

Unit 1 > Session 7

This session aims to:

- introduce the skills of writing (Outcome 3)
- introduce terminology used to describe writing subskills (Outcome 3)
- develop correction techniques for writing (Outcome 3)
- raise awareness of language levels in writing (Outcome 4)
- revise aspects of language terminology (Outcome 2)

We suggest that you allocate 180–200 minutes for the session.

Focus A Writing

Aim:	To introduce the skills of writing To introduce terminology used to describe writing subskills
Time needed:	90 minutes
Materials:	Handouts 1 and 2
Preparation:	Source a variety of writing samples for Stage 1 of Task 2 See also Toolkit Sample Session 6, page 64
Notes:	Try to include both handwritten and word-processed samples of writing for Task 2 as there is a tendency to only think about handwritten texts when asked to consider what you have recently written. This session introduces writing skills. Session 8 focuses on issues of ESOL literacies and subskills.

Task 1 What is writing?

Stage 1

Provide a card for each trainee with '**S**' (speaking/speak) on one side and '**W**' (writing/write) on the other. Read out or display each of the statements below. The trainees decide whether the statements refer to either speaking or writing and hold up the appropriate letter. Don't comment on trainees' responses until the feedback stage.

- 1 *We acquire or pick up an ability to do this from birth. (speaking)*
- 2 *We do this less frequently. (writing)*
- 3 *Clear organisation is more important when we do this. (writing)*
- 4 *There are no second chances when we do this. (writing)*
- 5 *This may involve longer, more complex sentences. (writing)*
- 6 *You don't need to learn an alphabet to do this. (speaking)*
- 7 *When we do this, we always have a purpose in mind. (both)*

Stage 2

When all the sentences have been read/displayed, discuss the answers as a group bringing out the points below.

Potential feedback

- In our first language, speaking is acquired from (before) birth. Writing is a learned skill which takes longer to become proficient in.
- For many people writing is not a frequent activity. Also, it is not a particularly popular activity perhaps because of the need for grammar knowledge, vocabulary, ability to spell etc. It is, however, a very high-value activity.
- Having an audience affects and moderates what we say. This is more immediate in the process of speaking but is also true of writing. One of the difficulties of writing is imagining the audience. The time difference for feedback in speaking and writing is getting smaller and smaller with new technologies.
- Writers (unlike speakers) are not usually present to help their audience decode what they are trying to say. Writers, then, need to use everything they can to help make what they are trying to say clear. Careful organisation is one of these tools.
- With speaking one can generally backtrack, repair, apologise etc. In writing the script is permanent and is far harder to modify or correct.
- Speaking tends to be based around clauses rather than complete sentences. Writing tends to have longer sentences with a logical internal development. Some types of writing do pare down sentences — texting, diary entries, lists.
- You have to learn an alphabet (or other written form) to write, but there are many other aspects to writing — layout and style for example.
- We have a purpose in mind both when we speak and write. Learners need to have a purpose for writing.

Task 2 Types and purpose of writing

Stage 1

Bring in a few examples of different types of writing (handwritten and word-processed), eg a letter in a newspaper, an e-mail, a shopping list, etc. Show the examples to the trainees and ask them to think quickly of three ways in which they vary.

Potential feedback

length, purpose, style, register, layout, organisation

Stage 2

Provide the trainees with [Handout 1](#). Use Text 1 to demonstrate the task, asking the trainees to consider the headings in the table. The trainees should work in pairs to complete the table. If some pairs finish the task more quickly than others, ask them to think of other types of writing (or use the samples from Stage 1), which they can add to their table. Conduct feedback.

Potential feedback				
	Purpose (why)	Audience (who)	Organisation	Register (style)
Text 1	confirm arrangement	(close) friend	short sentences, phrases	informal
Text 2	complain	unknown bureaucrat	sentences, paragraphs	formal
Text 3	send greetings	friend/family	postcard style — focus on verbs	informal
Text 4	planning	self	notes, phrases	informal
Text 5	make an enquiry	provider	sentences	informal

Task 3 Writing subskills

Stage 1

Display the following on the board or direct the trainees to the table for Task 3:

Writing complete sentences

Using grammar accurately

Using an appropriate writing style

Using correct layout

Being able to paraphrase sentences

Using punctuation correctly

Organising ideas effectively

Writing compound and complex sentences

Achieving intended purpose

Ask what these are (skills needed for successful writing). Tell the trainees they should look at Text 2 (formal letter) and Text 4 (diary extract) again to decide which subskills are required in order to write each text effectively.

