



Writing Tips

Tips and practice for the Writing module of the
Oxford Test of English and **Oxford Test of English for Schools**

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Introduction

Oxford Test of English Writing Tips is designed to help you maximize your result for the Writing module of the Oxford Test of English and Oxford Test of English for Schools. There are four sections, one for each question type: email, essay, magazine article, and review.

Each section has advice (the 'tips') on how to answer the questions in the test, and exercises to help you put the tips into practice.

How to use Oxford Test of English Writing Tips

Oxford Test of English Writing Tips is designed to be used for self-study or with a teacher in class. Before you start using the tips, it's a good idea to take the online demo. This will show you what the test looks like, and give you an opportunity to practise using the system. You can access the demos here:

[Oxford Test of English demo](#)

[Oxford Test of English for Schools demo](#)

Self-study

If you are using Oxford Test of English Writing Tips for self-study, then work your way through each tip, completing the exercises and checking your answers in the answer key as you go.

Classroom use

If you are a teacher using Oxford Test of English Writing Tips with a class, you can work through each tip and exercise in order, and refer to the answer key for more information. Take every opportunity for students to work together and practise answering questions. Ideas to do this include students working:

- through the exercises collaboratively (e.g. in pairs)
- through the exercises alone, and then comparing answers in pairs or groups
- in pairs; one asking questions, the other answering the questions
- in teams to create questions for other teams.

Further practice

For further practice, the following materials are available for free to download from oxfordtestofenglish.com, or click on the image to go to the practice tests.



Test overview

The Oxford Test of English is for adult learners of English (aged 16 and over) at B2, B1, and A2 levels of the Common European Framework of Reference for Languages (CEFR) and is certified by the University of Oxford. It tests your ability to communicate in English in a range of educational, professional, and social settings. The test takes approximately two hours.

The Oxford Test of English is a computer-based test. It consists of four modules: Speaking, Listening, Reading, and Writing. You can take the whole test (all four modules), a single module, or any combination of the four modules. The test uses a bank of questions for each module so that during one test session, each test taker gets a different version of the test. The Listening and Reading modules are adaptive, which means that the questions get easier or more difficult depending on whether you answer them correctly or not. This allows the computer to accurately assess your level of English. The Speaking and Writing modules are marked by trained English language assessors.

The Oxford Test of English for Schools is for 12- to 16-year-olds and is identical to the Oxford Test of English, except that the topics in the test are more suited to the age group.

If you take all four modules, you will receive a certificate. If you take three modules or fewer, you will receive a module report card. The results can be used to show employers and universities your level of proficiency in English according to the CEFR levels. You can find a list of test centres where you can take the test at www.oxfordtestofenglish.com. The certificate for Oxford Test of English and Oxford Test of English for Schools is the same.

Module	Part	No. tasks	No. items	Structure	Timing
Speaking	Part 1	2	6 (+ 2 unassessed)	Interview: eight spoken questions on everyday topics	Approx. 15 minutes
	Part 2	2	2	Two voicemails with spoken and written input	
	Part 3	1	1	A talk on an issue or scenario, with spoken and written input and picture prompts	
	Part 4	1	6	Six spoken questions related to the theme of the Part 3 talk	
Listening	Part 1	5	5	Five discrete short monologues/dialogues with picture options, each with one question	Approx. 30 minutes
	Part 2	1	5	A longer monologue with a note-completion task	
	Part 3	1	5	A longer dialogue with a task focusing on identifying opinions	
	Part 4	5	5	Five discrete short monologues/dialogues with text options, each with one question	
Reading	Part 1	6	6	Six short texts from a variety of sources, each with one question	35 minutes
	Part 2	1	6	Six texts, profiling people, are matched to four descriptions OR Six items are matched to three profiles of people	
	Part 3	1	6	Six extracted sentences are inserted into a longer text	
	Part 4	1	4	A longer text with four questions	
Writing	Part 1	1	1	Email (80–130 words)	45 minutes
	Part 2	1	1	Essay (100–160 words) OR Magazine article or Review (100–160 words)	

The Writing module

The Writing module has two parts. In Part 1, you will write an email. In Part 2, you will have a choice. One choice will always be an essay. The other choice will be either a magazine article or a review.

You have 20 minutes to answer Part 1 and 25 minutes to answer Part 2. For each question, a clock shows how much time you have left to answer.

You need to write a minimum number of words for each question. A word counter on screen shows how many words you have written.

You will type your answers. You are not allowed a pen or paper in the test. You are also not allowed a dictionary or access to the Internet.

Part	Structure	Testing focus
Part 1	Email 80–130 words Test taker responds to an email There are three points which the test taker must include in their email The response may be informal or neutral in tone Time to process the task and complete the response: 20 minutes	<ul style="list-style-type: none"> giving information expressing and responding to opinions and feelings transactional functions such as inviting/requesting/suggesting
Part 2	A choice of writing tasks: an essay or a magazine article/review	
	Essay 100–160 words Writing an essay on a topic typical of classroom discussions Time to process the task and complete the response: 25 minutes	<ul style="list-style-type: none"> expressing and responding to opinions developing an argument
	or Magazine article/Review 100–160 words Writing a general article (such as the profile of a famous sports person) or writing a review (such as a review of a website) The target reader is usually an English teacher Time to process the task and complete the response: 25 minutes	<ul style="list-style-type: none"> describing narrating expressing feelings and opinions recommending

The Writing module

The screenshot below shows what a Writing Part 1 task looks like in the actual test:

The screenshot shows the 'Writing Part 1' interface. At the top, there is a clock showing '19:51'. The main area is divided into two columns. The left column contains the 'Question' and an email from Helen Maxwell. The right column contains a form for writing an email response, with a 'Words: 0' counter at the bottom.

Question

You have 20 minutes to write an email. Write 80–130 words.
You recently had a party in a room at a sports centre. First, read the email from Helen Maxwell, the sports centre manager. Then write an email to Ms Maxwell, including the three notes you have made.

You don't need to write in the 'To:' or 'Subject:' fields – these are done for you.

The clock shows how much time you have left.

This is where you type your response.

The word counter shows how many words you have typed.

To: Helen Maxwell
Subject: Re: Party at Greenway Sports Centre

Type your answer here...

From: Helen Maxwell
Subject: Party at Greenway Sports Centre

Dear Customer,

Thank you for having your party at the Greenway Sports Centre party room last week. I would like to ask you some questions about it.

How did you find out about the party room at Greenway Sports Centre?

Say how...

What things did you like about having your party here?

Give details

I want to improve the service we provide for parties. Do you have any suggestions?

Suggest...

Kind regards,
Helen Maxwell

Words: 0

For more information about the test, make sure you check out [Oxford Test of English: A Guide for Test Takers](#).



Tips for preparing for the Writing module

1 Make a plan

- Find a 'study buddy' – another English learner who you can practise with.
- Make a weekly schedule of when you will practise.

2 Make sure you know what to expect

- Take the demo test so that you know what it's like to take the test on a computer.
- Do practice tests so that you get used to the different kinds of questions in the test.
- Study the sample responses and learn what makes a good response.

3 Practise, practise, practise!

- Read in English as often as possible, as this will help you to learn new words and make fewer mistakes.
- Get into the habit of writing in English by using English to exchange emails or chat on social media with your 'study buddy'. You could also keep a journal or diary, or write a blog.
- Ask your 'study buddy' to check your work and offer to check theirs. Identifying and correcting each other's mistakes will help you both.
- Use a clock to time yourself answering the questions in the Writing Tips. Keep doing this until you are comfortable writing for the same amount of time as you will be given to write your answers in the actual test.
- Practise typing your responses, rather than writing them with a pen and paper, as you will need to type your responses in the test.
- Practise planning, writing, and reviewing.
For Writing Part 1, you have 20 minutes, so plan for 2 minutes, write for 15 minutes, and review for 3 minutes.
For Writing Part 2, you have 25 minutes, so plan for 2 minutes, write for 20 minutes, and review for 3 minutes.

Writing Part 1: Email

In Writing Part 1, you will read an email (the 'input email') and write a response to it. The question will tell you who you are writing to. The email has three prompts (or 'notes') that you need to respond to.

The screenshot shows a digital interface for a writing test. At the top, there are navigation buttons: 'Prev', 'Nav', and 'Next'. On the right, there are buttons for 'Suspend Test' and 'End Test', along with a timer showing '19:52'. The main content area is divided into two sections. The left section contains an email from Helen Maxwell to a customer. The right section is a text input area for the response, with a 'Words: 0' counter at the bottom. Handwritten blue annotations on the left side of the screen point to specific parts of the email:

- The person you are writing to:** Points to the 'To: Helen Maxwell' field in the email header.
- The input email:** Points to the main body of the email text.
- Prompt 1:** Points to the question 'How did you find out about the party room at Greenway Sports Centre?'.
- Prompt 2:** Points to the question 'What things did you like about having your party here?'.
- Prompt 3:** Points to the question 'I want to improve the service we provide for parties. Do you have any suggestions?'.

The email text includes the following details:

Subject: Party at Greenway Sports Centre
From: Helen Maxwell
 Dear Customer,
 Thank you for having your party at the Greenway Sports Centre party room last week. I would like to ask you some questions about it.
 How did you find out about the party room at Greenway Sports Centre?
 Say how ...
 What things did you like about having your party here?
 Give details
 I want to improve the service we provide for parties. Do you have any suggestions?
 Suggest ...
 Kind regards,
 Helen Maxwell


Tip: Include all three prompts in your email

The input email always has three prompts in the form of notes, which you must include in your email. Responding to all three prompts will help to organize your email, and give you the opportunity to show your range of language, such as grammar, vocabulary and functions (e.g. apologizing, suggesting, giving reasons, etc.). You will get a lower mark if you do not respond to all three prompts.

