

B1 WRITING

› **TEACHER GUIDE**

The purpose of the Teacher Guide

This guide is for teachers preparing learners for the LANGUAGECERT ESOL for Schools B1 Writing test. It offers valuable insights, strategies and practical tips to help learners strengthen their writing skills and build their confidence. It also supports you in addressing common challenges learners may encounter and helping them enhance their existing abilities.

It features a range of practice activities drawn from the LANGUAGECERT ESOL for Schools B1 Writing test, with follow-up tasks that can be easily tailored to your classroom needs.

You can download free practice papers for the ESOL for Schools B1 Writing test from the LANGUAGECERT website.

Visit: [languagecert.org](https://www.languagecert.org)



> CONTENTS

The importance of developing writing skills.....	4
The challenges of writing in a second language.....	5
Global writing skills at B1 level.....	6
- B1 Proficiency Scales.....	6
Getting to know the ESOL for Schools B1 Writing test.....	8
- Key features of the test.....	9
- How the test is marked.....	9
Helping learners prepare for the ESOL for Schools B1 Writing.....	11
- How to prepare learners for Writing Part 1: A formal response.....	11
- Class activities to practise Writing Part 1.....	12
- How to prepare learners for Writing Part 2: An informal response.....	18
- Class activities to practise Writing Part 2.....	19
B1 general writing tips.....	25
Ensuring learners are ready for the ESOL for Schools B1 Writing test.....	26
Helpful resources and contact information.....	27
Appendix: Essential language structures and functions for B1.....	29



> The importance of developing writing skills

Writing is a complex and demanding skill that requires learners to draw on a range of sub-skills: generating ideas, following a structured process, considering the purpose and tone, choosing words carefully, organising a text, focusing on syntax, applying the rules of grammar and punctuation, among others. However, writing is an essential part of formal and informal communication in everyday life.

The ability to express thoughts and ideas clearly and effectively in writing is a skill learners will need to develop both inside and outside the classroom.



The challenges of writing in a second language

Writing in a second language presents several challenges that can make effective written communication difficult. One of the main obstacles is limited vocabulary, which can hinder the ability to express complex ideas clearly and accurately. In addition, differences in grammar and syntax between a learner's native language and the second language often lead to mistakes and awkward phrasing. Writers may also struggle with tone, style and cultural nuances, making it difficult to convey the intended message effectively. These difficulties can lead to frustration and a lack of confidence. However, with continued practice and exposure, significant improvement is achievable over time.

KEY FACTORS INFLUENCING EFFECTIVE WRITING IN A SECOND LANGUAGE



Limited vocabulary

Learners may not know enough words to express their ideas precisely. This often leads to repetitive language or vague statements, which can weaken the impact of their writing.



Grammar and sentence structure

Every language has its own grammar rules, and where these differ significantly from English, mistakes with verb tenses, article use and sentence order (e.g. subject-verb-object vs subject-object-verb) are common and can affect clarity and correctness.



Spelling and punctuation

Spelling can be inconsistent or confusing in many languages (especially English), and punctuation rules often differ across languages. For L2 learners, incorrect spelling and punctuation can make their writing difficult to follow and may even change the intended meaning.



Idioms and expressions

Idiomatic language and fixed expressions often don't translate well. A learner might either misuse them or avoid them altogether, which can make writing sound unnatural or overly simple.



Cultural context and tone

What is considered formal, polite or appropriate in writing can vary widely between different cultures. A second-language learner may struggle to match the expected tone or unknowingly use language that feels awkward or too direct.



Cohesion and coherence

Organising ideas logically and linking them clearly with transition words can be hard without a strong grasp of the language. This may lead to disjointed or hard-to-follow writing.



Confidence and anxiety

Fear of making mistakes or being judged can make learners overly cautious. This often results in short, simple sentences and limits creativity or deeper expression.



Overthinking translation

Beginners often think in their native language and then try to translate it. This process can lead to unnatural phrasing or errors because direct translation doesn't always work.

Global Writing skills at B1 level

At B1 level, learners can:



write simple, connected texts on familiar topics or personal interests



link short ideas into a logical sequence using basic connectors, and write personal letters describing events, experiences and feelings.



develop awareness of structure and tone, especially in informal communication.

While errors may occur, they don't usually hinder understanding, and with support, learners can begin to organise and review their writing more effectively.

B1 Proficiency Scales

The B1 Proficiency Scales outline the writing skills learners should be able to demonstrate at B1 level, as defined by the CEFR.