Use the first subskill, *writing complete sentences*, as an example. Ask the trainees in which of the texts this is necessary (Text 2 only). Elicit why full sentences would be inappropriate for a personal diary — not enough space, time issues (especially if electronic), usually written with abbreviations and notes, the writer is the intended audience, there is an element of keeping things hidden and so on.

Stage 2

The trainees should work in pairs to complete Part 1. Once the table is complete the trainees should discuss Parts 2 and 3. They will probably find that trying to decide whether a subskill focuses on accuracy or fluency is not clear-cut, as one is often dependent on the other. For Part 3, they may also suggest some subskills which will be explored in the next session on literacy.

Stage 3

During feedback, discuss how text type and intended audience affects the way we write. Also mention how writing is evolving due to newer forms of media (texting, blogging, social networking). You may have to keep such a discussion brief although it does throw up interesting issues on what should be taught when delivering ESOL.

Potential feedback		
Subskill	Text 2	Text 4
Writing complete sentences	✓	
Using grammar accurately	✓	
Using an appropriate writing style	✓	✓
Using correct layout	✓	✓
Being able to paraphrase sentences		✓
Using punctuation correctly	✓	
Organising ideas effectively	✓	(✓)
Writing compound and complex sentences	✓	
Achieving intended purpose	✓	✓

Task 4 Writing activities

Stage 1

This task is more practical and relates directly to tutoring. Remind the trainees of the difference between accuracy and fluency (communicating ideas). Elicit how learners can be given different tasks which have a focus on developing accuracy or communicating ideas when writing. Provide [Handout 2](#) and use Example 1 to demonstrate this, and to bring out the difference between controlled and free activities.

Stage 2

The trainees should look at the five other examples of writing tasks on the handout and decide which tasks focus on accuracy (tending to be controlled tasks) and which focus on communicating ideas (tending to be freer tasks). To make this task more interactive the trainees could be divided into three groups, with each group focusing on one or two of the examples, then regrouping to share their findings.

Potential feedback

Example 1: The task is to correct punctuation and spelling. It is very controlled, focusing on accuracy as there is only one correct answer. Therefore, there is no freedom in the task.

Example 2: This task is to write a letter in response to a job advertisement, using prompts from the ad. It focuses on communicating ideas. It is quite free, as the prompts control it to some extent.

Example 3: This task is to correct spelling, grammar and punctuation. Similar to Example 1, it is very controlled.

Example 4: This task, to write about a film, is very free as no prompts are given. The speaking activity helps to activate ideas and relevant vocabulary. The task focuses on communicating ideas.

Example 5: This task is a controlled grammar practice activity and focuses on accuracy.

Example 6: This task is quite free, but the e-mail acts as a model and therefore controls the writing to an extent. The task focuses on both accuracy and communicating ideas.

Focus B Correction techniques

Aim:	To develop correction techniques for writing To review aspects of Outcome 2
Time needed:	50 minutes
Materials:	Handout 3 Resource 1 Coloured pens for correction (red, green)
Preparation:	Cut up Resource 1
Notes:	By focusing on correction, this part of the session also helps to reinforce aspects of language awareness such as word class, tenses and sentence structure. Twelve sentences are included in Resource 1, so if there are more trainees you will need to add to or duplicate this resource.

Task 1 Correction game

Stage 1

Write the following on the board:

a pen black like you apples? I dranked ouzo last morning

Ask the trainees if they can identify the errors in each case. Try to elicit terminology already input during language awareness sessions — word order, sentence structure/tenses (omission of do, dranked), lexis (last morning).

Make the point that these examples are errors of accuracy; ask what other errors of accuracy there could be (spelling, letter formation, sentence structure, linkers) and also what other types of error there could be (style, register etc).

Stage 2

Give each trainee in the group a card from [Resource 1](#). You might want to have some red/green pens etc available. The purpose of this exercise is to explore attitudes to correction, as well as being able to identify errors.

This is an opportunity to show the trainees how important it is to set up activities carefully by giving clear instructions and having all materials prepared.

Put the trainees into groups of three and give them the following instructions, which you may wish to split and/or repeat as the trainees carry out the task:

- You will each be given a sentence on a piece of paper. Copy it down exactly as it is written (including the errors). Pass it to the person next to you.
- When you receive the sentence imagine it has been given to you by a learner and correct it in any way you wish (do not speak to the 'learner'). Pass it to the third person.