Exercise 1

Read the following Part 1 task. Which three questions must you answer in your response?

You have 20 minutes to write an email. Write **80–130** words.

You are doing an English course at a language school. First, read the email from Pablo, one of the students in your class. Then, write an email to Pablo, including the three notes you have made.

FROM: Pablo

SUBJECT: Afternoon out

Hi

As you know, our course is finishing soon, and I thought we could organize an afternoon out for the whole class. **What do you think?**

Great, because ...

I thought we could either go to the cinema or to a cafe. **Which would you prefer?**

Say which and why

Can you **suggest a good day and time to go out?**

Suggest ...

Hope to hear from you soon.

Pablo

Check your answers with the answer key on page 51.

Exercise 2

Two students, Olivia and Peter, have written responses to the task in Exercise 1. Read the responses and decide:

- 1 Which student gives a better answer?
- 2 Why is it better?



Olivia's response

To: Pablo
Subject: Re: Afternoon out

Hi Pablo,
Thanks for your email.

An evening out with the whole class? Yes, I think that's a really good idea. We've all enjoyed the course and we should do something nice together to say goodbye.

I like going to the cinema and my favourite films are thrillers. My favourite food is Italian food, but I don't know any good Italian restaurants near here.

See you in the next class. Remember we have a test in the last class.

Olivia

Words: 80

Peter's response

To: Pablo
Subject: Re: Afternoon out

Hi Pablo,
Thanks for your email.

A class evening out is a great idea. The whole class gets on very well and it would be nice to do something fun together before the course finishes.

Personally, I love films, but this time I think we should go to a restaurant. The thing is that if we go to a cinema, we can't speak to each other, and different people might want to see different films. In a restaurant, on the other hand, we can all talk to each other.

I think Friday evening would be the best time because we don't have school the next day, and it's the last day of the course.

See you soon.

Peter

Words: 118



Check your answers with the answer key on page 51.


Tip: Answer each prompt fully

Sometimes prompts require you to write about more than one thing. For example:

Prompt	Comment
Make suggestions	You need to make at least two suggestions.
Say which and why	You need to make a choice ('which') and give a reason ('why').

You will lose marks if you do not answer a prompt completely, so make sure you answer all parts of the prompt.

Exercise 3

For each prompt (1–5), choose the best response (a or b). The first one (0) has been done for you.

Prompt	Response
0 Say which and why	<p>a You mentioned accommodation. I think I'd prefer camping to staying in a hotel, personally.</p> <p>b How about going camping? It'd be cheaper than the hotel, and more fun, too.</p>
1 Make suggestions	<p>a How about giving our teacher a photo of all the class together? We could all sign the back with messages. That would be a great way to remember each other.</p> <p>b I think a photo of all the class together would make a great gift and help him remember our time together. Or perhaps we could take him for a meal instead? He seems to love eating out.</p>
2 Yes, but ...	<p>a I think that's a great suggestion for a present. Unfortunately, I don't think we have time to arrange a meal before he leaves.</p> <p>b The problem is there won't be time to arrange a meal before he leaves. Perhaps we could do something in class instead?</p>
3 No, because ...	<p>a Unfortunately, I won't be able to attend the festival as I am on holiday that week.</p> <p>b Thank you for your kind offer, but unfortunately I am unable to attend the festival.</p>
4 Give details	<p>a I just wanted to let you know about my arrival – I'll be landing at about 3 p.m. so I look forward to seeing you then!</p> <p>b My flight (number 0989) gets into Heathrow Terminal 2 at 5 p.m., so let's meet in Arrivals at about 5.45 p.m., near the main snack bar.</p>
5 Ask some questions	<p>a I have some questions about the job. Firstly, is a uniform provided or do I have to supply my own?</p> <p>b Can you tell me what the hours are and whether a uniform is supplied?</p>

Check your answers with the answer key on page 51.

Exercise 4

Read the Part 1 task and the response by a student, Basha. Decide if Basha has answered each prompt completely.

You have 20 minutes to write an email. Write **80–130** words.

You recently had a party in a room at a sports centre. First, read the email from Helen Maxwell, the sports centre manager. Then, write an email to Ms Maxwell, including the three notes you have made.

From: Helen Maxwell

Subject: Party at Greenway Sports Centre

Dear Customer,

Thank you for having your party at the Greenway Sports Centre party room last week. I would like to ask you some questions about it.

How did you find out about the party room at Greenway Sports Centre?

Say how ...

What things did you like about having your party here?

Give details

I want to improve the service we provide for parties. Do you have any suggestions?

Give suggestions ...

Kind regards,

Helen Maxwell



Basha

Basha's response

To: Helen Maxwell

Subject: Re: Party at Greenway Sports Centre

Dear Ms Maxwell,

Thank you for your email. I'm happy to answer your questions. My neighbour told me about the party room at the sports centre. She said that she had used the room once before for a special celebration and I thought it would be good. The room is a fantastic size for a big party, so I was very happy with the service.

My only suggestion is that the party room needs a small kitchen where people can heat up food and wash dishes. We had brought some food, but had nowhere to heat it up, and after the party we had nowhere to wash up. I hope this is useful.

Best wishes,

Basha Lakov

Words: 117

Check your answers with the answer key on page 51.

Exercise 5

Rewrite Basha's email using your own words. Try to answer each prompt fully.

To: Helen Maxwell

Subject: Re: Party at Greenway Sports Centre

Check your answers with the answer key on page 52.

**Tip: Use your own words**

You need to use your own words when you write your email – don't copy phrases and sentences from the task.

Exercise 6

Read the Part 1 task and the response by a student, Roberto. Underline any words or phrases that Roberto has taken from the task. The first phrase taken from the task has been underlined for you.

You have 20 minutes to write an email. Write **80–130** words.

There is going to be a party at your international language school because it is the end of your English course. First, read the email below from the school principal, Mark Lester. Then, write an email to the principal, including the three notes you have made.

From: Mark Lester
Subject: End-of-course party

Dear Student,

I am writing about the party we are organizing for the end of the course.

Which day do you think would be best?

Say which day and why

We would like some students to cook some food from their country and bring it to the party.

Are you able to cook something?

No, because ...

We want everyone to remember this party. How can we make the party special?

Suggest ...

Thank you.

Mark Lester

School Principal



Roberto

Roberto's email

To: Mark Lester
Subject: Re: End-of-course party

Dear Mr Lester,

I am writing about the party you are organizing for the end of the course. I think Saturday would be best. Let me explain why: we don't have classes on Saturdays, so everyone should be free to attend.

You said you would like some students to cook some food from their country and bring it to the party. I am not able to cook anything because I cannot find the ingredients I need. If you like, I can bring my guitar and sing some traditional Czech folk songs from my home country.

I think it's a great idea for everyone to remember this party. I have some ideas for how we can make the party special. First of all, I suggest that we have a dance where we all teach each other traditional dances from our countries – that would be completely unforgettable! Secondly, we should all take a picture together, which would be a great souvenir of our amazing time at this school.

I hope you like these ideas.

Thank you,
Roberto

Words: 175

Check your answers with the answer key on page 52.

Exercise 7

Rewrite Roberto's email using your own words. Try not to use words or phrases from the task.

To: Mark Lester
Subject: Re: End-of-course party

Check your answers with the answer key on page 52.


Tip: Use the right level of formality

In Part 1, the input email could be from a friend, someone you don't know well or someone you don't know at all. When writing your response, you should use the correct level of formality for the person you are writing to. If you are writing to a friend, use informal language. If you are writing to someone you don't know very well, use neutral or formal language.

Exercise 8

Complete the tables with the correct functions from the wordpools. The first one has been done for you.

showing excitement giving advice giving news requesting information
suggesting thanking

Function	Phrases
<i>giving news</i>	Guess what! I am pleased to tell you that ...
	I am writing to enquire about ... Can you tell me ... ?
	Many thanks for your help. Thanks for your help!
	Brilliant! I can't wait! I was so happy to receive your news ...
	Why don't you ... ? Have you considered ... ?
	My suggestion would be to ... Why don't we ... ?

accepting an invitation apologizing preferring refusing an invitation requesting

Function	Phrases
	I was wondering if you could ... Could you ... ?
	Please accept my apologies. Sorry!
	I fancy ... My preference would be ...
	Thanks for the invite – it'll be great to see you again. I would very much like to accept your invitation.
	Unfortunately, I am unable to attend. Sorry – I can't make it to your party.

Check your answers with the answer key on page 53.

Exercise 9

For each of the phrases (1–22) from Exercise 8, decide if it is informal (I) or formal/neutral (F/N).

- | | |
|---|---|
| 1 Guess what! _____ | 13 I was wondering if you could ... _____ |
| 2 I am pleased to tell you that ... _____ | 14 Could you ... ? _____ |
| 3 I am writing to enquire about ... _____ | 15 Please accept my apologies. _____ |
| 4 Can you tell me ... ? _____ | 16 Sorry! _____ |
| 5 Many thanks for your help. _____ | 17 I fancy ... _____ |
| 6 Thanks for your help! _____ | 18 My preference would be ... _____ |
| 7 Brilliant! I can't wait! _____ | 19 Thanks for the invite – it'll be great to see you again. _____ |
| 8 I was so happy to receive your news ... _____ | 20 I would very much like to accept your invitation. _____ |
| 9 Why don't you ... ? _____ | 21 Unfortunately, I am unable to attend. _____ |
| 10 Have you considered ... ? _____ | 22 Sorry – I can't make it to your party. _____ |
| 11 My suggestion would be to ... _____ | |
| 12 Why don't we ... ? _____ | |

Check your answers with the answer key on page 54.

