

# Writing

## Success

Upper Intermediate

CEFR Level **B2**  
**GLOBAL**



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Maria Windsor  
Andrew Betsis*

## Writing Success **B2**

Upper Intermediate

- **Writing Success B2** is designed for Upper Intermediate-level students of English.
- **32** tasks in **8** theme-based units (**4 Writing Tasks** in each unit) help students learn useful vocabulary and helpful phrases that they can use in any writing task they may come across.
- Thorough preparation with ideas & tips on how to approach writing tasks that students might encounter in B2-level exams: *Cambridge B2 First, ECCE, ESB, NOCN, MSU-CELC, LRN B2, OCN, Trinity ISE, Pearson General and LanguageCert.*
- All task types are covered extensively: **essay, report, review, email/letter (formal & informal), story and article.**
- A comprehensive **Guide on Writing** provides assistance and step-by-step guidance on how to tackle each writing task.
- **QR Codes** for the recordings that precede some of the Writing tasks, for easy audio streaming in smartphones and tablets.

### How to use a QR code

This book has QR codes on some pages. The instructions show you how to use these QR codes, to enjoy the audio streaming of the recordings for the Listening activities that precede some of the Writing tasks.

### What is a QR code?

A QR code is a two-dimensional barcode that can be 'read' using a special app on any tablet or smartphone. If you have an i-phone you can just use your phone's camera.

### How do I use the QR code?

You will find the QR code on certain pages of the book. It looks like the one above. Use the QR reader app on your smartphone or tablet, and hold it over the QR code, lining up the corners on the screen with the corners of the QR code.

After a second or two, the reader should direct you to a webpage where the recording for the Listening activity can be listened to via a web-based player. The audio recording will then be played for you to listen. Then you can answer the questions of the activity.



**QR Codes** for the  
**Listening Tasks**  
for audio streaming

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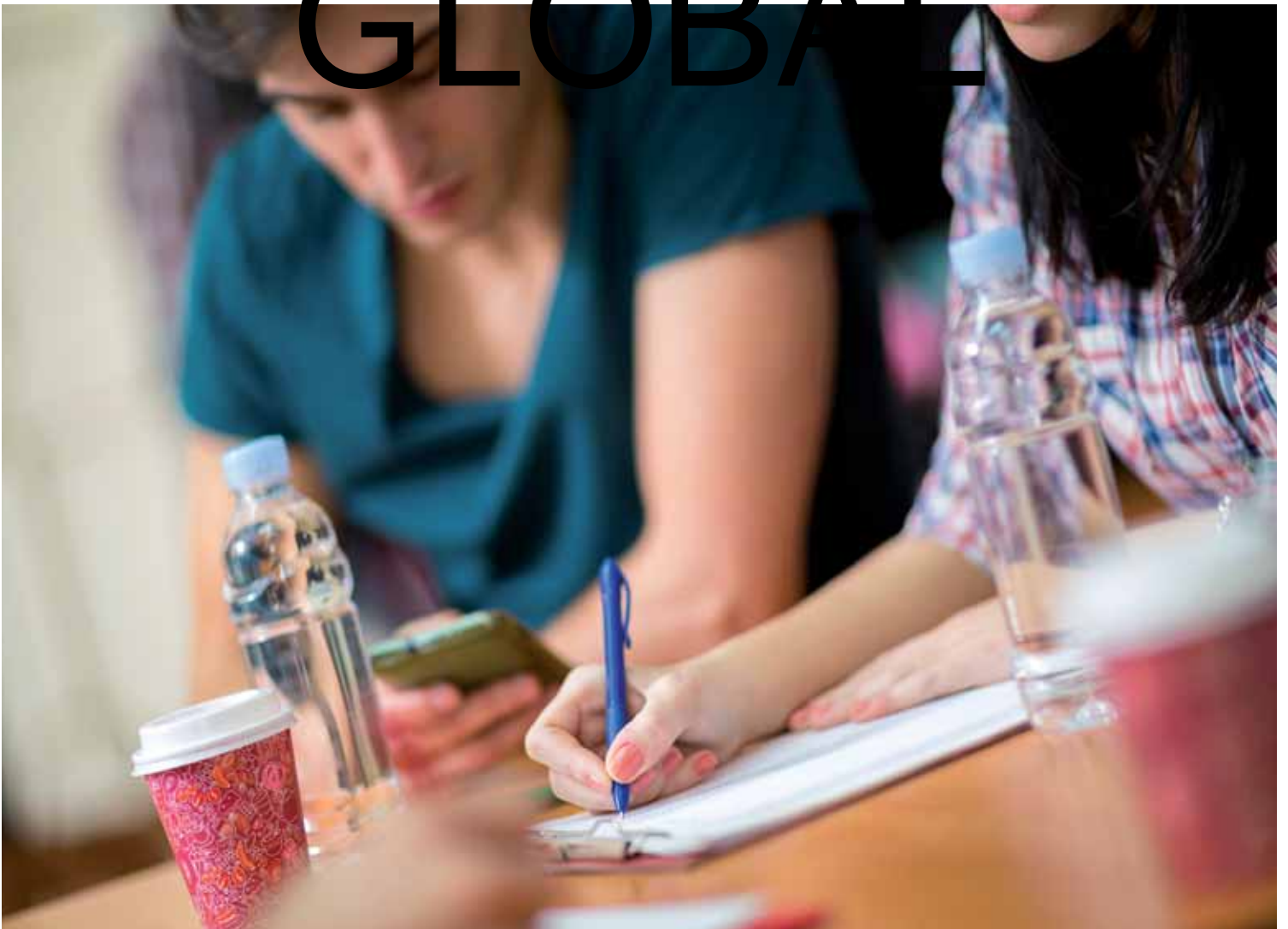
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Writing Success

