



Cambridge English

- A not-for-profit department of the University of Cambridge
- 100 years of expertise in English language assessment
- Over 4 million people a year take Cambridge English exams
- More than 15,000 organisations worldwide accept our exams

Cambridge English: Preliminary for Schools

- Part of our Cambridge English for Schools range of exams
- Designed to motivate school-aged learners
- Level B1 of the CEFR – an intermediate level of English





Shows students can ...

- understand straightforward instructions
- express simple opinions
- understand routine information
- write letters or make notes

“My goal was to progress to the higher level Cambridge English exams and my exam was a great way to experience Cambridge English. If you want to get a good job, you need a good level of English.”

Josue Garcia Alvarez
Trainee Industrial Engineer



An internationally accepted certificate

- Same certificate as *Cambridge English: Preliminary*, accepted by:
 - thousands of leading businesses and educational institutions worldwide

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Aims of the webinar

- to improve teachers' understanding of the writing assessment scales
- to practise applying the assessment scales to students' writing
- to help teachers to assess their own students' writing better
- to give ideas for improving students' writing skills

Outline of today's webinar

- The *Cambridge English: Preliminary for Schools* Writing tasks
- Assessment scales for writing and how to apply these to your students' writing
- Teaching ideas to improve writing
- Summary and further support



About you

- A. I'm preparing students for *Cambridge English: Preliminary for Schools*.
- B. I'm preparing students for *Cambridge English: Preliminary*.
- C. I'm preparing students for another B1 exam.
- D. None of the above.



Cambridge English: Preliminary for Schools

Reading and Writing paper



Cambridge English: Preliminary for Schools

Reading and Writing paper

Timing:	1 hour 30 minutes
Number of parts:	8
Reading tasks:	Parts 1–5
Writing tasks:	Parts 6–8
Weighting of Writing:	25% of total exam



Writing tasks

Part	Task type and format	Focus
Part 1	Sentence transformations: candidates are given sentences and are asked to complete similar sentences using a different structural pattern.	Control and understanding of B1 level grammatical structures
Part 2	Short communicative message: candidates are prompted to write a short message in the form of a postcard, note, email, etc.	Communicating three specific content points
Part 3	Continuous writing: candidates have the choice of writing an informal letter or a story. The writing is assessed using assessment scales.	Control and range of language



Writing Part 3

- In Part 3, candidates can write either a story or an informal letter.



Writing Part 3

- In Part 3, candidates can write either a story or an informal letter.
- Their answer should be about 100 words.



Writing Part 3

- In Part 3, candidates can write either a story or an informal letter.
- Their answer should be about 100 words.
- The assessment focuses on content, communicative achievement, organisation and language.



Writing Part 3 – letter

- This is part of a letter you receive from an English friend, Sam.

I play sport with my best friend, Alex. Tell me about a friend of yours. How did you meet? Why do you like your friend? What do you do together?

- Now write a letter to Sam about one of your friends.
- Write your **letter** on your answer sheet.



Writing Part 3 – story

- Your English teacher wants you to write a story.
- Your story must begin with this sentence:

When I woke up and saw the weather, I couldn't believe it!

- Write your **story** on your answer sheet.



Assessment scale

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



CEFR level	Communicative Achievement	Organisation	Language
	Demonstrates complete command of the conventions of the communicative task. Communicates complex ideas in an effective and convincing way, holding the target reader's attention with ease, fulfilling all communicative purposes.	Text is organised impressively and coherently using a wide range of cohesive devices and organisational patterns with complete flexibility.	Uses a wide range of vocabulary, including less common lexis, with fluency, precision, sophistication, and style. Use of grammar is sophisticated, fully controlled and completely natural. Any inaccuracies occur only as slips.
C2	Uses the conventions of the communicative task with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease, fulfilling all communicative purposes.	Text is a well-organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility.	Uses a range of vocabulary, including less common lexis, effectively and precisely. Uses a wide range of simple and complex grammatical forms with full control, flexibility and sophistication. Errors, if present, are related to less common words and structures, or occur as slips.
C1	Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.	Text is well-organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.	Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication.
B2	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well-organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
B1	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
A2	Produces text that communicates simple ideas in simple ways.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.



Organisation

Band 5

- Text is generally well organised and coherent, using a variety of linking words and cohesive devices.

Band 3

- Text is connected and coherent, using basic linking words and a limited number of cohesive devices.

Band 1

- Text is connected using basic, high-frequency linking words.