Exercise 10

For each of the phrases below, decide which kinds of emails they would appear in: informal, neutral or formal. Tick (✓) the correct box or boxes for each question. The first one (0) has been done for you.

Opening	informal	neutral	formal
Dear Luka,	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Hi Carlo,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dear Mr Chan,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Closing			
I can't wait to see you!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I look forward to meeting you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hope to hear from you soon.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Saying goodbye			
Best wishes,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All the best,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Check your answers with the answer key on page 54.

Exercise 11

Read the Part 1 task and decide:

- 1 How well does Ms Maxwell know the person she is writing to?
- 2 Should the response be formal/neutral or informal?

You have 20 minutes to write an email. Write 80–130 words.

You recently had a party in a room at a sports centre. First, read the email from Helen Maxwell, the sports centre manager. Then, write an email to Ms Maxwell, including the three notes you have made.

From: Helen Maxwell

Subject: Party at Greenway Sports Centre

Dear Customer,

Thank you for having your party at the Greenway Sports Centre party room last week. I would like to ask you some questions about it.

How did you find out about the party room at Greenway Sports Centre?

Say how ...

What things did you like about having your party here?

Give details

I want to improve the service we provide for parties. Do you have any suggestions?

Make suggestions ...

Kind regards,

Helen Maxwell

Check your answers with the answer key on page 54.

Exercise 12

A student, Anna, has written a response to the task in Exercise 11. Underline the parts of her email which are too informal. The first one has been done for you.



Anna

Anna's response

To: Helen Maxwell

Subject: Re: Party at Greenway Sports Centre

Dear Ms Maxwell

Thank you for your email. No problem answering your questions!

My neighbour told me about the room at the sports centre. Yasmin went to a cool party there a couple of months ago, I think.

The room's really big, so you can get loads of people in. The staff were all very helpful. We all had a good laugh.

I reckon the party room could do with a kitchen so people can get food ready. Secondly, as you know, the sports centre closes at 9 p.m., which is early for a party to finish. It's ridiculous actually – it should be open till at least 11 p.m.

I hope this is useful.

Take care and see you soon.

Anna

Words: 119

Check your answers with the answer key on page 54.

Exercise 13

Rewrite Anna's email using your own words. Try to use a more formal style.

To: Helen Maxwell

Subject: Re: Party at Greenway Sports Centre

Check your answers with the answer key on page 55.


Tip: Expand your responses

The instructions for Part 1 ask you to write 80–130 words. You should try to write about 130 words because this will give you more opportunity to show a range of language. To help you think of ways that you can expand your response, remember the acronym **RED**:

Reasons **E**xamples **D**etails

Exercise 14

Read the Part 1 task and the response by a student, Erik. The response is quite short. How could you make it longer using **R**easons, **E**xamples and **D**etails?

You have 20 minutes to write an email. Write **80–130** words.

You have received an email from Mr Parker, the principal of the language school where you are studying. First, read the email below from Mr Parker about his plans to start a new school magazine. Then, write an email to Mr Parker, including the three notes you have made.

From: Mr Parker

Subject: New school magazine

Dear student,

I am planning to start a new school magazine for students and staff. It would be very helpful if you could answer these questions:

What do you think of this idea?

Good, because ...

What do you think should be in a magazine like this?

Suggest ...

Would you be interested in writing anything for the magazine?

Yes, but ...

Best wishes,

Mr Parker



Erik

Erik's email

To: Mr Parker

Subject: Re: New school magazine

Dear Mr Parker,

Thank you for your email. I think it's a good idea because students will read the magazine.

I think the magazine should have articles about people in the school.

I am interested in writing about sports for the magazine, but not football.

Kind regards,

Erik

Words: 48

Check your answers with the answer key on page 55.

Exercise 15

In this exercise, you will focus on all the tips for the email task. Read the Part 1 task and the responses from two students, Alice and Afonso. Tick (✓) the correct box or boxes for each question.

Which student ...	Alice	Afonso
didn't include all three prompts in their answer?	<input type="checkbox"/>	<input type="checkbox"/>
didn't answer each prompt completely?	<input type="checkbox"/>	<input type="checkbox"/>
didn't use their own words?	<input type="checkbox"/>	<input type="checkbox"/>
didn't use the right level of formality?	<input type="checkbox"/>	<input type="checkbox"/>
didn't expand their responses?	<input type="checkbox"/>	<input type="checkbox"/>

You have 20 minutes to write an email. Write **80–130** words.

You and your friend Alex are planning a day out shopping together. First, read the email below from Alex about the shopping trip. Then, write an email to Alex, including the three notes you have made.

From: Alex
Subject: Shopping Trip

Hi,
I can't go on our shopping trip on Friday any more. **Can we go on Thursday instead?**
No, because ...
At the shops, let's buy a present for our English teacher because she's leaving next week.
What do you think we should get her, some flowers or a book?
Say which and why
And let's go for a meal after shopping. **Where would you like to eat?**
Suggest where ...
Alex

Alice's email

To: Alex
Subject: Re: Shopping trip

Hi Alex,

I've just seen your email. Unfortunately, I can't make it on Thursday. Can we go on Saturday instead? There's a sale starting on Saturday so we might see some good offers!

I'm glad you suggested buying a present for our English teacher because she's leaving next week – I was thinking the same thing. She's always reading something, so we should definitely get a book. Also, the flowers won't last and it would be good to get something for her to remember us by. I think a book is a bit more personal. Maybe something about the history of the local area.

I was grateful to receive your invitation for a meal. I would like to recommend the Penguin Cafe which is located within easy walking distance of the shopping centre. They offer a number of different options to suit all occasions. What do you think?

Take care.

Alice

Words: 152



Afonso's email

To: Alex
Subject: Re: Shopping trip

Dear Alex,

Do you fancy meeting up next week? It'd be great to catch up.

We never seem to get much time together at school. You won't believe what I've been up to!

I think it's a great idea to get a present for the teacher, by the way, but I don't think we should get flowers or a book. We should do something to remember our time together. How about we get the whole class to take a photo together with the teacher, and then have it printed out and framed? I think she'd love that! Maybe we could organize a little celebration, too?

Anyway, we should definitely go for a meal after. How about the Corner Cafe?

Let me know what you think.

All the best,

Afonso

Words: 129



Check your answers with the answer key on page 55.

Exercise 16

Read the Part 1 task and write your response. Use the checklist to help you.

You have 20 minutes to write an email. Write 100–130 words.

You recently applied to work in a hotel during the summer. First, read the email below from Mrs Wilson, the hotel manager. Then, write an email to Mrs Wilson, including the three notes you have made.

From: Mrs Wilson

Subject: Job application

Dear applicant,

Thank you for your application for a summer job.

Can you come for an interview on Tuesday next week at 11.00 a.m.?

No - suggest

As you know, there are two jobs available at the hotel: waiter and kitchen assistant. Please tell us which job you would prefer and why.

Say which job and why

If you have any questions about the job, please do ask.

Ask some questions

Best wishes,

Mrs Wilson

City Hotel Manager

Check your answers with the answer key on page 56.

Email checklist

Have I ...

included all three prompts in my answer?

answered all parts of each prompt?

used my own words?

used the right level of formality?

expanded my responses?

To: Mrs Wilson

Subject: Job application

Writing Part 2: Choosing the question

In Writing Part 2, you will have two minutes to choose a question to answer. If you do not choose a question in two minutes, the computer will choose one for you.



Tip: Choose a Part 2 question you can answer

In Part 2, you will choose between different text types: an essay and a magazine article/review. When choosing, ask yourself these questions:

- 1 Which text type can I write well?
- 2 Which topic can I say something about?

Exercise 1

Set the timer on your phone for two minutes. Read the following two tasks and decide which one you would answer in the test. Think about which text type you can write well, and which topic you would be able to write something about.

Part 2 – Essay

You have 25 minutes to write an essay. Write 100–160 words.

You have been talking about the environment in your English class. Your teacher has asked you to write an essay. The title of the essay is:

Should everyone do something to protect the environment?

Write your **essay**.

Part 2 – Review

You have 25 minutes to write a review. Write 100–160 words.

You have seen the following advert in an online magazine for English language students.

Write a review!

Write a review of a museum or an art gallery you have visited. What could you see there? What was special about the place? Could it be improved in any way?

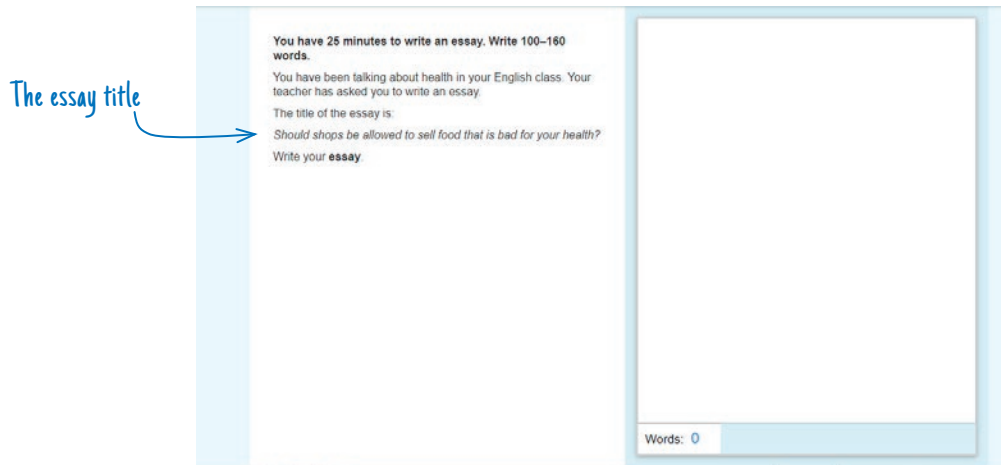
The best reviews will be published in the magazine next month.

