



LANGUAGECERT IESOL EXAM
EXAM HELP BOOKLET
WRITING

How to use this booklet

This booklet has been created to help you prepare for the open writing tasks that you will need to do in the writing section of the LanguageCert IESOL exam. The booklet will focus on three exam levels - B1, B2 and C1.

The booklet has 4 sections with each section having been designed to guide you through the writing process.

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1. The structure of the Writing section of LanguageCert IESOL exams

When you are preparing for a language exam, it is important to familiarise yourself with the structure of the exam, so let's have a look at some of the things you can expect when taking a B1, B2 or C1 IESOL exam. You will have 2 hours and 10 minutes for BOTH the reading and writing sections at B1 and B2 level and 2 hours and 40 minutes at C1 level, so you'll need to plan your time wisely. Make sure you leave ample time for the writing section (approximately 60 minutes at B1 and B2 level and 80 minutes at C1). This section of the booklet will explain the types of writing you need to produce and the criteria you will be measured against.

Marks and features of each writing task

B1		
Part 1	Respond neutrally/ <u>formally</u> to input text Style: rather formal/neutral Intended audience stated in the instructions (public) Write a letter, email, etc. Write 70-100 words	Maximum mark: 12
Part 2	Produce an <u>informal</u> letter to a friend Style: informal Instructions include functions that need to be covered (describe, suggest, invite etc.) Write 100-120 words	Maximum mark: 12
B2		
Part 1	Respond neutrally/ <u>formally</u> to written, graphic or visual input Possible input: letter, poster, diary, timetable, leaflet, schedule etc. Style: formal Intended audience stated in the instructions (public, formal) Cover the three content points given in bullet point list Write a letter/article/email Write 100-150 words	Maximum mark: 12
Part 2	Write a <u>personal</u> letter, a narrative or a descriptive composition Style: informal Intended audience stated in the instructions Instructions include functions that need to be covered (evaluate, persuade, invite etc.) Write 150-200 words	Maximum mark: 12
C1		
Part 1	Respond <u>formally</u> to written, graphic or visual input Possible input: letter, poster, diary, timetable, leaflet, graph, table, email, schedule etc. Style: formal Intended audience stated in the instructions (public, formal) Write a letter/report/article/formal email Write 150-200 words	Maximum mark: 12
Part 2	Write a <u>personal</u> letter, a narrative or a descriptive composition Style: informal Intended audience stated in the instructions Instructions include functions that need to be covered (e.g.: persuade, argue, prioritise, express mood, express opinion, evaluate, justify, hypothesise, etc.) Write 250-300 words	Maximum mark: 12

2. The assessment of the Writing section of LanguageCert IESOL exams

The open writing tasks are evaluated with the help of task-specific mark schemes. Each level has a task-specific mark scheme with descriptors for Task fulfilment, Accuracy and range of grammar, Accuracy and range of vocabulary and Structure. There are four levels of performance with a corresponding mark in each of the above criteria: First Class Pass, Pass, Narrow Fail and Fail. The total marks awarded for the task are the sum of the marks awarded to each criterion. In order to pass, a candidate needs to achieve a Pass (12 points at B2 and C1 level).

Grade table for Writing section for B1, B2 and C1

<i>Grade</i>	<i>Total marks: 24</i>
<i>FCP</i>	<i>20-24</i>
PASS	12-19 (50%)
<i>NF</i>	<i>11</i>
<i>F</i>	<i>0-10</i>

The four criteria of the mark schemes explained

Criterion	Task fulfilment (0-3 points)	Accuracy and range of grammar (0-3 points)	Accuracy and range of vocabulary (0-3 points)	Structure (0-3 points)
	To what extent has the candidate met the requirements of the task? How many of the content points/functions have been covered? (if there were content points given in the rubric)	Range, accuracy and appropriacy of grammar.	Range, accuracy and appropriacy of vocabulary and spelling.	Coherence, cohesion, punctuation. How is the text put together? Is there an attempt to link the ideas and to organise them in a coherent manner using paragraphs (introduction, conclusion etc.)?

Apart from the mark scheme, markers also rely heavily on the CEFR descriptors for the given level, so it might be a good idea to see if you satisfy the criteria.

CEFR descriptors related to assessment criteria – B1

B1	Can write straightforward connected texts on a range of familiar subjects within his or her field of interest, by linking a series of shorter discrete elements into a linear sequence.		
Task Fulfilment	Grammar	Vocabulary	Structure
<p>Can write accounts of experiences, describing feelings and reactions in simple connected text.</p> <p>Can write a description of an event, a recent trip – real or imagined.</p> <p>Can narrate a story.</p> <p>Can write straight-forward, detailed descriptions on a range of familiar subjects within his field of interest</p>	<p>Uses reasonably accurately a repertoire of frequently used routines and patterns associated with more common situations.</p> <p>Occasionally makes errors that the reader usually can interpret correctly on the basis of the context.</p>	<p>Has enough language to get by, with sufficient vocabulary to express him/herself with some circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.</p>	<p>Can link a series of shorter discrete elements into a connected, linear text.</p>

Mark Scheme for B1 level

	Task Fulfilment		Accuracy and range of grammar	Accuracy and range of vocabulary	Structure
	W1	W2			
3 FCP	Fully satisfies the demands of the task, covering all three points, with sufficient expansion of topic.	Fully satisfies the demands of the task, covering both points, with sufficient expansion of topic.	Mostly accurate use of a good range of B1 grammar. Errors occur when language above level attempted.	Good range of B1 vocabulary, mostly appropriate and mostly spelled correctly. Errors occur when vocabulary above level attempted.	Coherent text using cohesive devices and paragraphs where appropriate. Few if any punctuation errors.
2 P	Mainly satisfies the demands of the task, covering two points, with some expansion of topic.	Mainly satisfies the demands of the task, covering both points, with some expansion of topic.	Some errors, but none that are impeding, and an adequate range of B1 grammar.	Sufficient range of B1 vocabulary, used with no impeding errors. Few errors of spelling or appropriacy.	Coherent text with attempts to use some cohesive devices and paragraphs where appropriate. Punctuation errors do not impede communication.
1 NF	Partially satisfies the demands of the task, covering only one point AND/OR with little expansion of topic.		Many errors, even when using B1 grammar. AND/OR Range below that expected at B1. AND/OR Sometimes difficult to follow.	Range of vocabulary too limited (below that expected at B1). AND/OR Many errors of spelling and/or appropriacy, some of which may impede communication. OR Task partially off topic.	Not totally coherent. AND/OR Little or no use of cohesive devices and/or paragraphing where appropriate. AND/OR Errors (may include punctuation errors) make the text difficult to follow.
0 F	Does not satisfy the demands of the task, with no expansion of topic. OR Off topic.		Many grammatical errors, many of which impede communication. AND/OR Very basic repertoire.	Very basic repertoire AND/OR Many errors of spelling and/or appropriacy, many of which impede communication. OR Whole task completely off topic.	Incoherent. AND/OR Inappropriate use of cohesive devices. AND/OR Many punctuation errors which make the text very difficult to follow.