Organisation

Band 5

- Text is generally well organised and coherent, using a variety of linking words and cohesive devices.

Band 3

- Text is connected **and coherent**, using **basic** linking words **and a limited number of cohesive devices**.

Band 1

- Text is connected using basic, high-frequency linking words.



Organisation

Band 5

- Text is **generally well organised** and coherent, using a **variety** of linking words and cohesive devices.

Band 3

- Text is connected **and coherent**, using **basic** linking words **and a limited number of cohesive devices**.

Band 1

- Text is connected using basic, high-frequency linking words.



ORGANISATION	
Is the text connected and coherent? Yes	No
Does the writer use basic linking words and a limited number of cohesive devices? Yes	No
Organisation Mark:	



Writing Part 3 – letter

- This is part of a letter you receive from an English friend, Sam.

I play sport with my best friend, Alex. Tell me about a friend of yours. How did you meet? Why do you like your friend? What do you do together?

- Now write a letter to Sam about one of your friends.
- Write your **letter** on your answer sheet.

Writing Part 3 – letter

Dear Sam,

Thank you so much for your letter about one of your friend, He looks a good friend, now I want tell you about one of my friends. He's name is Alessandro, I was meet him at my third year of secondary school. I like him because is funny and He likes computer games Just like me.

We often go out together on Saturday evening and we play together computer games, naturally I always win.

By the way, now I must finish because I have to go out with Alessandro, I hope you find my friend very interesting.

All the bests,

Is the text coherent and connected?

Does the writer use basic linking words and a limited number of cohesive devices?



ORGANISATION

Is the text connected and coherent?

Yes

- The letter is generally well-organised and coherent with appropriate paragraphing.

No

- Occasional use of commas for full stops
(*Thank you so much for your letter about one of your friend, He looks a good friend, now I want to tell you about...*).

Does the writer use basic linking words and a limited number of cohesive devices?

Yes

- A limited number of basic linking words are used (*because; and*).
- There is a limited number of cohesive devices (*now; naturally; by the way* and some reference pronouns).

No

- More variety of linking words could improve coherence.

Organisation Mark: 4

Content

- A. Minor irrelevances and/or omissions may be present; target reader is, on the whole, informed.
- B. Irrelevances and misinterpretations of task may be present; target reader is minimally informed.
- C. All content is relevant to the task; target reader is fully informed.



Content

- A. Minor irrelevances and/or omissions may be present; target reader is, on the whole, informed.
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- C. All content is relevant to the task; target reader is fully informed.



**PRELIMINARY (FOR SCHOOLS)/ BUSINESS PRELIMINARY (LEVEL B1) WRITING
CONTENT**

Name of student:

Is all content relevant to the task? Yes	No
--	-----------

Is the target reader fully informed? Yes	No
--	-----------

Content Mark:



Writing Part 3 – letter

- This is part of a letter you receive from an English friend, Sam.

I play sport with my best friend, Alex. Tell me about a friend of yours. How did you meet? Why do you like your friend? What do you do together?

- Now write a letter to Sam about one of your friends.
- Write your **letter** on your answer sheet.



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Dear Sam,

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We often go out together on Saturday evening and we play together computer games, naturally I always win.

By the way, now I must finish because I have to go out with Alessandro, I hope you find my friend very interesting.

All the bests,

Is all the content relevant to the task?

Is the target reader fully informed?



PRELIMINARY (FOR SCHOOLS)/ BUSINESS PRELIMINARY (LEVEL B1) WRITING CONTENT	
Name of student: Sample script 4 (Preliminary for Schools Part 3 Question 7)	
Is all content relevant to the task? Yes <ul style="list-style-type: none">All content is relevant.	No
Is the target reader fully informed? Yes <ul style="list-style-type: none">The reader is fully informed about the friend as all 3 questions are answered: how they met, why the writer likes friend and what they do together.	No
Content Mark: 5	



Writing Part 3 – letter

Content = 5

Communicative achievement = 4

Organisation = 4

Language = 4



Communicative achievement

5. Uses the conventions of the communicative task to hold the target reader's attention and _____ straightforward ideas.
3. Uses the conventions of the communicative task in generally appropriate ways to _____ straightforward ideas.
1. Produces text that _____ simple ideas in simple ways.

Communicative achievement

5. Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.
3. Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.
1. Produces text that communicates simple ideas in simple ways.