At B1 level, learners can:

- **produce simple**, connected texts about familiar subjects or personal interests.
- **structure writing** with a logical sequence using basic connectors (e.g. 'and', 'but', 'because').
- **write informal letters or emails** describing events, experiences and feelings.
- **tell short stories or describe past events** with a beginning, middle and end.
- **share opinions, give simple reasons and talk** about future hopes or plans.
- **adapt tone slightly for informal writing** and use vocabulary suited to everyday topics.
- **write using present, past and future tenses** with some consistency and accuracy.
- **revise and correct** basic grammar, vocabulary and punctuation errors with guidance.
- **write for specific purposes** (e.g. giving information, making requests, thanking, inviting).



Getting to know the ESOL for Schools B1 Writing test

The ESOL for Schools test assesses all four skills (Listening, Reading, Writing and Speaking) across two components – Written and Spoken. The Writing, Reading and Listening tests are part of the Written component.



The Writing test consists of two parts.



The overall duration of the Reading and Writing test is 2 hours and 10 minutes.



There is no break between the Reading and the Writing tests.



KEY FEATURES OF THE TEST

The table below summarises the key features of the test (skill assessed / focus, tasks presented, format of each part, marks awarded).

PART	SKILL & FOCUS	TASK	FORMAT	RAW MARKS
1	Respond appropriately to a given text to produce a formal response for an intended public audience	Write a formal response to a letter, email, poster, diary, timetable, leaflet, etc. for a specific reader, addressing all the required content points	70–100 words	12
2	Produce an informal letter/email to a friend	Produce an informal piece of writing on a general subject and for a specific reader, addressing all the required content points	100–120 words	12

HOW THE TEST IS MARKED

- › The assessor uses four assessment criteria to evaluate the test taker's response: Task Fulfilment, Accuracy and Range of Grammar, Accuracy and Range of Vocabulary, Organisation.
- › The maximum score for each part is 12 marks (up to 3 marks per assessment criterion).
- › The maximum score for both parts is 24 marks.
- › Marks are then converted to a scaled score from 0–50.
- › There is no minimum score for the Writing test. However, in order to be successful, test takers need to attain at least 50% in the Written component, which consists of the Writing test, as well as the Listening and Reading tests.



Helping learners prepare for the ESOL for Schools B1 Writing test

Familiarising learners with the format and content of the test, as well as providing targeted practice, can significantly enhance their performance on Test Day.

In this section, you will find ideas for preparing learners for both parts of the test, followed by clear, easy-to-use classroom activities drawn from B1 Writing practice papers. These activities are designed to introduce learners to the test format and provide authentic practice. Additional activities are also included to reinforce learning for both sections of the test and offer opportunities for further practice.

You can download free practice papers for the ESOL for Schools B1 Writing test from the LANGUAGECERT website.

Visit: [languagecert.org](https://www.languagecert.org)

HOW TO PREPARE LEARNERS FOR WRITING PART 1: A FORMAL RESPONSE

Learners write a formal response to a short text, aimed at a specific audience. They should write between 70–100 words.

- › To help them prepare, provide learners with text types similar to those they will encounter in the task (e.g. a notice, poster, timetable or leaflet) and have them practise writing responses to them.
- › Tell learners to read the rubric and text carefully, and to underline key words/phrases to ensure they address all the points in their response. They will lose marks if they fail to cover all the required points.
- › Explain to learners that they will lose marks if they write fewer than 70 words. But they won't be awarded extra marks if they write more than 100 words.
- › Try the practice activities below to familiarise learners with the task and for targeted test practice.

CLASS ACTIVITIES TO PRACTISE WRITING PART 1



Familiarisation activity

This activity can be done before the test activity to check what learners already know about this part of the Writing test, or after the test activity to check what they can remember.

Show learners Part 1 of the Writing test from a practice paper and give them enough time to familiarise themselves with the layout, structure and format of the task.

Writing Part 1

Read the college notice about student representatives. Write an email to the principal applying to be a class representative. Say:

- why you're the best person to represent your class
- what you'd like to improve about the college
- how much time you have available.

Write between 70 and 100 words.

CLASS REPRESENTATIVES NEEDED

Our college wants students' views and ideas. Representatives will attend weekly management meetings.

If you're interested in representing your class, please email your application to the principal by the end of the week!