CEFR descriptors related to assessment criteria – B2 level

B2	Can write clear, detailed official and semi-official texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.		
Task Fulfilment	Grammar	Vocabulary	Structure
Can 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. Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest. Can write a review of a film, book or play.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstandings.	Has a sufficient range of language to be able to give clear descriptions and express viewpoints on most general topics, using some complex sentence forms to do so. However, language lacks expressiveness and idiomatic expressions and use of more complex forms is still stereotypic.	Can use a limited number of cohesive devices to link his/her sentences into clear, coherent text, though there may be some 'jumpiness' in a longer text.

Mark scheme for B2 level

	Task Fulfilment*		Accuracy and range of grammar	Accuracy and range of vocabulary	Structure
3 FC P	Fully and appropriately addresses all 3 content points, satisfying the demands of the task and with good expansion and support. Genre and tone totally appropriate.	Fully and appropriately addresses both content points, with good expansion and support. Genre and tone totally appropriate.	Good range of grammar appropriate to B2 used with clarity, assurance and precision. Errors occur when language above level used/attempted.	A good command of B2 vocabulary. Good command of idiomatic expressions if and where appropriate. No serious errors of spelling or usage.	Coherent text using cohesive devices and paragraphs where appropriate. AND Few if any punctuation errors. AND Structure fully appropriate to text type.
2 P	Mainly satisfies the demands of the task, covering at least 2 content points with some expansion. AND Genre and tone mostly appropriate.	Mainly satisfies the demands of the task, addressing both content points with some expansion. AND Genre and tone mostly appropriate.	Adequate range of B2 grammar used with no impeding errors.	Adequate range of B2 vocabulary. AND/OR Few errors of spelling or appropriacy. Errors do not impede communication.	Mostly coherent text with some cohesive devices and paragraphs where appropriate. AND Punctuation errors do not impede communication. AND Structure mostly appropriate to text type.
1 NF	Responds to at least 1 content point. Partially satisfies the demands of the task, with limited expansion. AND/OR Genre and/or tone mostly inappropriate.	Partially satisfies the demands of the task, covering only one point. AND/OR Genre and/or tone mostly inappropriate.	Range of grammar too limited (below that expected at B2) AND/OR Many errors not expected at B2. AND/OR Some impeding errors.	Limited range of vocabulary (below that expected at B2). AND/OR Many errors of spelling and/or appropriacy, some of which may impede communication. OR Task partially off topic.	Not totally coherent. AND/OR Little use of cohesive devices AND/OR Inappropriate paragraphing AND/OR Many punctuation errors. AND/OR Inappropriate structure for text type.
0 F	Does not satisfy the demands of the task, responding to none of the content points appropriately. OR Off topic. OR Genre and/or tone inappropriate.	Does not satisfy the demands of the task. OR Off topic. OR Genre and/or tone inappropriate.	Range of grammar severely limited. AND/OR Many impeding errors that make the text difficult to follow.	Very basic repertoire (well below B2) AND/OR Many errors of spelling and/or appropriacy which impede communication. OR Whole task completely off topic.	Mostly incoherent. AND/OR Little or inappropriate use of cohesive devices. AND/OR Inappropriate paragraphing AND/OR Many punctuation errors. AND/OR Totally inappropriate structure for text type.

CEFR descriptors related to assessment criteria – C1 level

C1	Can write clear, well-structured texts on complex subjects. Can underline the relevant salient issues, expand and support points of view at some length with subsidiary points, reasons and relevant examples, and round off with an appropriate conclusion.		
Task Fulfilment	Grammar	Vocabulary	Structure
Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured personal, natural style appropriate to the reader in mind.	Consistently maintains a high degree of grammatical accuracy; occasional errors in grammar, collocations and idioms.	Has a good command of a broad range of language allowing him/her to select a formulation to express themselves clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say. The flexibility in style and tone is somewhat limited.	Can produce clear, smoothly flowing, well-structured text, showing controlled use of organisational patterns, connectors and cohesive devices.

Mark scheme for C1 level

	Task Fulfilment	Accuracy and range of grammar	Accuracy and range of vocabulary	Structure
3 FCP	Fully and appropriately satisfies the demands of the task, covering both points/functions with good expansion and support. AND Genre and tone totally appropriate.	Good range of C1 grammar used with no impeding errors. There are few errors, which are very difficult to spot.	A good range of C1 vocabulary. AND Good command of idiomatic expressions if and where appropriate. AND No noticeable errors of spelling or usage.	Fully coherent text using cohesive devices and paragraphs where appropriate. AND Any punctuation errors are difficult to spot. AND Structure fully appropriate to text type.
2 P	Mainly satisfies the demands of the task, covering both points/functions with sufficient expansion. AND Genre and tone mostly appropriate.	Adequate range of C1 grammar used. There are some errors, but none of them are impeding.	An adequate range of C1 vocabulary, with few errors of spelling or appropriacy. Errors do not impede communication.	Coherent text with cohesive devices and paragraphs where appropriate. AND Few punctuation errors, which do not impede communication. AND Structure mostly appropriate to text type.
1 NF	Partially satisfies the demands of the task, covering only one point/function AND/OR Genre and/or tone mostly inappropriate.	Range of grammar limited (below that expected at C1. Many errors not expected at C1. AND/OR Some impeding errors.	A limited range of vocabulary (below that expected at C1). AND/OR Many errors of spelling and/or appropriacy. AND/OR Some errors impede communication. OR Task partially off topic.	Not always coherent. AND/OR Little use of cohesive devices. AND/OR No or inappropriate paragraphing. AND/OR Many punctuation errors. AND/OR Inappropriate structure for text type.
0 F	Does not satisfy the demands of the task, responding to neither of the content points appropriately. OR Off topic OR Genre and/or tone inappropriate.	Range of grammar severely limited. AND/OR Very many errors not expected at C1. AND/OR Many impeding errors.	Very basic repertoire (well below C1). AND/OR Very many errors of spelling and/or appropriacy. AND/OR Many errors impede communication. OR Whole task completely off topic.	Frequently incoherent. AND/OR Inappropriate use of cohesive devices. AND/OR No or inappropriate paragraphing. AND/OR Many punctuation errors. AND/OR Totally inappropriate structure for text type.