COMMUNICATIVE ACHIEVEMENT	
Does the writer use the conventions of the task in generally appropriate ways?	
Yes	No
Does the writer communicate straightforward ideas?	
Yes	No
Communicative Achievement Mark:	



Writing Part 3 – story

Question 1

- Your English teacher wants you to write a story.
- Your story must begin with this sentence:

When I woke up and saw the weather, I couldn't believe it!

- Write your **story** on your answer sheet.



Writing Part 3 – story

When I woke up and saw the weather, I couldn't believe it!

It was snowing, but it was the 12th of August! Amazed and a little bit worried, I got dressed and went to the dining room, where I met mum.

"Mum, it's snowing!" I said. "Don't be silly, Sam, it's August!" she replied.

She didn't believe me, so I decided to go outside and check.

As I opened the door, a lot of snow fell on me.

I touched it, it was flour!

Then I heard someone laughing and saw my brother and my dad on the roof with many packets of flour. It was only a joke!

Does the writer use the conventions of the task in generally appropriate ways?

Does the writer communicate straight-forward ideas?



COMMUNICATIVE ACHIEVEMENT

Does the writer use the conventions of the task in generally appropriate ways?

Yes

- The conventions of storytelling are followed with a clear beginning, middle and end.
- Direct speech is used to good effect.

No

Does the writer communicate straightforward ideas?

Yes

- Straightforward ideas are successfully communicated.
- The reader's attention is held throughout.

No

Communicative Achievement Mark: 5



Band 5	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis.	Uses a range of simple and some complex grammatical forms with a good degree of control.	Errors do not impede communication.
Band 3	Uses everyday vocabulary generally appropriately, while occasionally over-using certain lexis.	Uses simple grammatical forms with a good degree of control.	While errors are noticeable, meaning can still be determined.
Band 1	Uses basic vocabulary reasonably accurately.	Uses simple grammatical forms with some degree of control.	Errors may impede meaning at times.



	Vocabulary	Grammar	Errors
Band 5	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis.	Uses a range of simple and some complex grammatical forms with a good degree of control.	Errors do not impede communication.
Band 3	Uses everyday vocabulary generally appropriately, while occasionally over-using certain lexis.	Uses simple grammatical forms with a good degree of control.	While errors are noticeable, meaning can still be determined.
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Vocabulary

Band 5	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis.
Band 3	Uses everyday vocabulary generally appropriately, while occasionally over-using certain lexis.
Band 1	Uses basic vocabulary reasonably accurately.



Vocabulary

Band 5	Uses a range of everyday vocabulary appropriately , with occasional inappropriate use of less common lexis .
Band 3	Uses everyday vocabulary generally appropriately, while occasionally over-using certain lexis.
Band 1	Uses basic vocabulary reasonably accurately.



Grammar

Band 5	Uses a range of simple and some complex grammatical forms with a good degree of control.
--------	--

Band 3	Uses simple grammatical forms with a good degree of control.
--------	--

Band 1	Uses simple grammatical forms with some degree of control.
--------	--



Grammar

Band 5	Uses a range of simple and some complex grammatical forms with a good degree of control.
Band 3	Uses simple grammatical forms with a good degree of control.
Band 1	Uses simple grammatical forms with some degree of control.



Grammar

Band 5	Uses a range of simple and some complex grammatical forms with a good degree of control.
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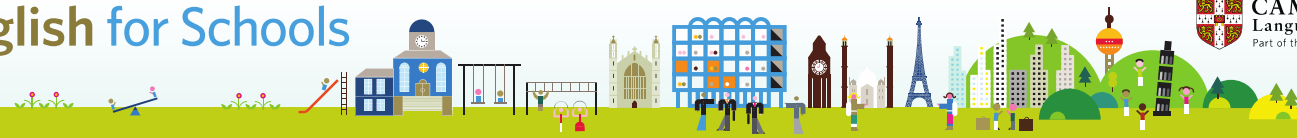
Band 3	Uses simple grammatical forms with a good degree of control.
--------	--

Band 1	Uses simple grammatical forms with some degree of control.
--------	--



Errors

Band 5	Errors do not impede communication.
Band 3	While errors are noticeable, meaning can still be determined.
Band 1	Errors may impede meaning at times.



LANGUAGE	
Does the writer use everyday vocabulary generally appropriately?	
Yes	No
Does the writer use simple grammatical forms with a good degree of control?	
Yes	No
Can meaning be understood despite errors?	
Yes	No
Language Mark:	
Comments	



Writing Part 3 – story

When I woke up and saw the weather, I couldn't believe it!