- The third person must look at how the sentence has been corrected and write a comment on the correction technique and return it to the original writer.

Make sure the trainees understand the task before they work in their groups. You may wish to do a short demonstration or check back the instructions.

In feedback, highlight trainees' comments and any different approaches to correction. (Did anyone put in a ✓ for something correct? Unlikely — since the sentences are short!)

Potential feedback

- Providing feedback on writing should include positive comment as well as highlighting errors. Did anyone provide this kind of feedback?
- It is often difficult to classify errors — some can fit into various categories.
- The overuse of red pen can be demoralising for the writer, however some learners will expect this.

Stage 3

The sentences make a story. A final stage could be for the trainees to arrange themselves in order to tell the story.

Task 2 Correction techniques

Stage 1

Provide [Handout 3](#). Ask the trainees to look at the three correction styles and consider the effectiveness of each. The previous task should provide a bridge here. This should not take more than 5–10 minutes.

Potential feedback

Example 1: Too much correction — nothing left for the learner to do. It is also unlikely that the learner will use this feedback constructively.

Example 2: The learner has to think about the error — but they also have to know what the symbols mean. Does each error fall into a clearly defined category? For example, 'is her house...' is that a grammar error or a word order one? A ✓ has been included for what is correct — important to include these, otherwise the focus is too negative and does not highlight positive aspects of the learner's writing.

Example 3: A very basic system which gives the learner little guidance. Note, though, that SQA instructions for marking draft writing assessments for all Units follow this format for correction.

Codes: ✓ = good, correct; WO = word order; Gr = grammar; sp = spelling; T = tense; voc = vocabulary. (Others include: wrong word (ww), and punctuation (p).)

Task 3 Identifying errors

Stage 1

Refer the trainees to Task 3 in the handout. They should work in pairs to complete the table. The text is quite short but should lead to interesting discussion on how to classify each error.

Answers

After I finish studied here I hop to sit my exams so that I can to study business gestion. In mine own country I worked a lot of part-time work in my father's company. Which organises exhibitions trade.

Error	Type	Correction	Part of speech
studied	gr	studying	verb
hop	sp	hope	verb
can to	gr	can	(modal) auxiliary verb
gestion	voc	administration	noun
mine	gr	my	possessive adj
. Which	p	, which	connector (relative)
exhibitions trade	wo	trade exhibitions	adj + noun

Stage 2

If the trainees wish further practice in this area, using the real samples of learner writing in [Handout 4](#) would be appropriate.

Focus C Writing and language level

Aim: To introduce terminology used to describe language levels
To raise awareness of language levels in writing

Time needed: 30 minutes

Materials: [Handouts 4 and 5](#)
[Resource 2](#)

Preparation: You may wish to copy the Writing Samples and 'Can do' statements from Handout 4 onto card and cut them up to make it easier for the trainees to match them together

Notes: Although the trainees may have been introduced to language learning levels in previous sessions, they have probably not considered criteria used to assess level. Sessions 9 and 10 provide more input. It is worthwhile starting to familiarise trainees with SCQF (Scottish Credit and Qualifications Framework) levels.

Task 1 Writing criteria and level

Stage 1

Elicit what criteria are used to judge the effectiveness of a piece of writing — layout, accuracy, range of structures, appropriate vocabulary, style, impact etc. Point out that different aspects of writing will be developed according to the writing level of the learner. If the trainees know any foreign languages, they could discuss what level they consider their writing to be.

Stage 2

Ask the trainees to think about whether there is a standard way of describing level. Some may have heard of the SQA NQ ESOL levels and others the more general ELT levels. The trainees may also have heard of levels used in England (Entry 1, 2 and so on).

Display the table in [Resource 2](#) and highlight the SQA NQ ESOL levels and the more general ELT levels. Point out to the trainees that although the use of the SQA titling is becoming more popular in Scotland, many centres still prefer to use the more general levels to describe learners. The SCQF levels are likely to become more prominent as Scotland moves to this system for describing all qualifications.

Stage 2

Provide the trainees with [Handout 4](#) and ask them to look at the four samples of writing on the second page. Each sample has been assessed at a different level. The trainees should work in pairs to choose the SQA NQ ESOL level each sample is at, from Access 2 to Intermediate 2. There should be quite a lot of discussion over which level each sample of writing sits at.