CEFR descriptors for B1, B2 and C1

	Task Fulfilment	Grammar	Vocabulary	Structure
B1	<p>Can write accounts of experiences, describing feelings and reactions in simple connected text.</p> <p>Can write straight-forward, detailed descriptions on a range of familiar subjects within his/her field of interest</p>	<p>Uses reasonably accurately a repertoire of frequently used routines and patterns associated with more common situations.</p> <p>Occasionally makes errors that the reader can usually interpret correctly on the basis of the context.</p>	<p>Sufficient vocabulary to express him/herself with some circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.</p>	<p>Can link a series of shorter discrete elements into a connected, linear text.</p>
B2	<p>Can 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.</p>	<p>Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstandings.</p>	<p>Has a sufficient range of language to be able to give clear descriptions and express viewpoints on most general topics, using some complex sentence forms.</p> <p>However, language lacks expressiveness and idiomatic use.</p>	<p>Can use a limited number of cohesive devices to link his/her sentences into clear, coherent text, though there may be some 'jumpiness' in a longer text.</p>
C1	<p>Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured personal, natural style appropriate to the reader in mind.</p>	<p>Consistently maintains a high degree of grammatical accuracy; occasional errors in grammar, collocations and idioms.</p>	<p>Has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.</p>	<p>Can produce clear, smoothly flowing, well-structured text, showing controlled use of organisational patterns, connectors and cohesive devices.</p>

3. Preparing for the four criteria of assessment

In this section, we will give you some ideas and guidance on how you can score the highest marks for each of the 4 criteria we mentioned in the previous chapter.

1. Task Fulfilment

Task fulfilment measures how well you managed to follow the task instructions, so basically all it takes to succeed in this criterion is to make sure you understand the instructions and then carefully follow them. Let's see some tips regarding task fulfilment.

TIP #1

Before you write anything, **read the instructions** carefully using a dictionary to check any word you are not sure of, since every word in the instructions may be vitally important.

*C1 level, writing part 2: You recently spent a night camping in a forest and found the experience unnerving. Write a **letter** to a friend, evaluating your experience and suggesting why you may have reacted in the way in which you did. Write between 250 and 300 words.*

If you are unsure about the meaning of 'unnerving' or 'evaluating', don't start writing yet, because you may end up writing about something other than what the instructions are telling you to write about.

TIP #2

Make sure you write in the **genre** indicated in bold in the instructions

*Your friend wants you to go on holiday together but to a place you're not keen on. Write a **letter** explaining your feelings and persuading him/her to go somewhere you'd prefer.*

TIP #3

Don't waste time with addresses or dates as these are not required. If your task is a letter or an email, start with *Dear...* If your task is an article, start with the title. If the instructions give you a sentence to start with, start with that.

TIP #4

Make sure you adequately **cover all the 3 content points or functions** given in the instructions. Don't just copy them into your text word for word, but write 2 or 3 sentences or a paragraph about each of them. That's also the easiest way to write a text matching the word count.

Write a letter to the magazine that included the following graph. Mention:

- *the advantages of using the Internet*
- *the disadvantages of using the Internet*
- *your views on the results of the survey.*

Write between 100 and 150 words.

TIP #5

In some cases, you won't find a convenient bullet point list with all content points, but it doesn't mean you can't find the **key content words or functions** in the instructions. Look out for the genre (letter, email), audience, topic and functions. In the instructions below, you can find the genre (letter), the audience (a friend), topic (a recent significant birthday) and details (how you feel about the age you are, advantages and disadvantages of that age)

*You've **recently** celebrated a **significant birthday**. Write a **letter to a friend** expressing **how you feel about being this age**. What's good and bad about it? Write between 150 and 200 words.*

TIP #6

Write the required amount as you may end up losing marks if your writing is shorter or longer than the word count. If your piece is about 50% shorter or longer, you might get 1 mark less for Task Fulfilment than you would have otherwise scored. You don't have to count the words one by one, though. When you are preparing for the exam, use our official practice papers which look exactly like our live exam papers. This way you will be able to guess the length of your piece just by looking at it.

TIP#7

The most common text types you'll have to produce are **short stories, articles, reports, emails, essays, formal letters and informal letters**. Familiarise yourself with these genres simply by reading them regularly and, whilst reading, making a note of the stylistic features of each.

TIP #8

Follow the instructions carefully. Do not write about topics or ideas that were not presented in the rubric, because you may end up going off topic without even noticing and will lose marks for Task Fulfilment.

TIP #9

Read more for better writing. Reading skills are in a complementary relationship with writing skills. They depend on one another and one makes the other better. People who read regularly are generally better at writing and have a distinct writing style. If you don't like long novels, you can read short stories or articles on the Internet. The more you read, the more familiar you will become with the style of real writers and the more you can learn from them.

TIP #10

Don't jump into writing. Dedicate some time to planning. Don't write a draft as it takes up a lot of your time and a few minor corrections will not spoil the layout of your writing anyway. Use your planning time for two things. First, write a short plan of each paragraph listing ideas that you would like to cover in the paragraph. Secondly, write a list of 'high impact' grammar that you can use to describe that particular task or topic (we'll talk about grammar in the next section).

Now let's see some tips from the examiners themselves

- *Plan before you write! When you are planning, think about how you are going to deal with each content point or function and write down **brief** notes about what you are going to say about each one. During planning, also think about what high impact vocabulary and grammar you can use to impress the marker.*
- *Start your writing task with a mind map. Brainstorm any good ideas you have about the subject.*
- *Number or underline the key points in the rubric then tick them off as you go along to make sure you include everything and stay on topic.*
- *Make sure your handwriting is legible.*

2. Grammar

TIP #1

When you are preparing for the exam, practise rewriting your paragraphs. Remember that you have to show the examiner that your language skills are at the level being tested and therefore it is vital that you **show them what you know**.

Use the grammar table that you can find in the Topics and requirements document to identify the grammar requirements of your level and make sure you are fully familiar with those structures and all others that are below your own level. For example, present simple and present continuous tenses are required at A1 – Preliminary level, so if these two tenses occupy the majority of your text, you'll end up not meeting the range of grammar required at B1, B2 and C1.

The table below shows only some of the structures required at these levels. Remind yourself to try to use them in your writing to demonstrate that you know them.

