

	<b>A1</b>	<b>A2</b>	<b>B1</b>	<b>B2</b>	<b>C1</b>
<b>Written and online Interaction</b>	<ul style="list-style-type: none"> <li>· I can post short, simple greetings as statements about what I did and how I liked it, and can respond to comments in a very simple way.</li> <li>· I can react simply to other posts, images and media.</li> <li>· I can complete a very simple purchase, filling in forms with personal details.</li> </ul>	<ul style="list-style-type: none"> <li>· I can engage in basic social interaction, expressing how I feel, what I am doing or what I need, and responding to comments with thanks, apology or answers to questions.</li> <li>· I can complete simple transactions such as ordering goods, can follow simple instructions and can collaborate in a shared task with a supportive interlocutor.</li> </ul>	<ul style="list-style-type: none"> <li>· I can interact about experiences, events, impressions and feelings provided that I can prepare beforehand.</li> <li>· I can ask for or give simple clarifications and can respond to comments and questions in some detail.</li> <li>· I can interact with a group working on a project, provided there are visual aids such as images, statistics and graphs to clarify more complex concepts.</li> </ul>	<ul style="list-style-type: none"> <li>· I can interact with several people, linking my contributions to theirs and handling misunderstandings or disagreements, provided the others avoid complex language, allow me time and are generally cooperative.</li> <li>· I can highlight the significance of facts, events and experiences, justify ideas and support collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>· I can understand the intentions and implications of other contributions on complex, abstract issues and can express myself with clarity and precision, adapting my language and register flexibly and effectively.</li> <li>· I can deal effectively with communication problems and cultural issues that arise by clarifying and exemplifying</li> </ul>
<b>Written Production</b>	<ul style="list-style-type: none"> <li>· I can write simple isolated phrases and sentences.</li> </ul>	<ul style="list-style-type: none"> <li>· I can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.</li> </ul>	<ul style="list-style-type: none"> <li>· I can write straightforward connected text on topics which are familiar or of personal interest.</li> </ul>	<ul style="list-style-type: none"> <li>· I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a point of view.</li> </ul>	<ul style="list-style-type: none"> <li>· I can express myself in clear, well-structured text, expressing points of view at some length.</li> <li>· I can write detailed expositions of complex subjects in an essay or report, underlining what I consider to be the salient issues.</li> <li>· I can write different kinds of texts in a style appropriate to the reader in mind.</li> </ul>

Source: Appendix 4, 2018 Companion Volume with new descriptors

	<b>Communicative Achievement</b>	<b>Organisation</b>	<b>Language</b>
<b>C1</b>	Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.	Text is well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.	<p>Uses a range of vocabulary, including less common lexis, appropriately.</p> <p>Uses a range of simple and complex grammatical forms with control and flexibility.</p> <p>Occasional errors may be present but do not impede communication.</p>
<b>B2</b>	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well organised and coherent, using a variety of linking words and cohesive devices.	<p>Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis.</p> <p>Uses a range of simple and some complex grammatical forms with a good degree of control.</p> <p>Errors do not impede communication.</p>
<b>B1</b>	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	<p>Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis.</p> <p>Uses simple grammatical forms with a good degree of control.</p> <p>While errors are noticeable, meaning can still be determined.</p>
<b>A2</b>	Produces text that communicates simple ideas in simple ways.	Text is connected using basic, high-frequency linking words.	<p>Uses basic vocabulary reasonably appropriately.</p> <p>Uses simple grammatical forms with some degree of control.</p> <p>Errors may impede meaning at times.</p>