Stage 3

Ask the trainees to turn to the final page of the handout. The trainees should look at the 'Can do' statements to decide which level they refer to. The writing samples on the previous page should give them some guidance here. The trainees may have difficulty distinguishing the gradings of the language statements, eg 'a range' and 'a reasonably wide range'. Reassure the trainees by pointing out that assessment of level is rarely straightforward, even for very experienced practitioners. Also mention how the use of 'can do' statements helps to focus on the positive aspects of language development.

Answers

Writing samples		'Can do' statements	
Sample 1	Intermediate 1	Access 2/beginner	2,4
Sample 2	Access 3	Access 3/elementary — pre-int	5,8
Sample 3	Access 2	Intermediate1/intermediate	1,7
Sample 4	Intermediate 2	Intermediate 2/upper-intermediate	3,6

Review and reflect (20 minutes)

Stage 1

This is an opportunity to recap and build upon aspects of sentence structure. Display the corrected version of the paragraph from Focus B Task 3.

After I finish studying here I hope to sit my exams, so that I can study

Business Management. In my own country, I did a lot of part-time work in my father's company, which organises trade exhibitions.

Look at the first part of the text until the comma. Elicit the two verb phrases here, *finish studying*, *hope to sit*. Ask what holds these two parts together. Elicit that *after* does this and that this is a linker or conjunction. Provide [Handout 5](#) (Review and Reflect). The trainees should complete the table in Part 1. You should then discuss/revise how ESOL tutors use the terms 'verb', 'main verb', 'verb phrase', 'infinitive'.

Answers

Verb phrase: finish studying, hope to sit, can study, did, organises

Linking words: after, so that, which

Stage 2

Ask the trainees to look at the linkers. How was *after* used? (to denote time.) What about *so that*? (to indicate purpose.) Ask the trainees to complete Part 2 on the handout.

Answers

I went to the party **even though** I didn't really want to. (concession)

I knew Salma liked jewellery **so** I bought her a bracelet. (result)

I bumped into my old boyfriend **as soon as** I arrived. (time)

He offered me a drink **but** I refused. (contrast)

I went home early **because** I was tired. (reason)

Stage 3

Put the following on the board, colour-coded as below:

I can study Business Management.

I did a lot of part-time work.

My father's company organises trade exhibitions.

Elicit that all three sentences represent an SVO (Subject Verb Object) structure, with blue for subject, red for verb and green for object. This colour coding helps to highlight the following:

- Both subject and object can be one, two or more words (they, the dog, the boy with the kite). It can also be a clause (what I want...).
- Verb (phrase) can be one main verb, or a combination of main verb and auxiliaries; it may include variations of 'do' in negative or question form.
- In a question the subject will be preceded by an auxiliary verb.

Ask the trainees to look at Part 3 on the handout and using the first sentence as an example, colour code SVO on the board:

Did you like the party?

Ask the trainees to identify the subject, verb and object for the rest of the sentences. They could use colour or circles and underlining to provide a visual representation. You will have to remind them that not every sentence has an object.

Answers

1 **Did you like the party?**

2 **I made a cake.**

3 **My sister's friend was dancing in the middle of the room.**

4 **She forgot to call her friend.**

5 **Tahir's mum doesn't like his friends.**

6 **Have you ever watched a horror film?**

7 **Are you busy?**

8 **The teacher with the ponytail wouldn't help him.**

Session 7

Handouts and Resources

Task 2 Types and purpose of writing

Look at the five examples of writing and answer the following for each text:

- What is the purpose of the text?
- Who is it written for?
- What is the organisation (sentences, note form etc)?
- What is the register or style (formal, informal)?