Write your **review**.

Check your answer with the answer key on page 56.

Writing Part 2: Essay

In Writing Part 2, you have 25 minutes to write an essay between 100 and 160 words. The task gives you an essay title, which you should use as the title of your essay. Here's an example of an essay task:



The essay title →

You have 25 minutes to write an essay. Write 100–160 words.

You have been talking about health in your English class. Your teacher has asked you to write an essay.

The title of the essay is:

Should shops be allowed to sell food that is bad for your health?

Write your **essay**.

Words: 0



Tip: Make sure you answer the question

Read the task carefully and make sure you answer the question. Don't just write about the topic in general.

Exercise 1

Read the Part 2 task and the responses from two students, Juliana and Wolfgang. How well do you think each student has answered the question?

You have 25 minutes to write an essay. Write 100–160 words.

You have had a class discussion on health. Your teacher now wants you to write an essay.

The title of the essay is:

Should governments ban shops from selling food that is bad for your health?

Write your **essay**.


Juliana
Juliana's essay

A lot of food these days is not very good for us. There is so much fast food in shops and it is usually cheaper than healthy food. So, it's not surprising that many people eat food which has too much fat, sugar, salt and chemicals.

As a result, there are more and more people with health problems caused by their bad eating habits. If they have health problems, they need medical care, which costs a lot of money. They will probably feel bad and also they might not be able to work or study. So, shop owners should think about their responsibilities.

In my family, we eat well. We have fresh vegetables and fruit, and we hardly ever eat fast food. When I was younger, I liked food with a lot of salt or sugar, but now I don't really like it. For example, I loved ice-cream, but I don't like it so much now.

Words: 156

Wolfgang's essay

These days, people in my country generally have a good understanding of what healthy and unhealthy food is. There are lots of television programmes about food, newspapers and magazines always have articles about it, and children get lots of information at school.

In fact, I think that many people are quite bored with the subject. They don't want to hear or read any more about healthy and unhealthy eating. They just want to eat food they like. It's important to enjoy life, but the problem is that the food people enjoy eating is often unhealthy.

One problem is that healthy food is often quite expensive. For example, in the supermarket where my parents go shopping, fresh fish is more expensive than frozen fish, and fresh fruit is double the price of fruit in tins. To encourage people to eat in a healthier way, I think shops should make healthy food cheaper.

Words: 151


Wolfgang

Check your answers with the answer key on page 56.


Tip: List some ideas

It is useful to list out ideas 'for' and 'against' the question. This will help you decide what to include in your essay.

Exercise 2

Read the Part 2 task and the ideas in the table. Which ideas do you agree with?

You have 25 minutes to write an essay. Write **100–160** words.

You have had a class discussion on health. Your teacher now wants you to write an essay.

The title of the essay is:

Should governments ban shops from selling food that is bad for your health?

Write your **essay**.

Main ideas 'for' banning	Details/examples
Governments should protect individuals.	They already ban other unhealthy things and activities, so why not unhealthy food?
Producers of unhealthy food target poor people.	Poor people can only afford the cheapest foods, and these are often unhealthy foods full of fat and sugar.

Main ideas 'against' banning	Details/examples
Adults should be able to make up their own minds.	Adults are free to make many decisions every day that affect their lives, so why shouldn't they be allowed to decide what they eat?
Many people depend on cheap food.	Unhealthy food may well be full of fat, sugar, and calories, but it's also cheap. If this food were taken away, what would such people eat instead?

Exercise 3

Add some more main ideas and details/examples to the tables in Exercise 2.

Check your answers with the answer key on page 57.

Exercise 4

Three students, Paolo, Marcus, and Abril, have written responses to the task in Exercise 2. Did they use any of the ideas from the table?



Paolo's essay

Should governments ban shops from selling food that is bad for your health?

Since junk food, such as sugary snacks and hamburgers, has become easily available, many people have become less healthy. One solution to this problem would be to ban the sale of such food.

Governments already ban other unhealthy things, so why not unhealthy food? After all, it is their job to protect individuals. By taking away the option for unhealthy food, people would have to choose healthy food and therefore improve their health. This is important as the only food many poor people can afford is junk food, but by removing this option, shops would need to supply healthy food that people can afford, or their businesses would close.

Of course, some people say that this removes choice, and doesn't give people control over their own life. However, the fact is that advertising for junk food is often targeted at children, rather than adults, and children need to be protected.

In the final analysis, the only way for a large number of people's health to improve is for governments to take control, change the laws to stop shops profiting from selling junk food, and to provide healthy alternatives.

Words: 188

Marcus's essay

Should governments ban shops from selling food that is bad for your health?

Many people today have health problems due to poor diets. This problem is made worse by the wide availability of unhealthy food containing high levels of sugar and fat. Some people say that a solution to this is to ban shops from selling unhealthy food.

It is the role of governments to take care of individuals and protect their health. This is why governments ban the use of unhealthy chemicals and set speed limits on roads.

However, adults should be free to make important decisions in their lives, and this should include being able to decide what food they want to eat, too. After all, even foods with high levels of sugar and fat are healthy to eat if you only eat them occasionally.

In conclusion, while there should be limits on things which can be dangerous to our health, adults should be free to decide what they want to do with their lives, and this must include the ability to choose what you eat.

Words: 166




Abril
Abril's essay
Should governments ban shops from selling food that is bad for your health?

Today, junk food is available in more shops than ever before. This has led to many children today becoming less healthy than children in previous generations. Some people have called for a ban on shops selling junk food to solve this problem.

One argument in favour of this is that governments control other dangerous things such as dangerous chemicals, so why not dangerous food? Another reason to support the idea is that it will help to protect children, the most vulnerable members of society who are not in a position to choose their diets wisely.

However, others have argued against such strict control of what we eat for a number of reasons. Firstly, they claim that adults should be free to decide what they eat, not governments. Secondly, it is argued that junk food is only unhealthy when eaten in large quantities and that eating the occasional chocolate bar or hamburger is not dangerous for your health.

In summary, while it is important for governments to protect individuals, they must not do this so that they take away people's right to choose.

 Words: **182**

Check your answers with the answer key on page 58.


Tip: Organize your essay

Your essay will be easy to read if it is well-organized. There are different ways to do this. Here are three ways of organizing an essay:

The 'for' essay

This essay type gives reasons to support the idea in the question.

Paragraph 1: Introduction – restate the question in your own words

Paragraph 2: Ideas 'for'

Paragraph 3: Ideas 'for'

Paragraph 4: Conclusion

The 'against' essay

This essay type gives reasons against the idea in the question.

Paragraph 1: Introduction – restate the question in your own words

Paragraph 2: Ideas 'against'

Paragraph 3: Ideas 'against'

Paragraph 4: Conclusion

The 'balanced' essay

This essay type gives reasons both for and against the idea in the question.

Paragraph 1: Introduction – restate the question in your own words

Paragraph 2: Ideas 'for'

Paragraph 3: Ideas 'against'

Paragraph 4: Conclusion

Exercise 5

Which type of essay did each of the three students in Exercise 4 write? Tick (✓) the correct box or boxes for each type of essay.

Type of essay	Paolo	Marcus	Abril
The 'for' essay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The 'against' essay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The 'balanced' essay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Check your answers with the answer key on page 58.

Exercise 6

What arguments 'for' and 'against' banning junk food does each student give in Exercise 4? Complete the table with their arguments. The first one has been done for you.

Student	Arguments 'for' banning	Arguments 'against' banning
Paolo	governments already ban other unhealthy things banning junk food will force people to eat healthily children need to be protected	banning removes personal choice
Marcus		
Abril		

Check your answers with the answer key on page 59.

Exercise 7

Read the Part 2 task. Decide which of the paragraphs (a–i) can be used for each essay type. Each paragraph can be used more than once. The first one has been done for you.

You have 25 minutes to write an essay. Write 100–160 words.

You have been talking about the environment in your English class. Your teacher has asked you to write an essay. The title of the essay is:

Is it the responsibility of individuals to protect the environment?

Write your **essay**.

Introduction

- a Our environment is facing a number of environmental issues which are a risk to our future. Many people have argued that the solution is to 'think globally and act locally'. However, the idea that individuals are going to save the planet is wrong.
- b Pollution is increasing greenhouse gases which are warming the planet. If action isn't taken, this will lead to flooding and extreme weather. But who is responsible for solving this problem, people or governments?

Paragraphs 1 and 2

- c I believe that people have a duty to act in order to help save the environment. People buying goods cause industries to produce pollution. If people used fewer products, fewer greenhouse gases would be created.
- d The fact is that there will be no improvement if saving the environment is left to individuals. For example, to make any difference, everyone would need to recycle 80% of their waste, but in reality, most people recycle much less than that. At the same time, action needs to be taken at an international level by governments. It is governments who are able to change laws and have the resources to be able to control the behaviour of the industries which produce the most pollution.
- e Secondly, if people changed what they used, for example, change from eating meat to eating vegetables, this would also reduce global warming, as the farming methods for vegetables produce much less pollution than the farming methods for meat.
- f Another example is changing what we eat. It has been argued that individuals changing to a vegan diet will save the planet. This may be true, but only if there is an increase in the number of people who do so. This is not going to happen if left up to individuals.

Conclusion

- g In conclusion, it is the responsibility of each and every one of us to help protect the environment. If we do not share the responsibility for looking after our environment, then who will?
- h In summary, while it is our duty to do whatever we can to help protect our environment, without the governments of the world working together, we will fail to provide a good environment to future generations.
- i To sum up, individuals do not have the power to be able to stop climate change and save the planet from environmental damage and we must put our hope in the people we have voted for.