Sample taken from B1 Writing Part 1 practice paper

Now hide the task and ask learners the following questions to see how much they can remember:

- › What kind of text does the task ask you to produce? (*answer: an email*)
- › Do you have to produce a formal or informal piece of writing? (*answer: a formal piece of writing – an email to a college principal*)
- › What content points need to be included in your response? (*answer: three content points – why you think you are the best person to represent your class, what you would like to improve about the college, how much time you have available*)
- › How many words are you expected to write? (*answer: 70–100 words*)

TEST ACTIVITY

This activity encourages personal engagement with the topic and supports learners in preparing, planning and writing a well-structured response for the Part 1 Writing task.

Step 1

Tell learners they are going to do a writing task about a college looking for class representatives. To engage them with the topic, ask a few questions:

- › What is a 'class representative'? *(example answer: a student who speaks to the principal on behalf of the whole class)*
- › Have you ever been a class representative? If not, why not?
- › What qualities does a class representative need to have? *(example answers: be honest, patient, organised, well informed, able to understand and share the feelings of others, etc.)*
- › What does a class representative usually do? *(example answers: represents his/her class, helps with communication between teachers and students, finds out and reports problems fellow students have, etc.)*
- › If you were a class representative, what would you ask for? *(example answers: have access to computers at any time, have interactive boards in all classrooms, have fewer tests, have longer breaks, etc.)*
- › How much time would you have available for the weekly management meetings?

Step 2

Give learners a copy of the task and ask them to read it carefully. Give them enough time to familiarise themselves with it and then elicit what they are required to do.

Step 3

Draw the table below on the board and have learners complete it with brief notes. Set a time limit of a few minutes.

Why I am sending the email to the college principal	
Why I think I am the best person to be a class representative	
What I would like to change/improve at the college	
How much time I have available for the weekly management meetings	

Step 4

After learners have added their notes to the table in Step 3, have them share their ideas with the rest of the class, as part of a whole-class discussion. Provide brief feedback on their ideas (e.g. they may be too vague, incorrectly worded or impractical – such as playing loud music in the playground at break!).

Step 5

Once you're sure all learners understand what they have to do, set a time limit for them to complete the task (remind them that the notes in their table will help them structure their text).

Sample answers

Candidate A

Dear Principal,

I would really like to be a class representative. I am good at listening to my friends and I always try to help them. Also, I can share all our ideas with the teachers well. Our college is nice but we can make a few changes. We can add more fun activities and help with recycling to make our campus greener.

I can come to the meetings every week because I finish my homework quickly and have free time in the afternoons. I promise to work hard and do my best to support my classmates well.

Thank you,

Paul Johnson

Marking

Task Fulfilment	3	The candidate fully addresses and communicates all three points.
Accuracy and Range of Grammar	3	A range of simple and more complex forms has been used with control.
Accuracy and Range of Vocabulary	3	The candidate uses an adequate range of basic vocabulary including less common items appropriately.
Organisation	3	Text is well-organised and coherent, using a variety of linkers and cohesive device. Punctuation is used to good effect.
Total	12/12	

Candidate B

To Principal

I want represente my class causa care our college. Next schools and week ends, much time I have. Can give time this importante job.

Thank you

Ramon

Marking

Task Fulfilment	0	The candidate's response is under 50 words and communication fails.
Accuracy and Range of Grammar	0	Communication fails and the candidate's grammar is clearly below level.
Accuracy and Range of Vocabulary	1	Meaning often difficult to understand due to the candidate's limited range of vocabulary.
Organisation	0	The text is largely incoherent.
Total	1/12	

MORE CLASS ACTIVITIES FOR WRITING PART 1 PRACTICE

Here are some additional activities that use the task content in a different way to give extra practice and build more writing skills.

1. Get learners to pitch it, then write it

Have learners imagine they are applying for a dream internship or volunteer position. Working individually, they write some notes for a short pitch explaining why they are the ideal candidate, what they hope to learn and how much time they can commit to the role. Give them 5–10 minutes to plan their pitch before putting them in pairs. In their pairs, learners listen to each other's pitch, take notes and ask follow-up questions. After the role-play, learners use their planning notes and any feedback or ideas from their partner to write a formal email application. Allow 20 minutes for writing and 10 minutes for revision, with a focus on structure, clarity and tone.

This activity encourages idea planning through speaking, builds confidence and brings energy to the writing task, while still developing key formal writing skills.

2. Challenge learners to spot the mistake

Give learners a sample candidate answer with errors and ask them to analyse it. They should identify and underline any informal language (e.g. 'Hey there', 'gonna'), note any missing or incomplete content points, and highlight sections that are off-topic or irrelevant. You could then follow up by asking whether the tone is formal or informal, whether the word count is within the limit, and whether all three content points are included and fully developed.