B1	B2	C1
Present Simple He lives in Budapest.	Relative clauses eg: My neighbour, who was good friends with my father at the time, was knocking on the door.	
Past simple and Past continuous When I met him, he was going to the shop.	Participle clauses - Present Opening the window, I accidentally cut my finger.	Participle clauses - Past When taken twice, this pill can reduce anxiety.
Present perfect with since/for; ever/never; yet/already, just I have never seen him before.	Present perfect simple and continuous I have been working for this company for 5 years. This is the first time I have flown on an aeroplane.	
Future simple verb forms I will go there tomorrow.	Past perfect They had already left by the time I realised this.	'Would' expressing past habit I remember the childhood summer I spent at my grandma's. We would get up early to go to the market, then we would go home and make breakfast.
0 and 1 conditionals If you heat ice, it melts. If it rains, we'll stay at home.	0, 1st, 2nd, 3rd conditionals If I knew him, I'd call him. If I had studied harder, I would have passed the exam.	All conditionals including mixed conditionals If I knew him, I'd call him. If I had studied harder, I would have passed the exam. If I had finished university, I would have a better job now.
Present Continuous The sun is shining.	Simple passive with a number of tenses This book was written by Jane Austen.	All passive structures This book is said to be good.
Question tags You love him, don't you?		
To+infinitive to express purpose I'm going to the shop to buy some food.	Causative with have and get I got my uncle to fix my car.	
	Verb + infinitive or gerund I suggest going to the cinema. I want to go home.	
	Reported speech He said he would do it. He asked me to go with him.	
Range of modals (possibility and probability in the future) should, might, may, will probably, need, I'd rather	Range of modals should/might/may/needn't/need to/I'd rather/ought to/must/mustn't/can't	Range of modals, past and present should have/might have/may have/needn't have/must have/can't have

TIP #2

During the exam, **don't forget to use your monolingual dictionary**. When you feel you have finished the piece, go through the text checking it for spelling, grammar and prepositional errors.

Hi Era,

I am writting you because holiday are coming soon. But first write me how are you? What are you doing now? Oh, yes and what's about your new job? I didn't see you long time.

*But now why I am writting. I **spoked**¹ with Mot and he told me about our holiday. I am really **looking forward to spend**² time with you, but I am not sure when I want to go there, because you know. I don't like spicy food. I'd rather go to Japan, there are a lot to do, better food. And the traditions of Japan are very interesting. Ok all thing in now only up to you. Please think about it.*

I am really looking forward to you and our holiday and I am sure that it will be fun.

Please write me as soon as it will be possible.

Xoxo,

John.

The above candidate could have easily scored higher marks if he had used his dictionary effectively. Let's have a look at the two highlighted examples and their entry in the dictionary.

¹. speak (spoke, spoken)

². look forward to something: to be thinking with pleasure about something that is going to happen (because you expect to enjoy it)

Example: We're really looking forward to seeing you again.

TIP #3

Make sure you know how monolingual dictionaries work and practise using them effectively and fast. Providing a definition for a word is only one of the many useful features a monolingual dictionary has to offer. Dictionaries may vary in terms of structure, so make sure you know yours. It's a good idea to start using the specific dictionary you are planning to use on the day of the exam well in advance of the exam. The most useful features of a monolingual dictionary in an examination are the example sentences, grammatical information (eg: irregular past tense of a verb, irregular plural form of a noun, verb patterns and idiomatic language/collocations related to the entry).

TIP #4

Remember who the intended audience is when you are trying to choose between two grammatical structures and also bear in mind the stylistic requirements of the text. A guide to the grammatical features of formal and informal styles can be found in the table below.

Formal style	Informal style
Contractions not allowed (I am, you are, I would)	Contractions allowed (I'm, You're, I'd)
Indirect questions (Could you tell me where the park is?)	Direct questions (Where is the park?)
Indirect order, no imperatives (I was wondering if you could help me.)	Direct orders and imperatives (Help me.)
Emotive punctuation (exclamation mark, ellipsis etc.) not allowed	Emotive punctuation (exclamation mark, ellipsis etc.) allowed
Abbreviations not allowed	Abbreviations allowed
Passive voice	Active voice

TIP #5

Always proofread your own writing once you have finished. Proofreading requires a critical eye and it takes a little practice to develop this, so start doing it on a regular basis during the preparation course. Let's see some of the rules of proofreading.

1. Don't begin to make corrections to words or sentences if you are still working on the focus and organisation of your work.
2. Use the dictionary as a reference.
3. Make sure you know what you are looking for. Make a list of the most common mistakes you make so that in the exam you will know what structures you must check. E.g. verb tense confusion, incorrect past participles, omitting or inserting articles and confusing prepositions are typical mistakes.
4. Read out aloud if you can. It can help you spot mistakes as they will 'not sound right'.
5. Use a sheet of paper to hide the lines below the one you are currently reading. This will stop you from skipping ahead of possible mistakes that you have made.

Now let's see some tips from the examiners themselves

- *While you are preparing for the exam, make a list of the most common mistakes you make and be conscious of them so you can look out for them when you take the exam.*
- *Consult a dictionary, but make sure you have a look at the example sentences too so that you can see the word in context.*
- *Once you have finished writing your piece, check verb tenses and subject/verb agreements (eg: 'He walks' not 'He walk').*
- *Use the same dictionary when preparing for the exam and during the exam.*
- *During the planning stage of your writing, think about what 'high impact' grammar you want to use and WHY you want to use it (eg: I want to use the narrative tenses (telling a story), conditionals (writing about regretting something) and tick them off as you use them.*
- *Don't overcomplicate sentences. Keep them to a maximum of three clauses.*

3. Vocabulary

TIP #1

When you are preparing for the exam, practise rewriting your paragraphs. Remember that you have to show the examiner that your language skills are at the level being tested and therefore it is vital that you **show them what you know**. Replace generic words such as nice, good, big etc. with more descriptive and more specific vocabulary. The table below might help you with this.

nice	great/wonderful/lovely/brilliant
	pleasant/perfect/beautiful /sunny weather
	a cosy/a comfortable/an attractive/bright room
	a pleasant/an interesting/an enjoyable experience
	expensive/fashionable/smart clothes
	a kind/a charming/an interesting man
	delicious/tasty/spicy food
bad	terrible/horrible/awful/dreadful
	an unpleasant/a foul/a disgusting smell
	appalling/dreadful/severe weather
	an unpleasant/a frightening/a traumatic experience
	a terrible/serious/horrific accident
	a wicked/an evil/an immoral person
	an awkward/an embarrassing/a difficult situation
	We were working in difficult/appalling conditions
	I feel unwell/sick/terrible. I don't feel (very) well
interesting	fascinating/compelling/stimulating/gripping/absorbing
good	excellent/amazing/wonderful/marvellous/outstanding/terrific
sad	down/unhappy/gloomy/upset
happy	cheerful/delighted/pleased/glad/content/thrilled
like	admire/adore/fancy/cherish/desire/enjoy
say	reply/remark/declare/state/explain/announce
big	huge/giant/large/massive/enormous
small	tiny/petite/teeny/wee
pretty	beautiful/gorgeous/cute/attractive/handsome/stunning
scared	afraid/frightened/horrified/petrified

TIP #2

If you cannot memorise all the sophisticated synonyms, at least remember to use the dictionary wisely. Monolingual dictionaries include usage notes that help you make smart decisions about vocabulary. For instance, if you look up 'nice' in a dictionary, you'll find several suggestions on how to avoid it.