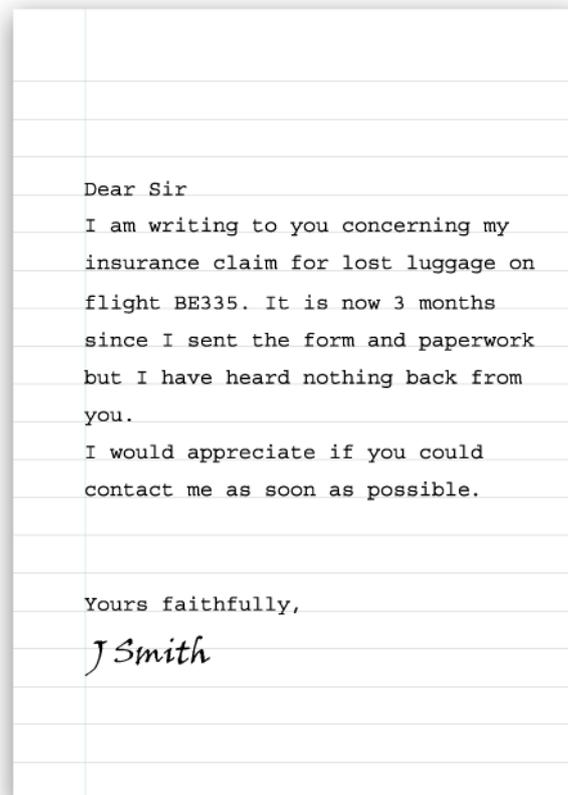
	Purpose (why)	Audience (who)	Organisation	Register (style)
Text 1				
Text 2				
Text 3				
Text 4				
Text 5				

Task 2 *Types and purpose of writing*

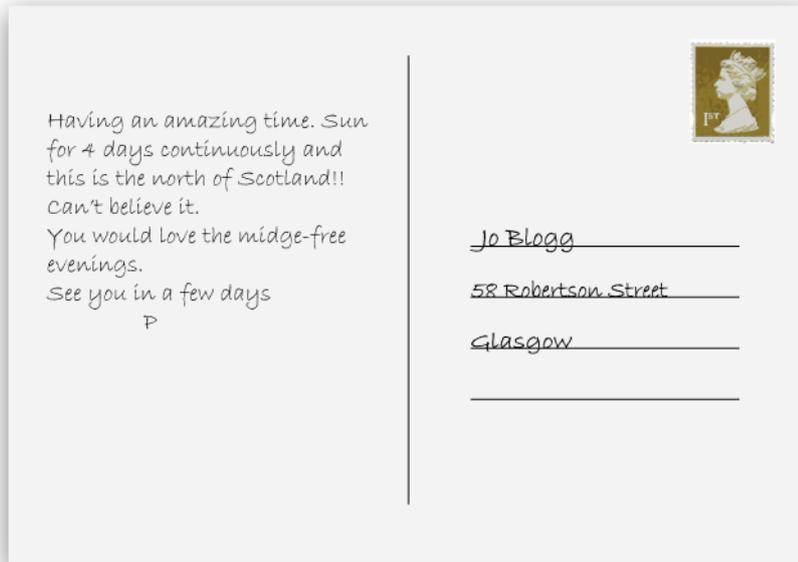
1



2



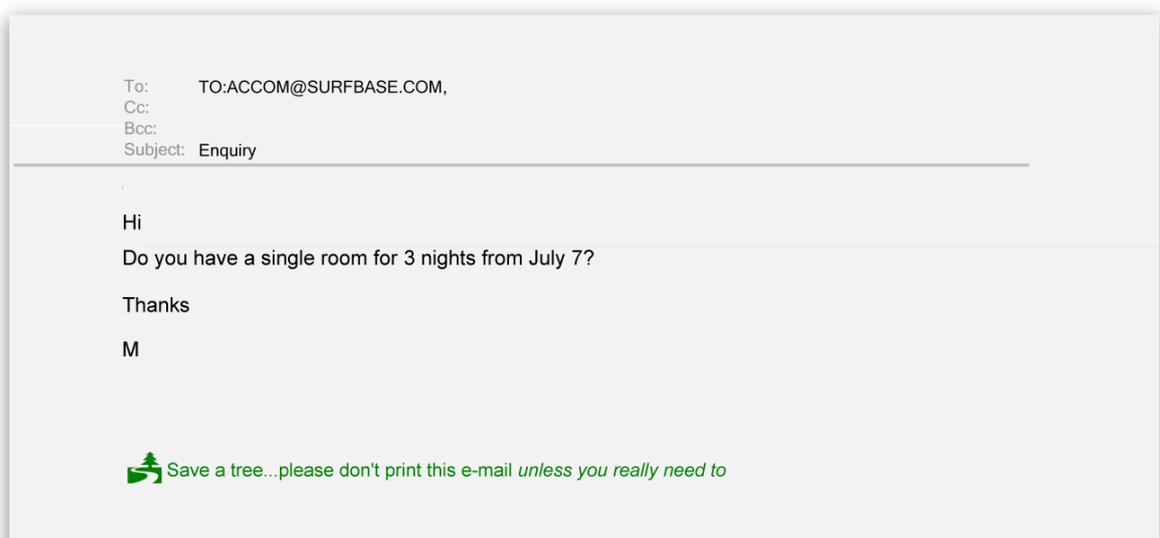
3



4



5



Task 3 Writing subskills

Part 1

Look at Text 2 (formal letter) and Text 4 (diary extract).

