Describing our because of media background, present or most recent job. Writing 8 Describing our because of the world informal media in the control and background, present or most recent job. Writing 8 Describing our because of the world informal background, present or most recent job. Writing 8 Describing our because of the world informal background, present or most recent job. Writing 8 Describing our because of the world informal background, present or most recent job. Writing 8 Describing our because of the world informal background, present or most recent job. Writing 8 Describing our because of the world information of a memorable meal writing 8 Describing our background, present or most recent job. Writing 8 Describing our because of the world information of a routine nature, for example in a short e-mail or letter introducing themselves. Writing 8 Describing our home with reading with contents and faves (enquiries, orders, letters of confirmation, etc.) on familiar topics. Writing 8 Describing our because of the world with predictable content, though they will generally have to compromise the message and search for words/signs. Bescribing our background, present or most recent job. In have a repertorior 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. Bescribing our background, present or most recent job. In have a repertorior of basic language, which e	TASKS		DESCRIPTORS				
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 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 							
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							
 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 							
- pick out and reproduce key words and phrases or short sentences from a short text within							
the learner's limited competence and experience.			the learner's limited competence and experience.				

TASKS		DESCRIPTORS				
TASK 1 (WEEK 3)	Writing 1 A personal profile Writing 2 Describing a photo Writing 3 An Informal email Writing 4 An opinion essay Writing 5 Describing your town or city	In terms of writing, by the end of the week(s), learners will be able to - 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.				
TASK 2 (WEEK 6)	Writing 6 Social media messages	 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. 				
	Writing 7 An article giving tips	 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. 				
	Writing 8 A short story	 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 				
	Writing 9 A biography	of points.				

TASKS	TOPICS	DESCRIPTORS				
TASK 1 (WEEK 3)	Writing 1 A description of a person Writing 2 A Thankyou email Writing 3 An article for a website Writing 4 An email of complaint Writing 5 Disastrous journey	 In terms of writing, by the end of the week(s), learners will be able to 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				
TASK 2 (WEEK 6)	Writing 6 A film review Writing 7 Describing a house or flat	 narrate a story. 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 8	- produce continuous writing which is generally intelligible throughout. Spelling,
A	punctuation and layout are accurate enough to be followed most of the time.
A covering	- perform and respond to a wide range of language functions, using their most common
email	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.

TASKS		DESCRIPTORS			
TASK 1 (WEEK 3)	Writing 1 An informal email Writing 2 Writing a short story	 In terms of writing, by the end of the week(s), learners will be able to 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. 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	 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)	Writing 3 For and Against Writing 4 A blog post	 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. 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 a well organised 5 paragraph cause and effect essay 			
	Writing pack	write a well organised 5 paragraph argumentative essay			