TIP #3

Remember who the intended audience is when you are trying to choose between two words and also bear in mind the stylistic requirements of the text. A guide to formal and informal styles can be found in the table below.

Formal style	Informal style
Phrasal verbs not allowed	Phrasal verbs allowed
Colloquial expressions not allowed	Colloquial expressions allowed (eg: kids, guy)
Strongly emotive words not allowed	Strongly emotive words allowed (eg: love, hate)

TIP #4

Learn different words to describe the same function so that you will be able to express an idea without having to repeat the same words. For example, there are several ways to make a recommendation, e.g. recommend, suggest, advise, propose etc. A comprehensive list of communicative functions can be found in our Topics & Requirements booklet.

TIP #5

Learn at least a handful of words for each topic featured in the exam so that you will be able to explore the topic without having to limit what you want to say. For example, if your task is to write about 'Diets and a healthy lifestyle', it will be very difficult to solve the task adequately without possessing at least a basic range of relevant vocabulary including words such as 'nutrients, organic, minerals, to lose weight, to gain weight, carbs, protein, fats' etc.

Now let's see some tips from the examiners themselves

- *Read through your writing to spot mistakes and make corrections before handing it in.*
- *At C1, study collocations. Elevate your style by using more than just basic words.*
- *Use synonyms to avoid repetition.*
- *During the planning stage of your writing, think about what 'high impact' vocabulary you want to use, write down the 'I want to impress the marker' words and then tick them off as you use them in your response. Similarly, think about what useful expressions you can use: for example if you are writing a letter, plan the expressions you want to use (I am writing in response to, further to the point raised etc.) and again tick them off as you use them.*

4. Structure

TIP #1

The previous chapter mentioned how important vocabulary is. Good knowledge of the features of formal and informal letters can also improve your marks for Structure.

The table below shows some useful expressions for both formal and informal letters.

Formal	Informal
<u>Introductory paragraph:</u> I am writing in response to your advertisement. I am writing with reference to the article you published in your magazine. I am writing to express my opinion on the article you published.	<u>Introductory paragraph:</u> How are you? I hope this email finds you well. How are you? I've been meaning to write to you for a while. Sorry for not writing to you for a while. I've been terribly busy.
<u>Final paragraph:</u> Thank you for taking the time to read my application/letter. I hope you will consider my application/my suggestions. Thank you for your attention. I look forward to hearing from you. I look forward to receiving your answer.	<u>Final paragraph:</u> I need to go now. Let me know what you decide. Let me know how you get on with this project. I need to go now, but let's stay in touch.

TIP #2

Organise your text into paragraphs.

With the exception of the final paragraph, a paragraph should contain at least two sentences. If you end up with a paragraph comprising only one sentence, you should probably add that sentence to the next paragraph.

Every paragraph should have its own role in the text. Eg: Paragraph 1: introduction, Paragraph 2: advantages, Paragraph 3: disadvantages, Paragraph 4: conclusion.

Every sentence should have its own role in the paragraph. Usually the first sentence is the **topic sentence**. It is the most general sentence in a paragraph, meaning that there are not many details in this sentence, but that the sentence introduces an overall idea that you want to discuss later in the paragraph.

Eg: My hometown is famous for several amazing sights. *First, it is noted for the River Danube, which is very wide and beautiful. Also, on the other side of the city, you can find the picturesque hills of Buda with their narrow and steep streets.*

Here are some examples of sentences that cannot be used as topic sentences.

1. *My hometown is famous because it is located by the River Danube, which is very wide, and because it is built near a steep hill. (too specific, too many details)*

2. *There are two reasons why some people like to buy cars with automatic transmission and two reasons why others like cars with manual transmission. (Mentions two main points – paragraphs should focus on only one aspect)*

3. *Sheep are animals. (Too general)*

*The topic sentence should be followed by **supporting sentences**, providing details for the topic sentence. Finally, a paragraph should close with a **concluding sentence**, which summarises the information that has been presented (in some cases, this can be omitted).*

TIP #3

Start using discourse markers effectively, that is to say consistently, correctly and without repetition. What do you need to know about a linking word to be able to use it?

- its meaning
- its function eg: to express contrast, results etc.
- its position within the sentence, eg: Finally,...

You don't need to know every linking word, but you should learn 2 or 3 expressions for each important function. Choose the ones you will be comfortable using and make sure you don't end up repeating them throughout the piece of writing.

To add a point

and, also, as well as, moreover, too, furthermore, additionally, in addition to, at the same time, again, too, equally important, in addition, likewise, above all, most of all, least of all, and, either...or, neither...nor, nevertheless, to continue

Cause and effect

because, so, therefore, thus, consequently, hence, as a result

To start

First, at first, once, once upon time, to begin with, at the beginning, starting with, initially, first of all

Repetition

All in all, altogether, in brief, in short, in fact, in particular, that is, in simpler terms, to put it another way, in other words, again, once more, again and again, over and over, to repeat, as stated, that is to say, to retell, to review, to rephrase, to paraphrase, to reconsider, to clarify, to explain, to outline, to summarise

To generalise

on the whole, in general, generally, as a rule, in most cases, broadly speaking, to some extent, mostly, above all, chiefly, essentially, largely, primarily, usually

To illustrate

For example, as an example, for instance, in this case, in the case of, to illustrate, as illustrated by, as revealed by, to show, to demonstrate, in particular, such as, namely, for one thing, indeed, in other words, to put it in another way, thus, to explain, suppose that, specifically, to be exact

To compare

As, as well as, like, in much the same way, resembling, parallel to, same as, identically, of little difference, equally, matching, also, exactly, similarly, similar to, in comparison, in relation to

To express attitude

Frankly, honestly, I think, I suppose, after all, no doubt, I'm afraid, actually, as a matter of fact, to tell the truth, unfortunately, I believe, in my opinion, to be truthful,

To contrast, disagree and 'qualify'

Though, although, and yet, but, despite, despite this fact, in spite of, even so, for all that, however, in contrast, by contrast, on one hand, on the other hand, on the contrary, in one way, in another way although this may be true, nevertheless, nonetheless, still, yet, a striking difference, another distinction, otherwise, after all, instead, unlike, opposite, to oppose, in opposition to, while it is true,

To emphasise

Above all, after all, indeed, as a matter of fact, the main issue is, chiefly, especially, actually, the most significant, the chief characteristic, to emphasise, more importantly, most important of all, most of all, significantly, without a doubt, certainly, to be sure, surely, absolutely, obviously, more and more, of major interest, to culminate, in truth, the climax of, to add to that, without question, unquestionably