CEFR: Level **B2**

# Writing Guide

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## ESSAY & ARTICLE

There are many different types of essay or article questions. The main difference between an article and an essay is that an article is usually written for a newspaper, magazine or website. However, articles and newspapers often cover similar topics. So let's look at the most common types of essays/articles.

A **discursive** essay/article is when a topic is discussed. It can either support one side of an argument or discuss both sides in a balanced way. Look at this example of a discursive essay/article question: *"Zoos are an old-fashioned form of entertainment and should be banned."*

Similar to this is an **advantages & disadvantages** article/essay where both the negative and positive aspects of a situation or topic are explored. Look at this example: *"More and more young people are taking a gap year to travel before starting university. What are the advantages and disadvantages of doing this?"*

In discursive writing you may or may not be asked to give your own personal opinion. Also you may be given notes or information to use in the content of your writing which you must include in your answer

**Exercise A**  
Say if the statements are **True** or **False**.

- Essays and articles deal with completely different subjects. False
- Discursive writing may express the writer's personal opinion. True
- You often find articles on the internet. True
- You must read the question carefully to check if you are required to include specific information. True

A **descriptive** essay/article is exactly what the name suggests. You will be asked to describe someone or something, so it could be anything from a person, a place, an experience, even a memory or an object. The important thing to remember about descriptive writing is that you want the reader to get a clear picture of what you are describing, so the language you use must be interesting and varied. You will need to use lots of adjectives and adverbs and interesting synonyms. Look at this example: *"Describe a place that is particularly important to you and say why it has had an impact on your life."*

A **descriptive** essay/article should not be confused with a **narrative** article/essay. Narrative writing describes an experience or tells a story of some kind. It can be based on one of your own experiences, either past or present, or it can be based on the experiences of someone else. In addition to telling a story, narrative writing also communicates a main idea or a lesson learned. [See the section on story that follows for more detail.](#)

Now look at this example of a **narrative** article/essay:

*"Write a story that begins with the sentence: As I saw the train leave the station, I knew I was in trouble."*

### Exercise B

Say if the statements are **True** or **False**.

- The main use of descriptive writing is to talk about a person. False
- You should use very simple vocabulary in descriptive writing. False
- Writing a story usually involves narrative writing. True
- Narrative writing is usually based on future events. False

### Reading and understanding the question

It may seem an obvious thing to say but the most important thing about starting to answer a writing task is to read the question carefully. Ask yourself the following questions:

- ◆ *If there is a choice of questions, which topic do I know most about, and do I have the language to talk about it?*
- ◆ *How much time do I have?*
- ◆ *How many words must I write?*
- ◆ *What is the essay about?*
- ◆ *What am I being asked to do exactly?*
- ◆ *Am I being asked for my personal opinion?*
- ◆ *Are there any notes or other pieces of information that I must refer back to in my essay?*

### Making a time plan for a 40-minute writing task

#### Step One: Plan it (10 minutes)

The more time you spend planning your essay, the clearer your ideas will be and the quicker you will write down your ideas.