It was snowing, but it was the 12th of August! Amazed and a little bit worried, I got dressed and went to the dining room, where I met mum.

"Mum, it's snowing!" I said. "Don't be silly, Sam, it's August!" she replied.

She didn't believe me, so I decided to go outside and check.

As I opened the door, a lot of snow fell on me. I touched it, it was flour!

Then I heard someone laughing and saw my brother and my dad on the roof with many packets of flour. It was only a joke!

Does the writer use everyday vocabulary generally appropriately?

Does the writer use simple grammatical forms with a good degree of control?

How far can meaning be determined despite errors?



LANGUAGE	
Does the writer use everyday vocabulary generally appropriately?	
Yes <ul style="list-style-type: none"> Appropriate use is made of a natural range of everyday and some less common vocabulary (<i>Amazed and a little bit worried; I got dressed; check; touched; flour; joke</i>). 	No
Does the writer use simple grammatical forms with a good degree of control?	
Yes <ul style="list-style-type: none"> There is confident and controlled use of a range of simple and some complex forms (<i>Past tense, Amazed and a little bit worried; I got dressed; I heard someone laughing</i>). 	No
Can meaning be understood despite errors?	
Yes No errors are present.	No
Language Mark: 5	
Comments A performance which has a very impressive effect on the reader: it addresses Content fully and meets the criteria for the B2 level in terms of Communicative Achievement, Organisation and Language.	



Your students

What problems do your students have with writing?

Think about what's covered by the four subscales:

- Content
- Organisation
- Communicative achievement
- Language



Using sample answers

Give sample answers:

- with poor cohesion and a lot of repetition
- with simple vocabulary and repeated words
- with only one or two content points
- where the message isn't clear



Cohesion and referencing

My best friend is called
Juan. Juan is a great
friend and I see him
almost every day. I met
Juan on my holiday.

Cohesion and referencing

My best friend is called Juan. Juan is a great friend and I see him almost every day. I met Juan on my holiday.

My best friend is called Juan. ~~Juan is a great friend~~ He's great and I ~~see him~~ we see each other almost every day. I met him on my holiday.



I opened my school bag and saw that my homework wasn't there.

(How did you feel?)

(What was the homework?)

(Who will this affect?)

(What do you think has happened to your homework?)

(What will you do now?)

(How does the story end?)



Summary

- The *Cambridge English: Preliminary for Schools* Writing tasks
- Assessment scales for Writing and how to apply these to your students' writing
- Teaching ideas to improve writing
- Summary and further support

Teaching Support website

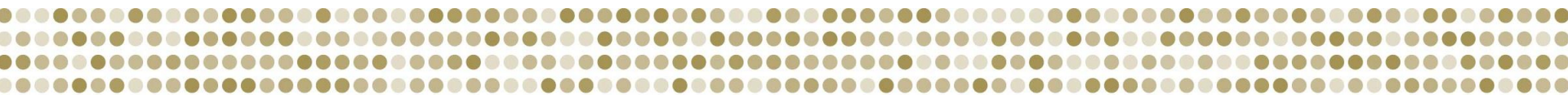
- Information about all Cambridge English Language Assessment examinations and teaching qualifications
- Teaching resources for each part of each exam
- Lots more features to support teachers