Time 1

Before, earlier, previously, formerly, recently, not long ago, at present, presently, currently, now, by now, until, today, immediately, simultaneously, at the same time, during, all the while, in the future, yesterday, tomorrow, henceforth, after, after a short time, after a while, soon, later, later on, following, the following week

Time 2

Suddenly, all at once, instantly, immediately, quickly, directly, soon, as soon as, just then, when, sometimes, some of the time, in the meantime, occasionally, rarely, seldom, infrequently, temporarily, periodically, gradually, eventually, little by little, slowly, while, meanwhile, always, all of the time, without exception, at the same time, repeatedly, often, frequently, generally, usually, as long as, never, not at all

TIP #4

When you are choosing the linking word you want to use, make sure you choose one you can use in context. Adverbs can usually occupy three distinct places within the sentence: at the beginning of the sentence (initial position), at the end of the sentence (end position), and so-called mid-position adverbs. Mid-position adverbs usually go between the subject and the verb (I *often* go to the cinema). If there is an auxiliary in the sentence, mid-position adverbs go after the first auxiliary (I will *always* love you) and the same applies if the verb is 'to be' (I am *always* happy to see you). Some adverbs can occupy more than one place within the sentence.

The table below will give you a basic outline of the position of some of the most common linking words.

Initial position	Mid-position	End position
Most linking adverbs providing a logical link between sentences First of all, Secondly, Furthermore, Initially	Adverbs of frequency always sometimes often never	Adverbs of time yesterday every year
Comment and viewpoint adverbs Luckily, Presumably, Personally,	Adverbs of degree probably obviously clearly completely	Adverbs of manner slowly quietly

You will be able to find this information in any monolingual dictionary in either the verb pattern section or in the example sentences. For example, if you are unsure about the use of 'although', all you have to do is go to its entry and you'll find the answer.

although

- Definition: used for introducing a statement that makes the main statement in a sentence seem surprising
- Synonym: though

Example: *Although the sun was shining, it wasn't very warm. Although it is small, the kitchen is well designed.*

TIP #5

Once you have finished, check your text for punctuation/structural mistakes. Mistakes you may be able to spot and should look out for are the following:

Is there a question mark at the end of questions?

Did you use an inverted word order in all the questions you have in the text?

Do all linking words make sense and are they in the correct place?

Does the text read well? Is it easy to understand?

Did you accidentally include contractions in a formal letter?

Now let's see some tips from the examiners themselves

- Use link words. Compare and contrast ideas.
- Don't overuse the same set of linking words, but try to vary them instead.

4. Marked writing tasks with tips from the examiners

B1 – Sample #1

Writing Part 2

Write a letter to a friend in Britain describing a new person you have met recently. Explain how you met. Write between 100 and 120 words.

Dear Fred

I'm writting to you to teel I have got a new friend. She is very friendly and so good looking. I met with her in a disco after we got out to talk. After it we went out in a fastfood restaurant and we told about four hours it was good. After the dinner we went up to me and drink some orange juice and after she left. She is my new friend.

Task Fulfilment	Grammar	Vocabulary	Structure	Total marks
1	2	2	1	6

The task is to write to a friend in Britain. The letter might start with a few polite sentences to catch up a little bit. The candidate should then describe the new person in detail, elaborating on their physical appearance and personality. The next step could be the description of the way they met. Finally, there should be a few sentences that finish the letter, summing up what this new person means for the candidate. In the letter to Fred, there is no introduction at all. Too many insignificant details are described in sentences which are not quite clear. The end is abrupt and there is no proper ending.

The sentence structures are not clear enough. There are problems with articles, plurals and prepositions. It is important to check your letter for any possible mistakes before handing it in.

As the topic is personality and friendship, candidates are expected to use vocabulary items connected to the topic. In this letter, the words are rather simple, and there are not too many adjectives that might describe such an event or a person. There are also a lot of spelling mistakes in the letter.

As the task is to write a letter to a friend, candidates are supposed to write an informal letter.

This letter does not have any introductory phrases. There are no paragraphs at all. The candidate should have started with a few sentences that greet the British friend, then, in a new paragraph, go on to write about the person they met, and say goodbye in the final paragraph.

Corrected version:

Dear Fred

How are you? I'm writing to you to tell I have got a new friend. She is very friendly and pretty. She has blonde hair and blue eyes. I met her in a disco. I was dancing and she came up to me and asked about my shoes. She said she liked them. After this, we stopped dancing and started to talk.

Later, we went out to a fast food restaurant and we talked for four hours. It was so good. After the dinner we went up to my place and drank some orange juice and chatted and eventually she left. She is my new friend.

I hope you can visit me soon and meet her yourself. Please write to me and let me know when you can come.

Bye, Lucy

B1 - Sample #2

Writing Part 1

Read the letter to a newspaper about a new car park. Write a **letter** to the editor saying

- how it will help your area
- what you feel about the idea
- whether you agree with the suggestion given in the letter below.

Write between 70-100 words. Do not write an address.

Dear Sir,

I saw yesterday's article about the new car park which will be built in our area. I believe it's not the best choice.

Our neighbourhood needs trees and a park. A playground would be a better idea. What do other readers think?

Yours faithfully,

Andrea Lomelli.

Dear Andrea Lomelli,

Thank you for your letter and for your suggestion what you sheering with me. We discous about a lot of time wich solution is will be the best for everyone. At the moment the cars have to parking ~~in~~ near the road, it is very deangeorous for the drivers, they not able to see if the children suddenly want to go after the bod. It is necessary to make a safety car park. But it will be helpfull for everyone who lives in this area. We have to focus for the children as well. Your idea to do a playing ground for the children is very good, and I glad to write to you that the plan is allready. If is will be able to use for 2 mont's leater, around big park with lot of treas, beanches, where the pareants com talk with each other and the same time the children cam enjoy the now playground.

Best wishes

Krisztina Brown

Task Fulfilment	Grammar	Vocabulary	Structure	Total marks
2	1	1	1	5

Comments

The candidate has only addressed two content points and has used a very narrow range of grammar with some impeding errors in basic structures. Moreover, she did not address the letter to the correct person.

Regarding vocabulary, the candidate has made very basic errors in spelling which impede understanding.

As for structure, the text is incoherent with punctuation used incorrectly in some cases.

The candidate should have focused on all three content points and explained how she felt about the idea. She should have used more complex sentences and a variety of complex structures including a wider range of grammar and vocabulary. The use of some linguistic devices would have made the text more coherent.

Corrected version:

Dear Editor,

I am writing with regards to the letter you published. I talked about which solution will be the best for everyone with my friends.

At the moment cars have to park on the curb next to the road. It is very dangerous for drivers, since they cannot see if children suddenly want to chase after a ball or something. I therefore agree that it is necessary to build a safe car park, and I think it would be helpful for everyone who lives in this area.