	'for' essay	'against' essay	'balanced' essay
Introduction	b		
Paragraph 1			
Paragraph 2			
Conclusion			

Check your answers with the answer key on page 59.



Tip: Use topic sentences

For each paragraph in your essay (apart from the introduction and conclusion), write 'topic sentences' which give the main idea of the paragraph. Then, add details, examples or reasons in the rest of the paragraph.

Exercise 8

Read the Part 2 task and the response by a student, Samir. Answer the questions (1–3).

- 1 What is the main idea in each paragraph?
- 2 Can you underline the topic sentence in each paragraph?
- 3 Highlight the organizing and linking words/phrases in the essay. For example *In my opinion*.

You have 25 minutes to write an essay. Write 100–160 words.

You have had a class discussion on fashion. Your teacher now wants you to write an essay.

The title of the essay is:

Do people worry too much about the clothes they wear?

Write your **essay**.

Samir's essay

Do people worry too much about the clothes they wear?

In my opinion, there are good reasons why people think carefully about the clothes they wear. Generally, it's because they want other people to think that they look good. If you look dirty or untidy, or if your clothes are really unusual or old-fashioned, other people might think you look strange and might not want to talk to you.

One area of life in which clothes can be important is work. For example, people usually dress smartly for job interviews. Also, staff who deal with customers usually need to wear clothes of a certain style and standard.

On the other hand, some people worry too much about clothes. Some of my friends, for example, spend lots of time shopping for clothes, talking about them and deciding what to wear. The problem is this takes time away from other, more interesting and useful activities. In addition to this, some people spend too much money on clothes and end up with financial problems.

Words: 161



Samir

Check your answers with the answer key on page 59.

**Tip: Write a clear conclusion**

Your final paragraph should make it clear whether you agree or disagree with the essay question.

Exercise 9

Read the conclusions (**g-i**) in Exercise 7 and the 'Conclusion checklist' below. Cross out any bad advice in the checklist.

Conclusion checklist

Have I ...

used phrases such as *In conclusion*, *In summary* and *To sum up*?

introduced new arguments 'for' or 'against' the question?

stated clearly if I agree or disagree with the question?

written more than one paragraph for my conclusion?

summarized the main arguments to support my conclusion?

repeated the introduction paragraph using different words?

Check your answers with the answer key on page 60.

Writing Part 2: Magazine article or Review

In Writing Part 2, if you don't choose the essay, you will need to write either a magazine article or a review. You will write 100–160 words. There are always two or three prompts in the form of questions, which you must include in your answer.

Here's an example of a review task:

The screenshot shows a writing task interface. At the top, it says: "You have 25 minutes to write a review. Write 100–160 words." Below this, it says: "You have seen the following advert in an online magazine for English language students. Write a review for the magazine." A central box contains the prompt: "Write a review! Write a review of a news website which you use to get information about what is happening in the world. What do you like about the website? Why do you think it is better than other websites? We will print the best review in next week's magazine." To the right of this box is a large empty writing area. At the bottom right of the writing area, it says "Words: 0".

Handwritten annotations in blue ink are present:

- "This is what you are writing a review about" with an arrow pointing to the central prompt box.
- "Prompt 1" with an arrow pointing to the first question in the prompt: "What do you like about the website?".
- "Prompt 2" with an arrow pointing to the second question in the prompt: "Why do you think it is better than other websites?".

Writing Part 2: Review



Tip: Use expressions for giving opinions and making recommendations

The review question often asks you to give your opinion about something and say whether or not you would recommend it. Make sure you know different ways of giving opinions and making recommendations.

Exercise 1

Read the Part 2 task and the response by a student, Irem. Underline examples of language for giving opinions and highlight examples of language for making recommendations in Irem's response. The first example has been underlined for you.

You have 25 minutes to write a review. Write **100–160** words.

You have seen the following advert in an online magazine for English language students. Write a review for the magazine.

Review competition!

Write a review of a magazine you have read. What kind of magazine is it? What do you think is good or bad about it? Would you recommend it to anyone? The best review will win a prize.

Write your **review**.

Irem's review

Science! magazine

If you thought science was just for nerds, think again! *Science!* is a popular science magazine which takes the latest scientific developments and makes them accessible to the ordinary reader. If you like popular science, you'll love this magazine.

Packed with news, opinions and incredible facts, *Science!* has well-written and informative articles on just about everything you could imagine, technological developments, the human brain, physics, space, and the environment, to name just a few.

One thing that I really like is its amazing photographs, which alone are worth the price of the magazine. The last copy I received was a special on space, and the photos were out of this world – literally!

The only negative point is that it doesn't come out often enough. It is published every two months, so some of the 'news' is a bit old by the time you read it. It would be much better if they published monthly, or even weekly!

In my opinion, *Science!* would be a great thing for anyone who is interested in science to read. If you only read one science magazine, make it this one!

Words: **187**



Irem

Check your answers with the answer key on page 60.

Exercise 2

Match the beginnings (1–3) and endings (a–c) of the recommendation phrases.

- | | |
|--|------------------------------|
| 1 If you only read one science magazine, | a you'll love this. |
| 2 The photographs alone are worth | b make it this one. |
| 3 If you like popular science, | c the price of the magazine. |

Check your answers with the answer key on page 60.

Exercise 3

Complete the recommendation sentences (1–4) with words from the table. The first one (0) has been done for you.

a	b	c
play	descriptions	adventure movies
listen	opportunity	racing
read	special effects	crime novels
do	gameplay	rock 'n' roll
see	track	fun

- 0 a If you only **read** one book this summer, make it this one.
 b The author's **descriptions** of the criminal underworld alone are worth the price.
 c If you like **crime novels**, you'll love this.
- 1 a If you only _____ to one album this year, make it this one.
 b The first _____ alone is worth the price.
 c If you like _____ music (and who doesn't!), you'll love this.
- 2 a If you only _____ one movie this year, make it this one.
 b The _____ alone are worth the entry price.
 c If you like _____, you'll love this.
- 3 a If you only _____ one online course this year, make it this one.
 b The _____ to talk to other learners on the course alone was worth the price.
 c If you like having _____ while you're learning, you'll love this.
- 4 a If you only _____ one online game this year, make it this one.
 b The quality of the _____ alone is worth the price.
 c If you like _____ games, you'll love this.

Check your answers with the answer key on page 60.

Exercise 4

Use the expressions from Exercise 2 to write three sentences about a cafe.

- 1 _____
- 2 _____
- 3 _____

Check your answers with the answer key on page 60.


Tip: Include a range of language in your answer

People who write reviews often use a variety of descriptive, interesting language to persuade readers to keep reading. Repeating the same words makes the review less interesting to read.

Exercise 5

Read the Part 2 task and the response by a student, Johann. In his response, Johann uses the word *good* ten times. Rewrite Johann's email, replacing the word *good* with more interesting adjectives.

You have 25 minutes to write a review. Write **100–160** words.

You have seen the following advert in an online magazine for English language students.

Review competition!

Write a review of a news website which you use to get information about what is happening in the world. What do you like about the website? Why do you think it is better than other websites? The best review will win a prize.

Write your **review**.



Johann

Johann's review

Have you ever felt that news could be more inspirational? If you have, you're not alone. That's why I read *Good News!* website – it's a good way to remind us that there are many good things happening in the world, something other news websites forget to do.

But I don't just like it because the news stories are positive. They have good journalists who write good articles and for a non-native speaker of English, I have found it is a good way to improve my English. The pictures are equally good and have won many awards. Articles tend to link to other good sources of information, which I find really good when I have to do projects at college.

My only complaint is that you have to pay to access some of the articles. However, there is enough free content on the site to keep most people happy.

All in all, if you're looking for a good way to find out what's happening in the world, this is the website for you.

Words: 177

Have you ever felt that news could be more inspirational? If you have, you're not alone. That's why I read *Good News!* website – it's a 1 _____ way to remind us that there are many positive things happening in the world, something other news websites forget to do.

But I don't just like it because the news stories are 2 _____. They have 3 _____ journalists who write 4 _____ articles and for a non-native speaker of English, I have found it is a 5 _____ way to improve my English. The pictures are equally 6 _____ and have won many awards. Articles tend to link to other 7 _____ sources of information, which I find really 8 _____ when I have to do projects at college.

My one complaint is that it that you have to pay to access some of the articles. However, there is enough free content on the site to keep most people happy.

All in all, if you're looking for a 9 _____ way to find out what's happening in the world, this is the website for you.

Check your answers with the answer key on page 60.



Tip: Organize your review

There are different ways to organize your review, but one way to organize a positive review is:

Paragraph 1: Get the reader's interest and say what you are reviewing

Paragraph 2: Say what is good about it

Paragraph 3: Say what is not so good about it

Paragraph 4: Give a recommendation

Exercise 6

Read Johann's review in Exercise 5. Is his review organized in the way that the Tip suggests?

Check your answers with the answer key on page 61.

Exercise 7

Read the Part 2 task and the response by a student. The paragraphs in the response are in the wrong order. Put the paragraphs (**a–d**) into the correct order.

You have 25 minutes to write a review. Write **100–160** words.

You have seen the following advert in an online magazine for English language students.

Review competition!

Write a review of a TV programme about someone with an interesting job. What job do they have? What can you learn from the programme? Would you recommend the programme?

Write your **review**.

a My only complaint would be that each series is too short – just six programmes. When I get to the end of a series, I'm always in the mood for more!

b While Rhod's sense of humour might not be for everyone, I would recommend *Rhod Gilbert's Work Experience* to anyone who wants to find out about different people's jobs, and have fun doing it.

c If you enjoy finding out about different people's jobs, you'll love the TV programme *Rhod Gilbert's Work Experience*. Each week, the Welsh comedian Rhod Gilbert tries out a different job and shows what it's really like to do that job. He's tried everything from hairdresser, to airline pilot, to classical musician, and each episode is very funny.

d What's interesting about the programme is the people he meets. Whether it's a zoo keeper, a chef, or a vet, they are often as funny as Rhod himself, and are happy to show the funny side of their jobs, even though the jobs themselves can be quite serious.