Decide the subskills required to write each text effectively and complete the table.

Subskill	Text 2	Text 4
Writing complete sentences	✓	
Using grammar accurately		
Using an appropriate writing style		
Using correct layout		
Being able to paraphrase sentences		
Using punctuation correctly		
Organising ideas effectively		
Writing compound and complex sentences		
Achieving intended purpose		

Part 2

Which skills above focus on communicative purpose in writing and which on accuracy?

Example: writing complete sentences — accuracy

Part 3

Note down any other skills you need for successful writing.

Example: legibility

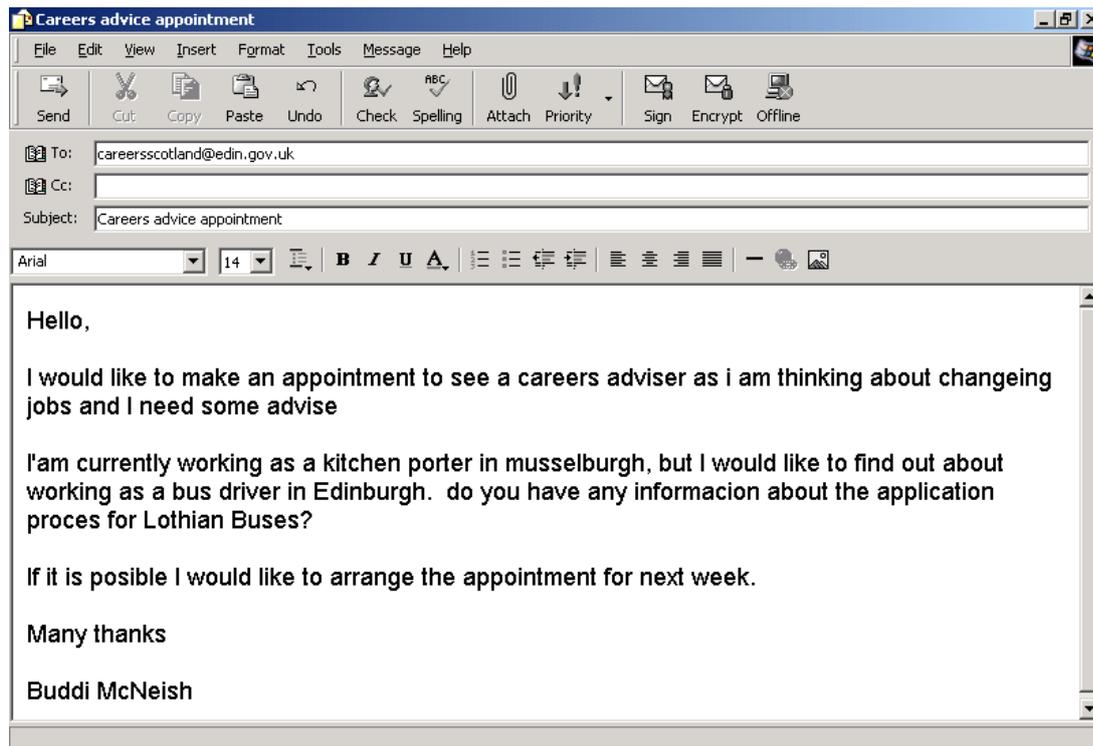
Task 4 Writing activities

Decide which of the following writing activities focus on accuracy and which on communicating ideas.

What do you notice about how 'controlled' or 'free' these tasks are?

Example 1

There are five punctuation errors and five spelling errors in the e-mail below. Find the errors and correct them.



Example 2

Look at the job advertisement. Write a letter requesting more information and an application form.



Example 3

Work with a partner. Read the text below and make corrections to the spelling, grammar and punctuation.

Ahmad in New York

My name is Ahmad. My home in Manchester. I am student of English and am lern it for three years now. Last year the freind and me have decided to visit united states and we have flied to new york. We saw some good thing there like the 5th avenue and broadway and central park. Then we have want to go to boston because my.....

Example 4

Think about some books or stories you have read, or films/TV programmes you have seen, about your local area or culture. These can be in any language. Write their titles here:

Now compare your list with a partner's. Talk about why you chose them. Now pick one of these and retell the story in your own words. Write around 150 words.