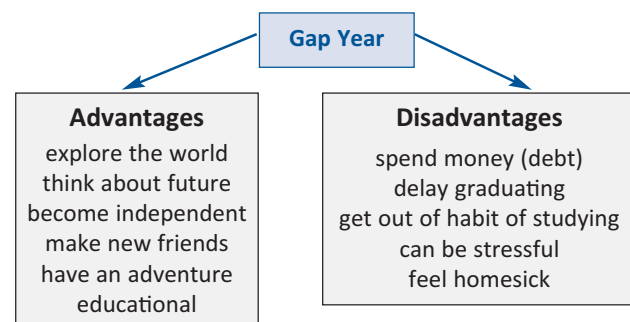
A good place to start is to **brainstorm** (quickly write down) words and phrases related to the topic.

Next, you should think about how you're going to begin (**the introduction**), how you're going to connect the main ideas (**the body**) and how you're going to finish (**the conclusion**).

### Brainstorming your ideas

Look at the essay question below and the ideas that a student has brainstormed.

*"More and more young people are taking a gap year to travel before starting university. What are the advantages and the disadvantages of doing this?"*

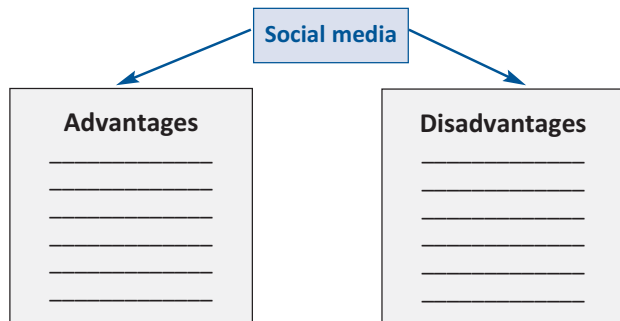




## Let's practise!

Read the exam question below and brainstorm any ideas that come to mind.

*“Social media are replacing traditional ways of communication. What are the advantages and disadvantages of social media in your opinion?”*



## Choosing your content

Once you have brainstormed your ideas, you should choose two advantages and two disadvantages to write about. These ideas will form the **second** and **third** paragraphs of your essay.

**Paragraph one** will **introduce** your ideas.

**Paragraph four** will be your closing paragraph or **conclusion**.

Now let's look in more detail about how you are going to plan your essay. This is our essay question:

*“More and more young people are taking a gap year to travel before starting university. What are the advantages and disadvantages of doing this?”*

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## Step Two: Write your essay (25 minutes)

Once you have written your plan, you need to think about what the examiner is looking for in your essay. You will be marked on four things:

**Content:** Have you included all required ideas? Remember, all content should be relevant to the topic, so don't start writing about topics that are not relevant to the question.

**Style and tone:** Is the style or tone of your essay appropriate? It should be quite formal, so avoid contractions (e.g. it's, don't, they'll).

**Organisation:** Does your essay follow a logical order? Use linking words and phrases to connect your ideas.

**Language:** Have you used a variety of grammatical structures and vocabulary? Try to think of more interesting words than the first simple ones that come to mind. Avoid repeating the same words or phrases; instead, you can use **synonyms** and **antonyms**. Using some complex structures (e.g. different verb tenses, passives, inversion, etc) will give you better marks, but make sure you use them correctly!

## Step Three: Check what you have written (5 minutes)

This final step is very important. You need to carefully read your essay to find any mistakes. There will always be a few things that you can improve. Check for spelling mistakes, wrong use of tenses, punctuation, pronouns, articles, prepositions etc.

## Model Answer

Read the model answer below and look how the essay has been organised. Underline any linking words or phrases and highlight where the writer uses adjectives, verbs, idioms, phrasal verbs etc to make the essay more interesting.

*“More and more young people are taking a gap year to travel before starting university. What are the advantages and the disadvantages of doing this?” Write your answer in 140-190 words.*

It is true to say that gap years are becoming more and more popular with young people. There are, of course, both advantages and disadvantages to taking time out before going to university.

First of all, a gap year gives a young person the opportunity to have a lifetime adventure. If they choose to travel abroad, they will experience many new and fascinating things. As well as this they will have the time to think seriously about what they want to do with their future.

On the other hand, travelling can be very expensive and they could end up with debts before they even start university which would not be such a good idea. Also, because they are still young they might find travelling abroad quite stressful and more difficult than they had expected.