Words: 167

- 1 _____
- 2 _____
- 3 _____
- 4 _____

Check your answers with the answer key on page 61.

Exercise 8

Read the Part 2 task and write your response. Use the checklist to help you.

You have 25 minutes to write an article. Write 100–160 words.

You have seen the following advert in an online magazine for English language students.

Write a review!

Write a review of a museum or an art gallery you have visited. What could you see there? What was special about the place? Could it be improved in any way? The best reviews will be published in the magazine next month.

Write your **review**.

Review checklist

Have I ...

used expressions for giving opinions and making recommendations?

included a range of language in my answer?

organized my review?

Check your answers with the answer key on page 61.

Writing Part 2: Magazine article



Tip: Include all the prompts in your answer

The instructions for writing the magazine article give you two or three questions to help you plan your answer. Make sure you answer all the questions. Remember that you should also answer all the questions in reviews, too.

Exercise 1

Read the Part 2 task and the response by a student, Hiroki. Does Hiroki answer all of the questions in the task?

You have 25 minutes to write an article. Write **100–160** words.

You have seen the following advert in an online magazine for English language students.

What music means to me

How important is music in your life? What music do you like to listen to? Do you play an instrument or sing? Write an article and tell us.

The best articles will be published over the next few weeks in *Say It Loud* magazine.

Write your **article**.

Hiroki's article

Life without music

Imagine a world without music. No concerts, no records, no musical instruments. For me, this is impossible. I cannot imagine life without music. Perhaps this is unsurprising – there is no known society on earth that has not developed some form of music.

My choice of music depends on how I'm feeling or how I want to feel. Sometimes I like to be by myself and just lose myself in music. Other times I might listen to energize myself, or to challenge myself. Whatever the reason, I can't imagine life without it.

I've never had any musical training, but I play the piano and the guitar. Not very well, of course, but I really enjoy putting my hands on the instrument and exploring what sounds I can make. I also find creating music extremely relaxing.

Of course, not everyone is a fan of music – for 10% of the population, their emotions are not affected when they listen to music. I am not one of them.

Words: 164



Hiroki

Check your answers with the answer key on page 61.


Tip: Involve the reader

You need to involve the reader in the first paragraph so that they feel the magazine article is important to them. You can do this by using strategies such as giving a surprising fact, telling the reader they are wrong, asking about the reader's experience, or describing an imaginary situation.

Exercise 2

Match the strategies (1–4) to the opening paragraphs (a–d).

Strategies

- 1 Give a surprising fact _____
- 2 Tell someone they are wrong _____
- 3 Ask about the reader's experience _____
- 4 Set out an imaginary situation _____

Opening paragraphs

- a If you thought you were helping the environment by going vegetarian, think again. While many people are choosing to eat a vegetarian diet to help save the planet, a new study suggests that eating a vegetarian diet can actually damage the environment more than a meat-eating diet.
- b Imagine if everyone in the world became vegan and the environment no longer faced the dangers of climate change. Well, the only way that can happen is for you to take the first step and change your diet.
- c Contrary to popular belief, many teenagers are not particularly worried about the environment. While there are teenagers who are very active in trying to protect the environment, most teens just don't have the time to get involved.
- d Have you ever wanted to do something about the environment, but found that you just didn't have the time? Well, if you have time to read this article, then you have time to write to your political representative and request change. Here's how to do it.

Check your answers with the answer key on page 61.

Exercise 3

Highlight the phrases in Hiroki's response in Exercise 1 which are used for each of the strategies in Exercise 2.

Check your answers with the answer key on page 61.

**Tip: Make the magazine article interesting**

Writers use a variety of techniques to make magazine articles interesting so that they attract readers and make them want to finish reading the article.

Exercise 4

Read the Part 2 task and the responses from two students, Clara and José. Whose response is better, Clara's or José's? Why?

You have 25 minutes to write an article. Write **100–160** words.

You have seen the following advert in an online magazine for English language students.

Writing competition

Tell us about a good friend of yours. How did you meet? Why is your friend special to you?

Write an article and tell us. We will publish the best articles in the next issue of *English for You!*

Write your **article**.



Clara

Clara's article

My best friend is called Sara. I first met her when we were 11 years old. We started secondary school at the same time, and we were in the same class. We soon became friends.

We look very different and we have different personalities, but we have always had similar interests. When we first met we were both very interested in sports. We loved football and we both played for the school football team. These days, we both like travelling and we have been to many of the same places. We used to play chess a lot, too, but now we don't have much time for that.

Sara is a very kind and generous person. If I need help with something, I can always ask her. Also, she's pretty funny. She tells lots of funny stories and she makes people laugh.

Words: 141

José's article

Will the real José Almeida please stand up?

What are the chances? It was the first day of secondary school. I was so nervous that I was shaking. The teacher, Miss Costa, called out our names. After a few moments, she called my name.

'José Almeida?' she asked.

But before I could answer, another boy, who was wearing a pair of thick glasses, answered.

'Yes, Miss Costa.'

'But I'M José Almeida,' I shouted.

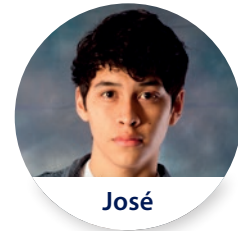
'No! I'M José Almeida,' shouted the other boy.

It turned out that we both had the same name. The whole class laughed and we have been best friends ever since.

Of course, having the same name isn't enough to make a long-lasting friendship. We actually have a lot more in common than just our name. For example, we share a strange sense of humour and have made each other laugh. Always.

We're much older now, and our lives are very different so we don't see each other as often as we used to. However, our friendship is as strong as ever, and when we do talk on the phone, it's just like it was back on that first day at school.

Words: 191



José

Check your answers with the answer key on page 62.

Exercise 5

Read the Part 2 task and write your response. Use the checklist to help you.

You have 25 minutes to write an article. Write 100–160 words.

You have seen the following advert in an online magazine for English language students.

My summer holiday
 Where did you go? What did you do there? Did you enjoy it?
 Write an article and tell us.
 We will publish the best articles in next month's issue of our magazine.

Write your **article**.

Article checklist

- Have I ...
- included all the prompts in my answer?
 - involved the reader?
 - given a surprising fact?
 - told someone they are wrong?
 - asked about the reader's experience?
 - set out an imaginary situation?
 - written a title?
 - given details?
 - told stories?
 - used interesting language?
 - used different types of sentences?
 - asked questions?
 - used direct speech?

Check your answers with the answer key on page 62.

Writing Tips at a glance

Writing Part 1: Email

Exercise 1

Here are all the tips to help you write an email. Match each tip (1–5) with a reason (a–e).

Tip	Reason
1 Include all three prompts in your email ...	a because you are marked on your ability to make your language suitable for people you know well, and people you don't know well.
2 Answer each prompt fully ...	b because if you use a lot of words from the question, you will not show the assessor your range of language.
3 Use your own words ...	c because if you don't answer all the parts of a prompt (for example: 'say which and why'), you will lose marks.
4 Use the right level of formality ...	d because giving reasons, examples, and details will show the assessor your range of language.
5 Expand your responses ...	e because if you don't answer all three prompts, you will not show the assessor your range of language.

Check your answers with the answer key on page 62.

Writing Part 2: Essay

Exercise 1

Here are all the tips to help you write an essay. Match each tip (1–5) with a reason (a–e).

Tip	Reason
1 Make sure you answer the question ...	a because having clear ideas for each paragraph will make it easier for the reader.
2 List some ideas ...	b because a general statement at the beginning of a paragraph makes it clear what the paragraph is about.
3 Organize your essay ...	c because the reader needs to know what you think about the topic by the end of the essay.
4 Use topic sentences ...	d because if you don't answer the question you will lose marks.
5 Write a clear conclusion ...	e because a list of ideas will help you to organize your essay.

Check your answers with the answer key on page 62.

Writing Part 2: Review

Exercise 1

Here are all the tips to help you write a review. Match each tip (1–2) with a reason (a–b).

Tip	Reason
1 Use expressions for giving opinions and making recommendations ...	a because you will get better marks if you use a variety of grammar, vocabulary, phrases, etc.
2 Include a range of language in your answer ...	b because reviews should say what you think and persuade the reader

Check your answers with the answer key on page 62.

Writing Part 2: Magazine article

Exercise 1

Here are all the tips to help you write a magazine article. Match each tip (1–3) with a reason (a–c).

Tip	Reason
1 Include all the prompts ...	a because you need to make the reader feel that the article is important to them.
2 Involve the reader ...	b because you want the reader to keep reading all the way to the end of the article.
3 Make the article interesting ...	c because you will lose marks if you do not answer all parts of the question.

Check your answers with the answer key on page 62.

DOs and DON'Ts for taking the Writing module

Here is some advice for when you are taking the Writing module.

Exercise 1

Complete the tips (1–11) with **DO** or **DON'T**.

- 1 _____ read the question carefully, so you know what you have to write about.
- 2 _____ take time to plan your answers.
- 3 _____ prepare answers in advance because they won't answer the question you are asked in the test.
- 4 _____ think about the target reader and whether your response should be formal or informal.
- 5 _____ copy words from the question if possible – try to use your own words.
- 6 _____ give reasons, examples, and details in your answers.
- 7 _____ try to use a wide range of language (grammar, vocabulary, phrases, etc.).
- 8 _____ give a title for your essay, article, or review
- 9 _____ choose the question you can best answer in Part 2.
- 10 _____ worry if you don't understand a word in a question – just do your best to answer it.
- 11 _____ check your answer after you have finished writing.