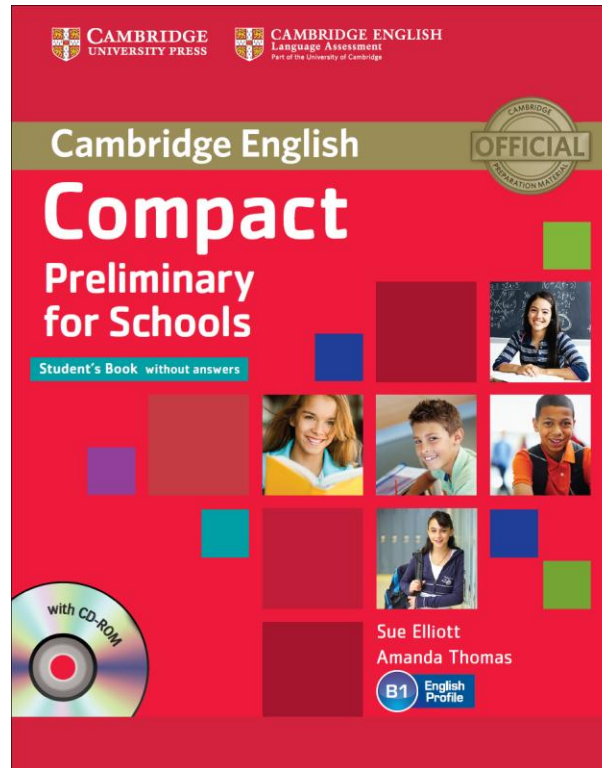
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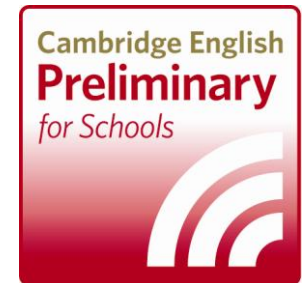
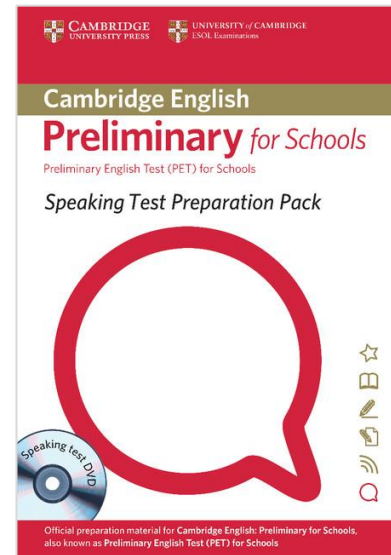
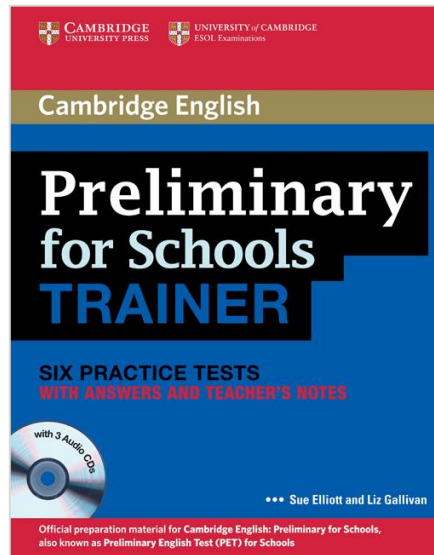
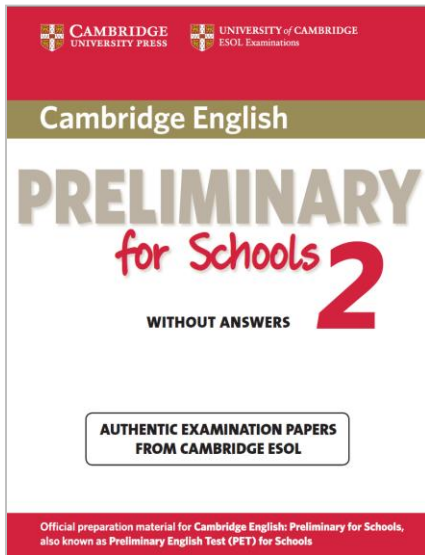
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Compact



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Choose level:

A1
 A1-A2
 A1-B1
 A1-B2
 A1-C1
 A1-C2

A2 only
 B1 only
 B2 only
 C1 only
 C2 only

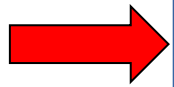
[Browse A-Z](#)

OR

Enter a word or phrase

ADVANCED SEARCH ⌆

Category:
 Part of speech:
 Grammar:
 Usage:
 Topic:
 Prefix:



Search results for B1 only (335 matches)

< 1 2 3 4 ... 9 > Page 2 of 9

- do/try your best **B1**
- I bet (you) **B1**
- quite a bit **B1**
- blow your nose **B1**
- on board **B1**
- bring (sb) happiness/luck/peace, etc. **B1**
- a broad range/variety, etc. **B1**
- by accident/mistake, etc. **B1**
- by hand **B1**
- sb's call **B1**
- take care of sb/sth **B1**
- in case of sth **B1**
- (just) in case **B1**
- catch fire **B1**
- change your mind **B1**
- be in charge **B1**
- choose to do sth **B1**
- the cold **B1**



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Speaking skills for Cambridge English: First for Schools 2015 update
16 and 18 June 2014

University of Cambridge
Cambridge English Language Assessment
1 Hills Road, Cambridge, CB1 2EU, UK
Tel: +44 (0)1223 553997
Fax: +44 (0)1223 553621
Email: helpdesk@cambridgeenglish.org

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