To sum up, we can say that taking a gap year can be both beneficial and possibly difficult for a young person, and, therefore, it should be a decision that should be taken after careful thought.  
(169 words)

### Paragraph one - Introduction

Write an interesting introduction: Introduce topic to catch the reader's attention. Use phrases like:

*Many people believe that ...  
It is often said that ...  
It is true to say that ...  
It can be argued that ...  
There are different opinions about ...*

### Paragraph two - Main body paragraph 1

Discuss the advantages of taking a gap year. Use your two best ideas.

*have an adventure / have time to think about your future  
- support your arguments with reasons*

### Paragraph three - Main body paragraph 2

Discuss the disadvantages of taking a gap year. Use your two best ideas.

*can be expensive / can be stressful  
- support your arguments with reasons*

### Paragraph four - Conclusion

Sum up what you have said but do not repeat phrases or sentences. Write your ideas briefly and in a new way by paraphrasing (using different words and phrases).



**Now it's your turn!**

Answer the question below. Use the notes that you made when you brainstormed your ideas. Choose two ideas for each side of the argument.

*“Social media are replacing traditional ways of communication. What are the advantages and disadvantages of social media, in your opinion?” Write your answer in 140-190 words.*

**Plan your essay first:**

**Paragraph one:**

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**Paragraph two:**

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**Paragraph three:**

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**Paragraph four:**

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**Now, write your essay.**

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## LETTER & EMAIL

At **CEFR level B2** you will often be asked to write either an informal or formal letter or email.

**Who might you write an informal letter or email to?**

An informal letter will usually be to a friend or relative inviting them to an event, asking or giving advice, or an opinion, or telling them about something that has happened or about something you are about to do.

**Who might you write a formal letter or email to?**

A formal letter or email might be to an employer, a company or business, a college or university, a newspaper editor, a shop, hotel, restaurant etc. You may be applying for a job, requesting a product or service, making a reservation, making a complaint etc.

One of the most important things is to use the correct language for your letter or email and this depends on who you are writing to and what your relationship to them is.

**Exercise A**

Look at the phrases and expressions below and decide if they are **formal (F)** or **informal (I)**.

**Introductions**

- Hi I
- It's ages since I heard from you. I
- How are things? I
- Dear Sir/Madam F
- It was great to hear from you. I
- Dear Mr/Ms/Mr... F
- Hello I
- I am writing to inform you... F
- I thought I'd tell you my news. I
- The purpose of this letter is to... F

**Requests**

- Could you do me a favour? I
- I'd be really grateful if... F
- Would it be possible for you to assist me with...? F
- Can you help me...? I

**Saying sorry**

- Please accept my apology... F
- Sorry about... I

**Making suggestions/recommendations**

- I would advise you to... F
- Why don't you...? I
- How about...? I
- I would highly recommend... F
- It would be a good idea to... I
- Maybe you could... I

**Closing your letter/email**

- Bye for now, I
- Yours sincerely, F
- Take care, I
- Write soon, I
- I look forward to hearing from you. F
- Yours faithfully, F





## An informal email

Look at the writing question below.

Read this email from your English friend Sam and look at the notes you have made. Write your email to Sam using all the notes you have made. Write between 140 and 190 words.

**EMAIL**

**From:**

**Subject:**

Hi, how are you?

It's been ages since I last saw you. I was wondering if you'd like to go on a camping trip with me for a few days. My sister and her friend are coming too, and they will share a tent, so you could share a tent with me. Would you prefer being by the coast or camping in the mountains?

The only thing is we don't have any transport. Have you got any ideas as to how we could get there?

By the way, are you still a vegetarian or do you eat meat now?

Get back to me as soon as you can.  
Sam

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yes, when?      suggest      air      coast, because...

### Planning your email

Even though you have been asked to write an informal email to a friend, it is important that you use full, correct sentences and that your use of English and spelling are correct. You should organise your email into logical paragraphs. Make sure that you follow the instructions carefully in the question.

In this question that means that you must respond to the questions that Sam has asked and use the notes to provide your answers. Do not write about things that are not relevant to the email.

#### Exercise A

Look at the sentences below and put them in the correct order to answer Sam's email.