Check your answers with the answer key on page 63.

Answer key

Writing Part 1: Email

Exercise 1

- 1 Great, because ...
For *great*, you need to say something positive about the idea of organizing an afternoon out for the whole class.
For *because* you need to give a reason why organizing an afternoon out is a good idea.
- 2 Say which and why
For *which* you need to say whether you prefer the cinema or cafe.
For *why* you need to say why you would prefer it.
- 3 Suggest ...
You need to suggest both a day and a time.

Exercise 2

- 1 Peter
- 2 By including all three points, Peter has provided all the information that Pablo has asked for. Peter's email also shows a good range of grammar and vocabulary, and the functions of giving an opinion, giving a preference and explaining the reasons why, and making a suggestion.

Exercise 3

- 1 b
Response a only gives one suggestion. Response b gives two suggestions.
- 2 a
Response b does not respond to the *Yes* part of the prompt, only to the *but* part.
- 3 a
Response b does not give a reason.
- 4 b
Response a only gives one detail (3 p.m.).
- 5 b
Response a only asks one question.

Exercise 4

Basha has given a good response to Prompt 1 ('Say how'), but she has not completely answered Prompt 2 or Prompt 3. For Prompt 2 ('Give details') Basha gives only one detail, that *the room is a fantastic size for a big party*. To improve her answer, she needs to give more details. For Prompt 3 ('Make suggestions'), Basha only makes one suggestion. To improve her response, she needs to give at least one more suggestion.

Exercise 5

Here are some ideas. You may have different ideas.

To: Helen Maxwell

Subject: Re: Party at Greenway Sports Centre

Dear Ms Maxwell,

Thank you for your email. I am happy to answer your questions. My neighbour told me about the party room at the sports centre. She said that she had used the room once before for a special celebration and I thought it would be good. The room is a fantastic size for a big party, and the DJ you provided got everyone dancing, so I was very happy with the service.

Thank you for requesting suggestions for improvements to your business. Firstly, I would advise providing a small kitchen where people can heat up food and wash dishes – we would have really welcomed this during our party. Secondly, the party room closes at 8 p.m., which is quite early. I think it would be good for the centre to stay open later. I hope this is useful.

Best wishes,
Basha Lakov

Exercise 6

To: Mark Lester

Subject: End-of-year party

Dear Mr Lester,

I am writing about the party you are organizing for the end of the course. I think Saturday would be best. Let me explain why: we don't have classes on Saturdays, so everyone should be free to attend.

You said you would like some students to cook some food from their country and bring it to the party. I am not able to cook anything because I cannot find the ingredients I need. If you like, I can bring my guitar and sing some traditional Czech folk songs from my home country.

I think it's a great idea for everyone to remember this party. I have some ideas for how we can make the party special. First of all, I suggest that we have a dance where we all teach each other traditional dances from our countries – that would be completely unforgettable! Secondly, we should all take a picture together, which would be a great souvenir of our amazing time at this school.

I hope you like these ideas.

Thank you,

Roberto

Exercise 7

Here is a sample response. You may have different ideas.

To: Mark Lester

Subject: End-of-year party

Dear Mr Lester,

I think a party to celebrate the end of the course is a brilliant idea. I think Saturday would be the most convenient for most students, including me. The school doesn't run on Saturdays, so the class won't miss out on any lessons, and should all be free to attend.

I also like the idea of cooking a national dish. We have some great food in the Czech Republic that I'd like to share with the rest of the class. Unfortunately, I can't find the ingredients I need, so I won't be able to bring a dish. If you like, I can bring my guitar instead and sing some traditional Czech folk songs from my home country.

We've had a fantastic time learning English at the school and I have a couple of ideas to really mark the occasion of our course finishing. First of all, it would be brilliant if we could organize a dance where we all teach each other traditional dances from our countries – that would be very special! Secondly, we should all take a picture together as a souvenir of our amazing time at this school.

I hope you like these ideas.

Thank you,
Roberto

Exercise 8

Function	Phrases
giving news	Guess what! I am pleased to tell you that ...
requesting information	I am writing to enquire about ... Can you tell me ... ?
thanking	Many thanks for your help. Thanks for your help!
showing excitement	Brilliant! I can't wait! I was so happy to receive your news ...
giving advice	Why don't you ... ? Have you considered ... ?
suggesting	My suggestion would be to ... Why don't we ... ?

Function	Phrases
requesting	I was wondering if you could ... Could you ... ?
apologizing	Please accept my apologies. Sorry!
preferring	I fancy ... My preference would be ...
accepting an invitation	Thanks for the invite – it'll be great to see you again. I would very much like to accept your invitation.
refusing an invitation	Unfortunately, I am unable to attend. Sorry – I can't make it to your party.

Exercise 9

- | | | |
|------------------|-------------------|-------------------|
| 1 informal | 9 informal | 17 informal |
| 2 formal/neutral | 10 formal/neutral | 18 formal/neutral |
| 3 formal/neutral | 11 formal/neutral | 19 informal |
| 4 informal | 12 informal | 20 formal/neutral |
| 5 formal/neutral | 13 formal/neutral | 21 formal/neutral |
| 6 informal | 14 informal | 22 informal |
| 7 informal | 15 formal/neutral | |
| 8 informal | 16 informal | |

Exercise 10

Opening	informal	neutral	formal
Dear Luka,	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Hi Carlo,	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dear Mr Chan,	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Closing			
I can't wait to see you!	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I look forward to meeting you.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Hope to hear from you soon.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Saying goodbye			
Best wishes,	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
All the best,	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Take care.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Exercise 11

- Ms Maxwell and the person she is writing to don't know each other.
- The subject of the email is not personal, so the language should be neutral or formal.

Exercise 12

Dear Ms Maxwell,

Thank you for your email. No problem answering your questions!

My neighbour told me about the room at the sports centre. Yasmin went to a cool party there a couple of months ago, I think.

The room's really big so you can get loads of people in. The staff were all very helpful.

We all had a good laugh.

I reckon the party room could do with a kitchen so people can get food ready.

Secondly, as you know, the sports centre closes at 9 p.m., which is early for a party to finish. It's ridiculous actually – it should be open till at least 11.

I hope this is useful.

Take care and see you soon.

Anna

Exercise 13

Here are some ideas for improving Anna's email. You may have different ideas.

Dear Ms Maxwell,

Thank you for your email. I am very happy to answer your questions.

My neighbour told me about the room at the sports centre. I believe one of my friends, Yasmin, went to a party there a couple of months ago.

I was pleased that the room was very large because I was able to invite many people to my party. The staff were also very helpful. Everyone who came to the party had a wonderful time.

My first suggestion would be to build a kitchen next to the room, so there is somewhere to prepare food. Secondly, as you know, the sports centre currently closes at 9 p.m., which is early for a party to finish. Have you considered making it available until 11 p.m.?

I hope this is useful.

Best wishes,
Anna Ramiros

Exercise 14

- 1 What do you think of this idea? Good, because ...

Erik gives only one reason why he thinks the school magazine is a good idea. Try to add more than one reason, for example *not only students and staff could read it, but the parents of students, ex-students, and people from the area might be interested in it, too.*

- 2 What should be in the magazine? Suggest ...

Try to give more examples of things that could be in the magazine, with enough details, for example about how to help yourself improve in English, photographs of the school and people in it, artwork such as drawings and cartoons done by students, articles written by students.

- 3 Would you be interested in writing anything ... ? Yes, but ...

Choose one of the topics that you thought of, and give reasons and details for why you are interested in writing about it. For example *I would be interested in interviewing people who were students at the school in the past for the magazine in order to find out what these old students used English for in their lives. I would also like to know how the way people learn English has changed.*

Try to include extra information (details) in your response to Prompt 3, for example *... but not this month / ... but only if you can help me with my English / ... but only if I can choose the subject.*

Exercise 15

Which student ...	Alice	Afonso
didn't include all three prompts in their answer?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
didn't answer each prompt completely?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
didn't use their own words?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
didn't use the right level of formality?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
didn't expand their responses?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Exercise 16

Here is a sample response. You may have different ideas.

Dear Mrs Wilson,

Thank you for considering my application and inviting me for an interview.

Unfortunately, I am unable to attend on Tuesday as I have a hospital appointment. I can attend on any other day that week between 9.00 and 17.00, if that is convenient for you.

Of the jobs available, I am most interested in the kitchen assistant role. I have experience of working in a kitchen, and have done a range of tasks, including preparing vegetables, baking, and washing dishes. My chosen career is cooking, and I feel that working in your kitchen would provide me with the opportunity to build my skills.

I have some questions related to the job. The job advertisement stated that the working hours are flexible. Can you let me know how early it is possible to start? If possible, I'd like to start at 8 a.m. Secondly, I have a week's holiday booked for the last week of the summer work period. Would it be possible for me to take this holiday?

I look forward to your reply.

Best wishes,
Arnaud

Writing Part 2: Choosing the question

Exercise 1

There is no right or wrong answer for this exercise, but you should make sure you choose the text type and topic that you can write about.

Writing Part 2: Essay

Exercise 1

Juliana's essay

The first two paragraphs of Juliana's essay are well written. In Paragraph 1, she discusses why people eat unhealthy food. In Paragraph 2 she describes some of the problems that are caused by eating bad food and says that shop owners should think about their responsibilities. All of this is relevant to the question.

However, Paragraph 3 is not so good. She describes the kind of food she and her family eat. Although it is about healthy and unhealthy food, it doesn't answer the question *Should governments ban shops from selling food that is bad for your health?*

This is a problem for two reasons. Firstly, the assessor wants to see if you can understand and answer the question in a relevant way. Secondly, if you don't give a relevant answer to the question, you may miss the opportunity to show a range of grammar and vocabulary.