Learners are not always familiar with this type of writing, so this activity provides guided practice and helps them understand the format, tone and content required for the Writing test.

3. Play a 'Roll-a-topic' game

Write six topics on the board that all relate to the role of a class representative – such as 'a problem at school', 'skills you have' or 'something fun the class could do' – and number them 1–6. Give each learner a dice to roll three times to select three of the topics. Learners then brainstorm reasons why they would make a good class representative based on these topics. They use their ideas to draft an email explaining why they should be chosen as the class representative.

The first part of this activity provides a clear starting point to help learners overcome writer's block – a common issue in writing tasks – while also encouraging creativity and flexible thinking. The second part develops planning, organisation and focused writing skills, all of which are essential for success in timed writing tasks.

HOW TO PREPARE LEARNERS FOR WRITING PART 2: AN INFORMAL RESPONSE

Learners write a letter or email to an English-speaking friend in response to a given situation. They should write between 100–120 words.

- › To help learners prepare for this part, have them practise writing responses in the form of letters and emails to given situations like the ones in the task.
- › Tell learners to read the rubric carefully and to address all the points in their response. They will lose marks if they fail to cover all the required points.
- › Remind learners to paraphrase the topic words in their letter/email, rather than copying them exactly as they appear in the rubric.
- › Explain to learners that they will lose marks if they write fewer than 100 words. But they won't be awarded extra marks if they write more than 120 words.
- › Try the practice activities below to familiarise learners with the task and for targeted test practice.



CLASS ACTIVITIES TO PRACTISE WRITING PART 2



Familiarisation activity

This activity can be done before the test activity to check what learners already know about this part of the Writing test, or after the test activity to check what they can remember.

Show learners Part 2 of the Writing test from a practice paper and give them enough time to familiarise themselves with the layout, structure and format of the task.

Writing Part 2

Write a letter to a friend about your favourite day in the year and suggest what you could do together on this day.

Write between 100 and 120 words.

Sample taken from B1 Writing Part 2 practice paper

Now hide the task and ask learners the following questions to see how much they can remember:

- › What kind of text does the task ask you to produce? (*answer: a letter*)
- › Do you have to produce a formal or informal piece of writing? (*answer: an informal piece of writing – a letter to a friend*)
- › What content points need to be included in your response? (*answer: two content points – what your favourite day of the year is and what you could do with your friend on that day*)
- › How many words are you expected to write? (*answer: 100–120 words*)

TEST ACTIVITY

This activity helps learners practise organising ideas, expressing opinions and preferences, and using appropriate tone and language for a personal context – all important skills for the Part 2 Writing task.

Step 1

Tell learners they are going to write a letter to a friend about their favourite day of the year. Before they do the task, ask them a few questions, encouraging whole-class participation, e.g.:



Step 2

Give learners a copy of the task and have them write their letter, referring to their notes in the spidergram. Set a time limit for them to complete it.

Step 3

As a post-writing activity, carry out a class survey to find out:

- › which day of the year is the most popular (e.g. Christmas, their birthday).
- › who most of them would spend it with (e.g. a sibling, friend, relative).
- › which activity is the most popular (e.g. watching a film, hanging out with friends, playing computer games).

Sample answers

Candidate A

Dear Tomas,

I was thinking about my favourite day of the year and it's the first day of the summer! It's the best because there is no school, only sunshine and fun.

I had an idea. What you think we plan together a super adventure? We can go for camping to the woods, can make a fire or can tell crazy stories in the dark.

Do you like waking up with songs of birds and smelly pancakes when they cook on the fire? We can do haiking, swimming in the lake, and all staff.

What do you think?

*See you,
George*

Marking

Task Fulfilment	3	The candidate communicates both content points successfully.
Accuracy and Range of Grammar	2	Although there are occasional errors with B1-level grammar, the candidate demonstrates generally strong control. The meaning remains clear despite a few errors.
Accuracy and Range of Vocabulary	2	Meaning is usually clear despite a more limited range of B1-level vocabulary and spelling errors.
Organisation	3	Text is generally well-organised and coherent, using a variety of cohesive devices and punctuation to good effect.
Total	10/12	

Candidate B

My freind Tomas

I want tell the favourite day in the year, the Cristmas is the day full light you can hear songs and caroles. I hope visit in my home and tell me if you like here Cristmas.

We can skatting it super when it morning! The town very biutiful us to walk to go to Cristmas market too and delisous holiday drinks chocolate and holiday snaks and jinjer bread you don't forget cookies and chest nuts.