However, we have to focus on the children as well. The reader's idea of creating a playground for children is very good, and I would be glad to see it.

I therefore think the space should be divided so we can have both. It would help everyone.

Yours sincerely,

Krisztina Brown

B2 – Sample #1

Writing Part 2

Write a letter to a foreign friend inviting him to attend your sister's wedding next month. Tell him about the wedding traditions in your country, for example what guests will be wearing and eating.
Write between 150 and 200 words.

How are you my friend? I know it is my faulty because we lost the contact, but I would like to inviting to you a party. I think you are suprisig. Gues what my sister is found her love so she organise a wedding party next mount. I know you have never been seems party. This is the good time that we meet and you know my family. I will be a tradicional Hungary wedding party. Everybody will move in my grandparent's willage where we take a part an excellnt event. We will have to wearing traditionals clothes and dancing old dance. Then we will eat lot delicious foods. for intance stuff cabage, chicken soup, roast pork chop. I hope you are free and you can travel here. My parents are waiting for the meeting for you and my sisters is too. I am looking forward to hearing from you.

Best wishes.

Andi

Task Fulfilment	Grammar	Vocabulary	Structure	Total marks
2	1	1	1	5

Task fulfilment

Task fulfilment marks reflect how successfully candidates satisfy the demands of the task. In this letter the candidate failed to elaborate on the traditions and the dress code.

Grammar

The highest grades are granted to candidates who use grammatical structures appropriate to the given level. This candidate used basic structures as well as more complicated ones but made frequent errors that are not expected at B2 level.

Vocabulary

As the candidate failed to elaborate on the topic, the range of vocabulary used was limited and there were also many spelling mistakes.

Structure

Although this is an informal letter, there are no paragraphs. Paragraphs are important, as they introduce new points and ideas. Link words should be used to connect ideas and points in a natural way.

Corrected version:

Dear Janet,

How are you? I know it's my fault that we lost contact, but I would like to invite you to visit us here. My sister has fallen in love and is getting married next month.

I know you have never been to a Hungarian wedding before. It will be a traditional event. Everybody will go to my grandparents' village where we will have a great celebration. We will have to wear traditional clothes, which are very colourful and have lots of beautiful decorations embroidered onto them. The bride will wear a white gown and the groom a black tuxedo. We will also dance lots of traditional folk dances. One of these is called Csardas. It starts slowly but ends with a very fast tempo and the women's traditional wide, red skirts whirl as they dance. Then we will eat lots of delicious food, for instance stuffed cabbage, chicken soup and roast pork chops, sitting outside under the large, old oak trees.

I do hope you are able to come. My parents and my sisters are looking forward to meeting you. If you confirm it's OK, I'll make all the arrangements for you.

Best wishes,

Andi

B2 – Sample #2

Writing Part 1

Write an email in answer to the advertisement below. Ask about

- the activities offered
- the accommodation
- dates and prices.

Write between 100 and 150 words.

The Wild Wild West Experience.

Who says language learning is boring?

We here at WWW Experience can prove it isn't so. Join us to travel with the cowboys. Climb the Rocky Mountains. Herd those buffalo. Visit sacred Indian grounds and live in the wilderness just like the early settlers. And all that while you are developing your English language skills.

Further information at: info@thewwwexperience.com

Dear WWW Experience,

I read your advertisement so I would like to apply for this travel. I have been learning English for two years in a course. I would like to try an other way and learning English in abroad. I have never tried to the cowboys life so in my opinion that it is suitable for me. I love mountains climbing, walking in the forest and living in the Indian willage. My first ask is the accommodation possibility. Are there different plan or everybody live together in a camp? My last question is the exactly dates and how does it cost the travel?

I am looking forward to hearing from you as soon as is possible.

Regards

Andrea Broden

Task Fulfilment	Grammar	Vocabulary	Structure	Total marks
1	1	2	1	4

Comments

The candidate has only partially satisfied the demands of the task, with limited expansion and only just manages to address two content points. She has used a narrow range of grammar and has made some impeding errors.

Regarding vocabulary, the candidate has used an adequate range of vocabulary with few errors, which do not impede understanding.

As for structure, the text lacks coherence and does not follow the format and style of a formal letter and is not paragraphed.

The candidate should have focused on all three content points. He/she should have used more complex sentences and a variety of complex structures including a wider range of grammar and vocabulary. The use of some linguistic devices would have made the text more coherent.

Corrected version:

Dear Sirs,

I have seen your advertisement for 'The Wild Wild West Experience' and I would like ask for some further information.

I have been learning English for two years on a traditional course and would like to try another method. I have never tried a cowboy's lifestyle, but it sounds fascinating. Perhaps you could explain how I could improve my English whilst undertaking the various activities. I'd also appreciate some more detailed information about the activities. Do I need any previous experience? Will I receive any training?

Regarding the accommodation, are there separate tents or do students share? How large is the camp? Do participants stay in one place, or move to various locations? My last question is about dates and the cost. When are the courses and how much do they cost? Does the price include travel?

I hope to hear from you soon.

Yours faithfully

Andrea Broden

C1 – Sample #1

Writing Part 2

Your friend is going on a camping holiday to a remote and dangerous area you visited recently. Write a letter to your friend, describing your experience and advising on what precautions to take before leaving. Write between 250 and 300 words.

Dear Tom,

I'm glad to hear you are going to Galapagos. Last year I was there too. I think it's a lovely island but also dangerous. I share my experiences with you.

I love scuba diving, so I did. The water was fully clear, fairly warm and the environment was wonderful. There are a lot of fish species, sharks, squids, dolphins and so on. When one day I and my husband went to the seaside to scuba-diving. We went by boat further from the coast. When we were under the water suddenly I realized that 2 huge sharks were approaching us. I was really scared, but my husband calmed me down. These sharks were very scary and seemed like hungry so much. Luckily our driver was a shark expert who examined the water animals life. After a huge scare, we just arrived to the seaside, then I felt a big pain in my foot. That was a squid. I had to go to the hospital and I gave an injection against the infections.

So, you have to keep aware from squids and sharks and insects too. You should take an injection due to tropical diseases. Take a medicine bag with you. In the bag to be plasters, painkillers and something like that. The weather is hot, so not necessary the warm cloths. And there are a lot of mosquitoes so you have to protect against them.

I hope you have a good time. Send me a postcard, how you feel! Look after yourself!

Lots of love, Adri!

Task Fulfilment	Grammar	Vocabulary	Structure	Total marks
1	1	2	1	5

Task fulfilment

The candidate failed to describe a camping holiday. The experience described is about a different kind of holiday.

Grammar

The grammatical structures used in this letter are below the requirements of the level. At C1, candidates should opt for more complex structures rather than simple tenses.