For example, Juliana uses quite simple grammar to describe how she ate in the past and how she eats now. For example *We have fresh vegetables and fruit, and we hardly ever eat fast food. When I was younger, I liked food with a lot of salt or sugar, but now I don't really like it.*

To improve paragraph 3, Juliana needs to give a relevant answer to the question using more complex language, for example *In my opinion, shops could do various things to encourage people to eat in a healthy way. If they lowered the price of healthy food, I'm sure more people would buy it. If they put labels on food with clear information about the good and bad things in it, people would probably choose what to buy more carefully.*

Wolfgang's essay

The first two paragraphs of Wolfgang's essay are about eating healthy food, but they don't really answer the question *Should governments ban shops from selling food that is bad for your health?* Paragraph 1 is about what people in his country know about healthy and unhealthy food. Paragraph 2 discusses the way people feel about eating different kinds of food. The grammar is very simple, for example it frequently uses the present simple. To score higher, Wolfgang needs to use a wider range of grammar.

Paragraph 3 is more relevant to the question because he describes the cost of healthy food and says shops should make it cheaper in order to encourage people to buy it. The language he uses in Paragraph 3 to give his opinion is quite complex, for example *To encourage people to eat in a healthier way, I think shops should make healthy food cheaper.*

Exercise 2

You will have your own ideas about what you agree with and don't agree with.

Exercise 3

Here are some ideas. You may have different ideas.

Main ideas 'for' banning	Details/examples
Governments should protect individuals.	They already ban other unhealthy things and activities, so why not unhealthy food?
Producers of unhealthy food target poor people.	Poor people can only afford the cheapest foods, and these are often unhealthy foods full of fat and sugar.
Healthy food is better for the environment.	Junk food takes raw ingredients and processes them. This takes energy which requires fuel, which creates greenhouse gases.
Unhealthy food does not contain the nutrients we need.	If people always eat unhealthy food, they won't get these nutrients.
Increasing the price of junk food doesn't stop people buying it.	Some countries have already introduced taxes on unhealthy foods, but this has not caused people to buy them less often.

Main ideas 'against' banning	Details/examples
Adults should be able to make up their own minds.	Adults are free to make many decisions every day that affect their lives, so why shouldn't they be allowed to decide what they eat?
Many people depend on cheap food.	Unhealthy food may well be full of fat, sugar and calories, but it's also cheap. If this food were taken away, what would such people eat instead?
Banning unhealthy food may lead to unemployment.	Thousands of people's jobs are based on the junk food industry. A ban would mean that these industries would close and people would lose their jobs.
Foods that are high in fat, salt and sugar often taste good.	Eating the food that we like, even if it is not always healthy, is an important part of our lives.
Unhealthy food can bring people happiness.	Many of the foods eaten at birthdays and other celebrations, such as cake and sweets, are not healthy.

Exercise 4

Paolo uses the following arguments from Exercise 3: *Governments should protect individuals., Producers of unhealthy food target poor people., Many people depend on cheap food.*

Marcus uses the following arguments from Exercise 3: *Governments should protect individuals., Adults should be able to make up their own minds.*

Abril uses the following arguments from Exercise 3: *Governments should protect individuals., Adults should be able to make up their own minds.*

Exercise 5

Type of essay	Paolo	Marcus	Abril
The 'for' essay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The 'against' essay	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The 'balanced' essay	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Exercise 6

Student	Arguments 'for' banning	Arguments 'against' banning
Paolo	<ul style="list-style-type: none"> governments already ban other unhealthy things banning junk food will force people to eat healthily children need to be protected 	<ul style="list-style-type: none"> banning removes personal choice
Marcus	<ul style="list-style-type: none"> governments already ban other unhealthy things 	<ul style="list-style-type: none"> banning removes personal choice it's how often you eat certain foods that is unhealthy, not the food itself
Abril	<ul style="list-style-type: none"> governments already ban other unhealthy things children need to be protected 	<ul style="list-style-type: none"> banning removes personal choice it's how often you eat certain foods that is unhealthy, not the food itself

Exercise 7

	'for' essay	'against' essay	'balanced' essay
Introduction	b	a	b
Paragraph 1	c	d	c
Paragraph 2	e	f	e
Conclusion	g	i	h

Exercise 8

- What is the main idea in each paragraph?
 Paragraph 1: Reasons why people think carefully about clothes.
 Paragraph 2: How clothes are important at work.
 Paragraph 3: Some people worry too much about clothes and this causes problems.
- Can you underline the topic sentence in each paragraph?
 The topic sentences are underlined in the response below.
- What organizing and linking words/phrases are used?
 The organizing and linking words are highlighted in the response below.

In my opinion, there are good reasons why people think carefully about the clothes they wear. Generally, it's because they want other people to think that they look good. If you look dirty or untidy, or if your clothes are really unusual or old-fashioned, other people might think you look strange and might not want to talk to you.

One area of life in which clothes can be important is work. For example, people usually dress smartly for job interviews. Also, staff who deal with customers usually need to wear clothes of a certain style and standard.

On the other hand, some people worry too much about clothes. Some of my friends, for example, spend lots of time shopping for clothes, talking about them and deciding what to wear. The problem is this takes time away from other, more interesting and useful activities. In addition to this, some people spend too much money on clothes and end up with financial problems.

Exercise 6

Yes, Johann's review is organized as suggested in the Tip.

Exercise 7

1 c 2 d 3 a 4 b

Exercise 8

Here is a sample response. You may have different ideas.

Recently, I visited the Royal Academy during a trip to London. Although I haven't been to many art galleries, I promise that if you go there, you won't be disappointed.

In my opinion, one of the best things about this gallery is the variety of art on show. I went in July, during the *Summer Exhibition*, which is particularly unusual because anyone can submit their artwork to be included in the exhibition. As a result, the exhibition contains all kinds of different types of art, including sculptures, paintings and even videos. There was so much to see!

There were two things I believe they should consider improving. The first one is the number of toilets available – because the exhibition was so busy, the queues were really long. The other is the cost of drinks in the cafes. There is a huge amount of food and drink on offer, but all of it is expensive. It would be good if there were cheaper options.

Part 2: Magazine article

Exercise 1

In the first paragraph, Hiroki answers the first question, *How important is music in your life?* in some detail. In the second paragraph, he answers the third question *Do you play an instrument or sing?* and gives details about the instrument and the type of music he would like to be able to play.

However, he doesn't answer the second question *What music do you like to listen to?* in the advert. He could have said something like this:

I think I spend about four hours every day listening to music. When I'm having breakfast, when I'm going to and from school, when I'm in my room after school and so on. It helps me relax, it stops me getting bored, it makes me want to move and it's something I talk about with my friends every day. So, I guess music is a huge part of my life.

Exercise 2

1 c 2 a 3 d 4 b

Exercise 3

Life without music

Imagine a world without music. No concerts, no records, no musical instruments. For me, this is impossible. I cannot imagine life without music. Perhaps this is unsurprising – there is no known society on earth that has not developed some form of music.

My choice of music depends on how I'm feeling or how I want to feel. Sometimes I like to be by myself and just lose myself in music. Other times I might listen to energize myself, or to challenge myself. Whatever the reason, I can't imagine life without it.

I've never had any musical training, but I play the piano and the guitar. Not very well, of course, but I really enjoy putting my hands on the instrument and exploring what sounds I can make. I also find the creating music extremely relaxing.

Of course, not everyone is a fan of music – **for 10% of the population, their emotions are not affected when they listen to music.** I am not one of them.

Exercise 4

José's article is more interesting than Clara's article. These are some things that make it more interesting to read:

Write a title – articles usually have a title. Try to think of one that could catch the readers' attention.

Give details – details can bring a description to life for the reader. In José's article, details like *I was so nervous that I was shaking and It turned out that we both had the same name* help to build up an interesting picture.

Tell stories – José's article tells a story about his first day at school which is more fun to read than just a description.

Use interesting language – an interesting description like *who was wearing a pair of thick glasses* will keep a reader's attention.

Use different types of sentences – for example, the following two sentences are very different lengths: *For example, we share a strange sense of humour and have made each other laugh. Always.*

Ask questions – Writers often use questions, for example *What are the chances?*, at the start of an article because the reader will want to read more to find out the answer.

Use direct speech – Including things that people actually say, for example *'No! I'M José Almeida,'* can make an article more interesting.

Exercise 5

My summer holiday

Have you ever been surprised by a holiday? I have. This year, my family and I spent two weeks of our summer holiday on a farm and it wasn't what I was expecting at all.

Perhaps you're thinking that being on a farm for the holidays doesn't sound like much fun? Well, that was what I thought to begin with. I soon changed my mind, though!

Life on the farm was hard work. We had to get up early every day to feed the animals. 'Go away!' I said to my mum on the first morning when she came to wake me up. But seeing the sunrise was wonderful – it made getting up much easier.

One thing I didn't know was that farmers don't often get to go on holiday, because there's no one to look after the animals. Holidays like ours mean we get to try something new, and the farmer gets a rest. I thought that was a fantastic idea!

Writing Tips at a glance

Writing Part 1: Email

Exercise 1

1 e 2 c 3 b 4 a 5 d

Writing Part 2: Essay

Exercise 1

1 d 2 e 3 a 4 b 5 c

Writing Part 2: Review

Exercise 1

1 b 2 a

Writing Part 2: Magazine article

Exercise 1

1 c 2 a 3 b

DOs and DON'Ts for taking the Writing module

Exercise 1

- 1 DO
- 2 DO
- 3 DON'T
- 4 DO
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