We can sing the neiborhood caroles who it tell for a little boy who play drams who him us tell also play drams so very happy. We can I and you to give some presentes, you will see the night what is the presente, I don't tell you it now!

*Buy Tomas now
George*

Marking

Task Fulfilment	1	The candidate refers to both content points but communication often breaks down.
Accuracy and Range of Grammar	1	A limited range of B1 grammar is used which hinders communication. Meaning often difficult to understand.
Accuracy and Range of Vocabulary	1	Basic errors with spelling and vocabulary make the text difficult to understand.
Organisation	1	The text is mostly incoherent.
Total	4/12	

MORE CLASS ACTIVITIES FOR WRITING PART 2 PRACTICE

Here are some additional activities that use the task content in a different way to give extra practice and build more writing skills.

1. Role play a best-friend chat

Put learners in pairs and ask them to pretend they are best friends having a casual conversation about their favourite day of the year. They should discuss why this day is special and what activities they would love to do together to celebrate it. Encourage learners to speak informally, as they would with a close friend. While talking, both learners take brief notes to capture key points and interesting ideas their partner shares. Afterwards, they use these notes to write a letter to that 'friend', based on their conversation.

This activity encourages the development of ideas through speaking and active listening, helping learners prepare for writing in a more natural and engaging way. It also enables them to gather content through dialogue, rather than having to generate it independently.

2. Generate ideas with visual prompts

Show the class pictures of popular celebrations, birthdays, festivals or school trips and ask questions, e.g.:

- › What do you see?
- › Would you like to experience this?
- › Could this be your favourite day? Why?

Then ask learners to choose one image and write a short letter to a friend explaining why they'd love to celebrate that day with them. Learners could also draw or create a collage of their own perfect day and use it to inspire their writing.

Learners often struggle with abstract thinking, so visuals can help generate ideas for their writing by giving them something real and specific to focus on.

3. Spark creative writing with video

Show the class a short film or clip with a clear storyline or emotional moment – such as a Pixar short or a scene from a teen drama. Afterwards, lead a whole-class discussion about what happened, how the character(s) might be feeling, and what could happen next. Learners then write a diary entry from the perspective of one of the characters, using informal language and expressions (e.g. 'I couldn't believe it when ...').

This activity helps learners practise informal writing in a personal and imaginative way. It encourages empathy, develops their ability to write in a natural, conversational tone, and allows them to explore a character's thoughts and emotions creatively.



B1 General Writing Tips

These tips provide useful strategies for tackling the B1 Writing tasks and will help learners approach the test with confidence.

- › Ensure learners are aware that both parts of the Writing test are mandatory and that they will need to answer each one.
- › If doing the paper-based test, learners should make sure their writing is legible – they could lose marks if the Examiner can't understand what they've written.
- › Advise learners to read the instructions carefully and identify the key points to be covered.
- › Encourage learners to spend a few minutes planning before they start writing – this will help them better structure their response.
- › To help learners prepare, practise the conventions of both formal and informal writing in class. Remind learners to think about who they are writing to as this will affect the tone and style of their response and the type of language they use.
- › Remind learners of the correct way to start and end each of the text types and encourage them to memorise a few set phrases/expressions they could include in their answer, such as 'Thank you for ...', 'Say hello to ...', 'Give my regards to ...'.
- › When practising their writing, encourage learners to share personal experiences, feelings, reactions and opinions.
- › Tell learners to express their ideas in their own words rather than copying phrases from the task word for word.
- › Encourage learners to demonstrate the depth of their language knowledge by avoiding basic grammar and using more descriptive/specific words (e.g. instead of 'good', 'bad', 'big', use 'amazing', 'terrible', 'enormous'). They should also aim to use a variety of cohesive devices (e.g. 'and', 'but', 'or') to indicate the relationship between ideas and to help them produce clear and coherent text.
- › Explain to learners that they will lose marks if they write fewer than the minimum number of words. But they won't be awarded extra marks if they write more than the maximum number of words.
- › Clarify that they do not need to write an address at the top of their text, or the number of words in their answer.
- › As part of their practice, learners could write a draft of their text, but they won't have time to do this in the test.
- › Tell learners to aim to finish early, allowing themselves enough time to review their work. A piece of writing can always be improved!
- › Have learners practise Writing tasks using the free practice papers on the LANGUAGECERT website.