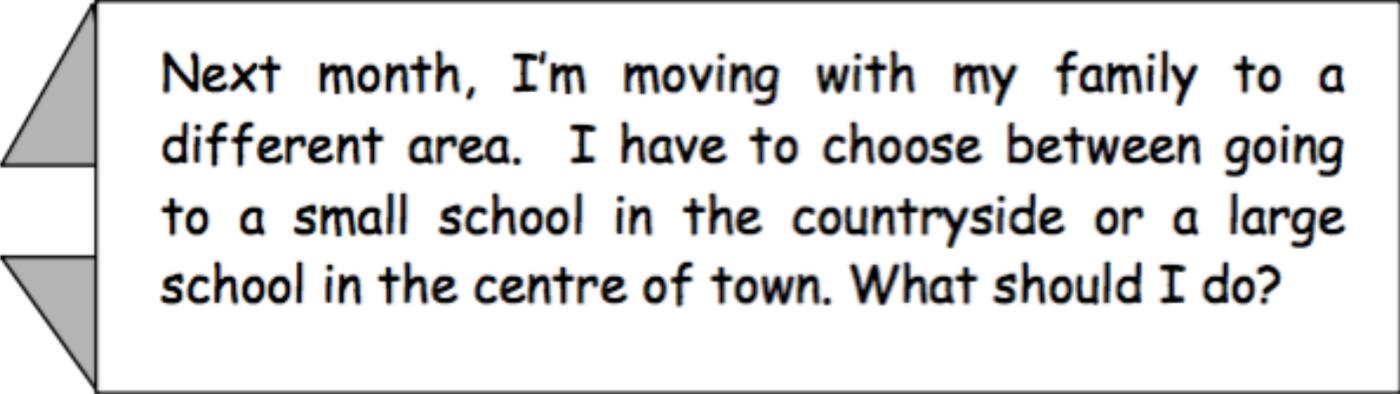
Source: 2020 B1 Preliminary Handbook

B1 Preliminary Writing Examiners use the following assessment scale, extracted from the one on the next page:

B1	Content	Communicative Achievement	Organisation	Language
5	All content is relevant to the task.  Target reader is fully informed	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis.  Uses a range of simple and some complex grammatical forms with a good degree of control.  Errors do not impede communication.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Minor irrelevances and/or omissions may be present.  Target reader is on the whole informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis.  Uses simple grammatical forms with a good degree of control.  While errors are noticeable, meaning can still be determined.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Irrelevances and misinterpretation of task may be present.  Target reader is minimally informed.	Produces text that communicates simple ideas in simple ways.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately.  Uses simple grammatical forms with some degree of control.  Errors may impede meaning at times.
0	Content is totally irrelevant.  Target reader is not informed.	<i>Performance below Band 1.</i>		

## Question 7

- Your Scottish penfriend has written to you for advice.

A speech bubble with a white background and a black border. The bubble has two grey triangular tails pointing to the left. Inside the bubble, the text reads: "Next month, I'm moving with my family to a different area. I have to choose between going to a small school in the countryside or a large school in the centre of town. What should I do?"

Next month, I'm moving with my family to a different area. I have to choose between going to a small school in the countryside or a large school in the centre of town. What should I do?

- Now write a letter to your penfriend, giving your advice.
- Write your **letter** in about 100 words on your answer sheet.

**Question 7**

**Script A**

Dear Mike,

Thanks you for write me. About your question I think that go to a large school in the centre of town could be better than the other option. In my opinion if the school is big has a lot of classes, different teachers, a big librery to study, a cafeteria to have a break... And probably a lots of public transport to be on time. Also It's depends your tarty, because some people preffer a small school because there are a few people and sometime is better than to be in a class with 30 classmate. So in the end is your choose. You have to know what is better to you.

With love,

	Mark	
<b>Content</b>		
<b>Communicative Achievement</b>		
<b>Organisation</b>		
<b>Language</b>		

**Question 7****Script B**

My friend,

Hi! How's life now a days? I just do hope that everything is doing well.

It is really hard or you to choice on what school are you going to. Well my friend tell the truth to your parents that if you don't want a small school in the countryside and you prefer a larger school in the town center so that they will know what to do regarding your studies. If your place is very far from the town center maybe you can rent a small room near your school. But that still depends if your parents will agree with that suggestion, maybe if they don't you have to go home everyday as long as your schedule is not hectic.

Till here, I mis you and regards to your parents.

	Mark	
<b>Content</b>		
<b>Communicative Achievement</b>		
<b>Organisation</b>		
<b>Language</b>		

## Your writing checklist – B1

Content	Letters	Can you put a tick next to all the things you had to include? Have you included enough details?	
	Stories	Is the story relevant to the title? OR Have you used the first sentence? Is the rest of the story relevant to this sentence?	
Communicative Achievement	Letters	Did you write to the correct person? Does it look like a letter? Does it start and finish like a letter?	
	Stories	Is your story in the first (I, me, my) or third person (he, his../she, her....)? Is this correct?	
Organisation		Are the ideas connected and in a logical sequence?	
		Have you used: paragraphs? a start and finish?	
		short and longer, connected sentences?	
		correct punctuation?	
		different linking words?	
Language		Have you used: your own words? a variety of words? a range of structures?	
		Did you check: your verb endings? your singular and plurals?	
		your spelling? for repeated words?	

Write your spelling checklist here:

1) \_\_\_\_\_ 2) \_\_\_\_\_

3) \_\_\_\_\_ 4) \_\_\_\_\_