Example 5

Work with a partner. Discuss whether the sentences below are about real or unreal situations in present time. Write the verbs in brackets in the appropriate form to make first or second conditional sentences. Use *will/'ll* or *would/'d* where necessary.

- 1 I (buy) _____ a new car if I (have) _____ the money — but I'm flat broke.
- 2 I'll just see if he's free. If he _____ (be), he (see) _____ you.
- 3 Look — I don't know the answer. If I (do) _____ I (tell) _____ you.

Example 6

Debbie Jackson is 17. Her family has just moved into a new house. Read this e-mail she wrote to her friend, Sophie.

From: Deborah.Jackson@doolally.com
Date: 19 June 2009 17:16
To: sophiejones17@bluedoo.com
Subject: Our new house
Attach: Newhouse 2006-6-14.JPG (39.3KB)

Hi Sophie,

Well, we're in our new house now — photo attached. It's great. I've got my own bedroom. Alan and Michael's room is along the hall. We're all on the first floor. Mum and Dad's bedroom is downstairs, on the ground floor. My room is quite big and I like it a lot. We're near the top of the hill, so there's a good view from my bedroom window — but all you can see is more houses.

The house is a semi-detached villa in an ordinary street, but I like the area. It's fairly quiet and there's a big park nearby. At the bottom of the hill there's a main road with quite a lot of shops. There's also a cinema and a couple of cafés — and there's a bowling alley not too far away. I think I'm going to like living here.

Write soon.

Debbie

 Save a tree... please don't print this e-mail *unless you really need to*

Now write an e-mail to a friend. Describe your house. Try to write around 150 words.

Materials are taken/adapted from:

F1AE 09: ESOL Work and Study related contexts — (Access 3) Student notes pp 10, 14

DV34 10: ESOL: Everyday Communication — (Intermediate 1) Student notes pp 55, 59, 60, 78

Task 2 Correction techniques

Look at these different ways of correcting a learner's writing.

Which do you think is the most effective and why?

1. *My sister is ~~have~~^{having} a party on ~~the~~ Saturday. She wants ~~that you~~^{you to} come. So ~~I do~~^{do I}. ~~Are you~~ Can ^{you} come? Please ~~tell~~^{say} me yes.*
2. *I am sure[✓] you know were^{sp} is^{Gr} her house. ^{Gr}Party will start at 8. I think will you^{wo} know a lot of people so you should has^T a good spend^{voc}.*
3. *I am hope to see you sooner to my sister birthday. Remmember to bringing the present. I see you Saturday.*

Look at the correction code used in sample 2.

- What do the codes below mean?
- Can you think of any other codes which would be useful when correcting writing?

✓ = _____ WO = _____ Gr = _____

sp = _____ T = _____ voc = _____

Task 3 Identifying errors

Look at this piece of writing. Underline the errors and complete the table.

After I finish studied here I hop to sit my exams so that I can to study business gestion. In mine own country I worked a lot of part-time work in my father's company. Which organises exhibitions trade.

Error	Type	Correction	Part of speech
studied	gr	studying	verb

Task 1 Writing criteria and level

SCQF Levels	SQA ESOL units	Council of Europe Common European Framework of Reference for Languages (CEF)	General ELT levels
6	Higher	C2.2 C2 C1	Advanced Lower Advanced
5	Intermediate 2	Proficient user	Higher Intermediate
4	Intermediate 1		Intermediate
3	Access 3	B2 B1	Pre-Intermediate
2	Access 2	A2 A1	Elementary Beginner
			Basic user

Adapted from Initial ESOL Assessment in Scotland: a short study:

<http://www.esolscotland.com/documents/sc1.pdf>

Look at the table above — the different columns illustrate how language level is described using different frameworks.

At present, centres in Scotland usually use the SQA levels or the equivalent General ELT (English Language Teaching) level. The equivalent SCQF (Scottish Credit and Qualification Framework) level is also becoming increasingly important.

Notice how the levels are not uniform across the frameworks. So, an **Access 2** learner could be either at **beginner** or **elementary** and so on.

Look at the four samples of writing on the next page. Each sample has been assessed at one of the levels above (from Access 2 to Intermediate 2). Work with a partner to match the samples to the levels. Discuss your reasons with another pair.