Ensuring learners are ready for the ESOL for Schools B1 Writing test

When learners have finished preparing for the Writing test, it's important that they retain key information about it. On Test Day, learners often experience nerves, which can lead to forgetfulness or confusion about the procedures. Taking extra time to review test expectations and ensure learners are fully prepared can help alleviate anxiety and ensure the test process runs more smoothly.

Here's a list of questions to remind learners of what to expect in the Writing test (you may wish to add some of your own):

- › How many parts does the Writing test have? *(answer: two parts)*
- › Do you have to answer both parts? *(answer: yes, both parts of the test are mandatory)*
- › Is a choice of topics given? *(answer: no, only one set topic is given for each part)*
- › What text types will there be in the test? *(answer: a letter and/or email)*
- › What's the duration of the Reading and Writing test? *(answer: 2 hours 10 minutes for both the Reading and Writing tests. Note: there is no break between these two tests.)*

Helpful resources and contact information

At LANGUAGECERT, we're committed to providing comprehensive support for both learners and teachers.

Our website offers a wealth of free resources to help prepare for both the Written and Spoken components of the ESOL for Schools B2 test.

Handbooks provide teachers with practical tips and valuable strategies for effectively preparing learners for the test. They also include detailed descriptions of tasks at every level. Our free downloadable practice papers are an excellent tool for helping learners become familiar with the format and content of the test.

ESOL for Schools Written component resources:

- Listening-Reading-Writing Qualification handbook
- Qualification Overview handbook
- Assessing Writing Performance handbook
- Official Practice Papers
- Sample Answer Sheets
- Teacher Guide (Listening, Reading, Writing)

ESOL for Schools Spoken component resources:

- Speaking Qualification handbook
- Preparing Learners for the ESOL Speaking Exams Guide
- Assessing Speaking Performance handbook
- Official Practice Papers
- Teacher Guide (Speaking)

Additional support available:

- Books
- FAQs
- Live and pre-recorded webinars

To access these resources, visit: www.languagecert.org/en/preparation

Further information

For more information about the LANGUAGECERT ESOL for Schools test, visit our website www.languagecert.org or contact our Customer Services team.

Appendix

Appendix: Essential language structures and functions for B1

At B1 level (for Listening, Reading, Writing and Speaking), learners are expected to be familiar with a number of structures and language functions, as shown in the table below.

› Functions/notions

Describing places
Describing past experiences and storytelling
Describing feelings, emotions and attitudes
Expressing opinions

› Discourse functions

Initiating and closing a conversation
Checking understanding (from both a speaker's and a listener's point of view)
Managing interaction (interrupting, changing topic, resuming, or continuing)

› Discourse markers

Linkers: sequential – past time
Connecting words expressing cause and effect, contrast, etc.
Markers to structure informal spoken discourse
Contrasting opinions (on the one hand ...)

› Questions

Wh- questions in the past
Complex question tags

› Grammar forms

Past continuous
used to
would expressing habit in the past
Past perfect
Future
Future time: will & going to (prediction)
Present perfect
Past simple
Present perfect continuous
Conditionals: zero, first, second and third

Passives

Reported speech (range of tenses)

Modals: might, may, will, probably
(possibility)

Modals: must / can't (deduction)

Modals: must / have to, ought to, need to
(obligation and necessity)

Modals: should have, might have, etc. (past)

Articles: with countable and uncountable nouns

Determiners

Broad range (e.g. all the, most, both)

Adjectives

Adverbial phrases of time, place and frequency, including word order

Adjectives vs adverbs

Adverbial phrases of degree/extent, probability

Comparative and superlative forms of adverbs

Intensifiers

Broader range of intensifiers (e.g. too, so, enough)

Wide range (e.g. extremely, much too)

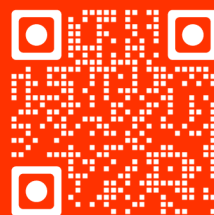
› Pragmatic awareness

Colloquial language

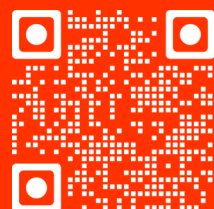
Lexico-grammatical features

Phrasal verbs

**Access our
preparation
resources**



**Subscribe to
our teacher
newsletters**



 **LANGUAGECERT®**
by PeopleCert

To find out more about LANGUAGECERT and access
online exam preparation materials, visit:
www.LANGUAGECERT.org

LANGUAGECERT is a business name of PeopleCert
Qualifications Ltd, UK company number 09620926

 info@LANGUAGECERT.org  [/LANGUAGECERT.org](https://www.facebook.com/LANGUAGECERT.org)