Vocabulary

There are a lot of spelling mistakes in the letter. Some words are not used in an appropriate position or with the appropriate collocations.

Structure

There are no real paragraphs in this letter. Structural points and ideas should be marked with paragraphs. Appropriate link words should be used to compare and contrast ideas.

Your friend is going on a camping holiday to a remote and dangerous area you visited recently. Write a letter to your friend, describing your experience and advising on what precautions to take before leaving. Write between 250 and 300 words.

Corrected version:

Dear Tom,

I hear you've decided to go camping holiday on the Pacific island we went to last year. It's a lovely island but also dangerous. Let me share my experiences with you.

The beaches look beautiful, and there are lots of campsites near them, but there are very strong currents, and so don't swim unless there are lifeguards on duty and never swim alone. Also, don't pitch your tent near the water. We saw a rogue wave which appeared with no warning and actually swept some people and their tent out to sea. Fortunately, they were rescued, but it was a very distressing experience. The calmest beaches are on the south shores, so I'd book a campsite there if I were you, but do some research first and make sure it has all the basic facilities, as well as lifeguards. Also check it has a shop where you can buy bottled water. I drank some tap water, and ended up with a dreadful stomach ache for three days!

One day, when we were strolling along a deserted beach, I felt a sharp, sudden pain in my foot. I'd been bitten by a squid and needed to get an injection against any possible infection. Luckily, we'd hired a car and so my husband was able to drive me to hospital straightaway, but there's very infrequent public transport, so make sure you have access to some form of transport yourself, in case of emergency.

There are also loads of revolting insects too, so you should get vaccinated against tropical diseases and don't forget to take an emergency medicine bag with you.

Sorry, I hope I haven't put you off. It really is a lovely place, despite the dangers, and well worth visiting, so I'm sure you'll have a fantastic time. Send me a postcard and take care of yourself!

Lots of love,

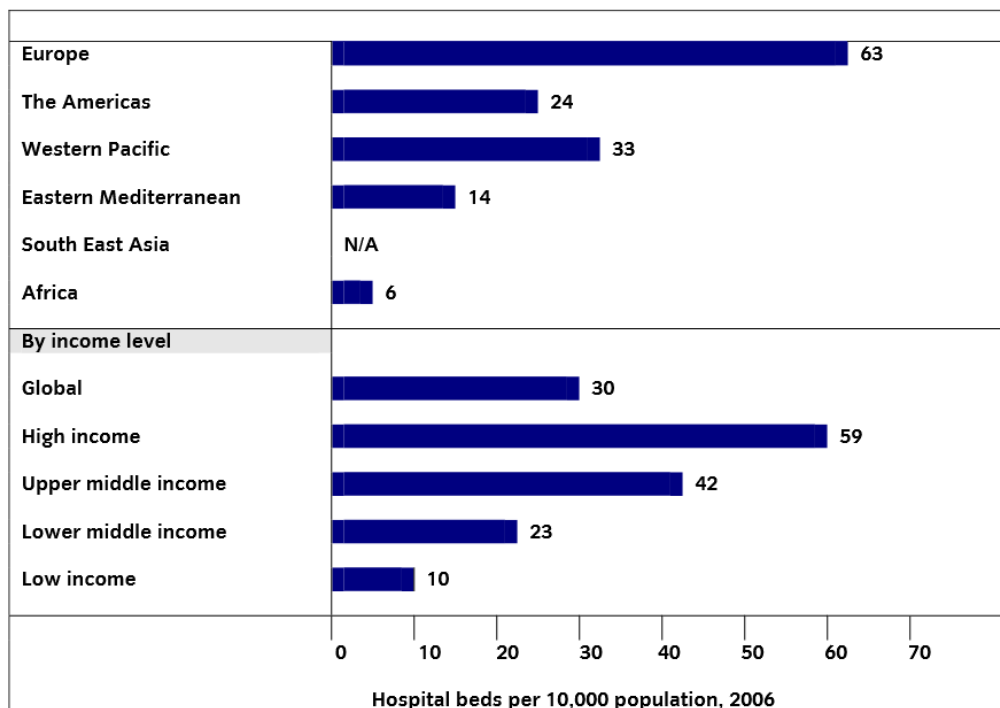
Adri

C1 – Sample #2

Writing Part 1

You have been asked to write an essay for your class teacher about the information on hospital beds in the graph below. Give your interpretation and draw a conclusion from the information provided. Write between 150 and 200 words.

Graph showing number of hospital beds in relation to geographical location and income levels



In our world, there are very rich and very poor places. It's the greatest problems in our life. The differences of regions are about the environments and the way people live. For example, in the Americas, most of the people live in big houses, have two cars, but still not happy. In India people feel lucky if they have some hot place where they can sleep.

The difference between the locations shows in the hospital cases too. The best situation is in Europe. 63 beds are for 10000 people, but on the other hand in South East Asia, there are none. It's very sad, and something we should fix as soon as we can because in that region. Africa is the next place ewere we should help. Only 6 beds for 10000 people. It's almost nothing.

The numbers of hospital beds are so low everywhere. Even in Europe; we need to concentrate more on these stuff than about technology. If we won't have a place to get better than why would it be important to make robots etc....?!

Task Fulfilment	Grammar	Vocabulary	Structure	Total marks
1	1	1	2	5

Comments

The candidate has addressed only part of the topic with little expansion.

He/she has used a narrow range of grammar and even though the errors that he/she has made do not impede understanding, they are very basic and not expected at this level.

The candidate has used a narrow range of vocabulary which includes basic lexical items. Some of the errors he/she has made are impeding ones.

As for structure, the text is coherent and cohesive and punctuation has been used correctly.

The candidate should have focused more on the graph and addressed most of its points. He/she should have used more complex sentences and a variety of complex structures including a wider range of grammar and vocabulary. The use of some linguistic devices would have made the text more coherent.

Corrected version:

There are, obviously, more developed and less developed places in our world. It is one of the greatest problems of modern life and this burning issue might well be the underlying reason for the situation described in the graph, which shows big differences in hospital bed numbers in relation to their geographical locations and the income level of the populations served by the hospitals.

The higher income areas clearly benefit from the higher number of hospital beds and lower income areas have far fewer beds. This is not surprising since hospitals need to be built and are both labour and capital intensive investments.

In terms of geographical location, Europe enjoys the best situation with 63 beds per 10000 people, but on the other hand in South East Asia, this figure is as low as six. This is a sorry state of affairs, and is something that we, as a global community, should aim to amend as soon as possible.

Nevertheless, it is my opinion that the number of hospital beds is insufficient everywhere. Even in Europe, we need to concentrate on this issue more than on technology since health care is of paramount importance.