Sample 1

Now I am asylum seeker in U.K. I am waiting for paper permit to live. ~~my future is in study~~ ~~message~~. I am going to study nursing and I want to work as a nurse the rest time of my life.

Sample 2

I like Glasgow everything is ok for me, but wheather is terrible! I don't go to school because mine langage it's not very good.

Sample 3

I was driving instructor. I like my job. I like factor come to my job. I have one sister and one brother. My mother is teacher. she is a 50 yers old.

Sample 4

I have to improve my english. At the same time I'm looking for a part time job here because even if Glasgow's life is not expensive for me, finding a job would be better to improve my english.

Used with permission of South East Glasgow ESOL Advice, Support and Entry Service.

Task 1 *Writing criteria and level*

Can do statements

The 'can do' statements below describe what a learner is able to do (in writing). There are two statements given for each level here, at Access 2, Access 3, Intermediate 1 and Intermediate 2.

Write the level beside each 'can do' statement.

- 1 Uses linking expressions beyond 'but' and 'and'. _____

- 2 There are frequent errors in spelling and accuracy. _____

- 3 Uses a reasonably wide range of vocabulary and grammatical structures with some inaccuracies in grammar, spelling and punctuation. _____

- 4 Can write some basic information, eg about family or likes and dislikes. _____

- 5 Sentence structure is comprehensible despite inaccuracies in grammar. _____

- 6 Conventions of layout and style are appropriate to purpose. _____

- 7 Uses a range of expressions and vocabulary, despite inaccuracies in grammar, spelling and punctuation. _____

- 8 Spelling is comprehensible despite inaccuracies. _____

Review and reflect

Part 1

Find the five verb phrases and the three linking words to complete the table below.

After I finish studying here I hope to sit my exams, so that I can study Business Management. In my own country I did a lot of part-time work in my father's company, which organises trade exhibitions.

Verb phrase	Linking words

Part 2

Use the linkers below in the sentences. Use each only once.

so but because even though as soon as

I went to the party _____ I didn't really want to.

I knew Salma liked jewellery, _____ I bought her a bracelet.

I bumped into my old boyfriend _____ I arrived.

He offered me a drink _____ I refused

I went home early _____ I was tired.

Match each of the linkers above to its use/function to complete the table below:

Reason	Concession	Time	Contrast	Result

Review and reflect

Part 3

Highlight the subject, verb and object (where appropriate) in the sentences.

- 1 Did you like the party?
- 2 I made a cake.
- 3 My sister's friend was dancing in the middle of the room.
- 4 She forgot to call her friend.
- 5 Tahir's mum doesn't like his friends.
- 6 Have you ever watched a horror film?
- 7 Are you busy?
- 8 The teacher with the ponytail wouldn't help him.

Task 1 Correction game

although I came to home early but I not able to do the all work

Before i could started my moble fone rang.

It was my freind who he wants to come and visit my

I said him that I very busey and he must to come laiter.

He say ok then he send me a text and he not happy.

I turned the tv so I watch tenis while I cleaning.

Really I not like tenis so much but some times is it exciting

the sitingroom was so messy after to have the party

peopl was very carless a bout where they leaves the plates and glases

I was just start when rang the phon again but i do not answered

After the tow hours everythings were clean tidy.

I was so tired and I have a cup coffe and go sleep

Task 1 Writing criteria and level

ESOL equivalents		SCQF Levels	SQA ESOL units	Council of Europe Common European Framework of Reference for Languages (CEF)	General ELT levels	ESOL levels (England, Wales, Northern Ireland)	Cambridge Main Suite	IELTS	Oxford Placement Test
6	Higher	C2.2	Proficient user	Advanced Lower Advanced	ESOL Level 2	CPE A/B	9.00	80+	
5	Intermediate 2	C2				CPE C	8.00		
4	Intermediate 1	C1	Independent user	Higher Intermediate	ESOL Level 1	CAE A/B CAE C	7.00	65-79	
3	Access 3	B2				FCE A FCE B FCE C	6.00		
2	Access 2	B1	Basic user	Intermediate	ESOL Entry 3	PET Merit PET Pass	5.00	45-54	
		A2				PET Pass	4.00		
		A1	Basic user	Pre- Intermediate	ESOL Entry 2	KET Merit KET Pass	3.00 2.00	30-44	
						Elementary	1.00		
				Beginner	ESOL Entry 1				

Adapted from Initial ESOL Assessment in Scotland: a short study

<http://www.esolscotland.com/documents/sc1.pdf>