- a. As far as transport is concerned, my dad will be happy to drive us wherever we want to go.
- b. Thanks so much for your invitation to go camping.
- c. Sharing a tent is a great idea.
- d. I'd really love to go with you but when were you thinking of going, because I'm going away with my parents at the end of July?
- e. I prefer the coast to the mountains because I love the sea.
- f. You'll be surprised to hear that I'm no longer a vegetarian but I still don't eat red meat.
- g. For this reason it would be better for me to go at the beginning of the month.

Hi Sam,  
it was great to hear from you after so long.

1. **b.** Thanks so much for your invitation to go camping.  
\_\_\_\_\_
2. **d.** I'd really love to go with you but ... with my parents at the end of July?  
\_\_\_\_\_
3. **g.** For this reason it would be better for me to go at the beginning of the month.  
\_\_\_\_\_
4. **c.** Sharing a tent is a great idea.  
\_\_\_\_\_
5. **e.** I prefer the coast to the mountains because I love the sea.  
\_\_\_\_\_
6. **a.** As far as transport is concerned, my dad will be happy to drive us wherever we want to go.  
\_\_\_\_\_
7. **f.** You'll be surprised to hear that I'm no longer a vegetarian but I still don't eat red meat.  
\_\_\_\_\_

Bye for now,  
Jim

### Now it's your turn!

Look at the writing question below. Complete the plan and write your letter.

#### Question

This is part of a letter you have received from your Spanish friend Manuel.

I never seem to get round to studying properly at home as my little brother doesn't let me concentrate and I find it difficult to remember new words. You are such a good student. Have you got any advice for me?

**Write a letter to Manuel giving him advice and telling him what you do to make studying easier. Write your answer in 140-190 words in an appropriate style.**

#### Plan:

**Paragraph one** (greeting and introduction):

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**Paragraph two** (first piece of advice - how to concentrate better environment / little brother):

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**Paragraph three** (what I do to remember/learn new vocabulary):

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**Paragraph four** (finish / wish them luck and say goodbye):

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**A formal letter of application**

When you are writing a formal letter, you need to be aware of different requirements to an informal letter. We have already looked at the difference in language in **Exercise A** earlier. Have a look at this again to remind yourself of some of the formal language you may use in a formal letter.

Then, think about your **target reader**. Ask yourself these questions:

**Who am I writing to?** Is it a business person, an academic (professor/lecturer/teacher/head of a college)?

**Why am I writing this letter?** Am I applying for a job, college place, scholarship etc.? Do I need help with something or advice?

**What do I need to do to achieve the result that I need?**  
I need to have good English, be polite, clear and professional.

**Now it's your turn!**

Look at the writing question below. Complete the plan and write your letter.

**Question**

You have seen the following advertisement in a local newspaper. Write a letter of application (140-190 words) in an appropriate style).

**Summer Youth Worker**

We have a vacancy for an enthusiastic young person to work in our summer youth club.

- ◆ Do you get on well with teenagers?
- ◆ Are you sporty?
- ◆ Do you have good English skills?

Previous experience of working with children preferred but not essential.

Apply in writing to David Burgess.  
Closing date: April 12<sup>th</sup>.

**Planning your letter of application**

**Greeting:**

*Dear Sir/Madam, or  
Dear Mr./Mrs./Ms. ...,*

**Introduction:**

*I am writing in response to...  
I would like to apply for...  
I am interested in...*

**Paragraph two:**

*The reason I believe I would be good for this job is.  
Furthermore/In addition to this...  
I have a great deal of/some experience of with/in...  
I feel I would be the right person...*

**Paragraph three:**

*I am hard-working/reliable/enthusiastic/quick to learn new skills...  
If you need further information/need references...*

**Paragraph four:**

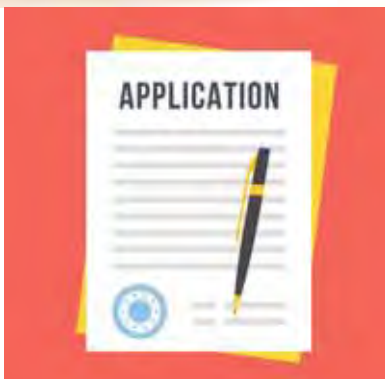
*I hope you will consider my application.  
Thank you for your time.  
I look forward to hearing from you.*

**Ending:**

*Yours faithfully/sincerely,  
Remember if you know the name of the person, use:  
Yours sincerely,  
if you don't know their name use:  
Yours faithfully*

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Use the writing plan to help you write your letter. You may need to make up relevant information about your experience and skills.





## REVIEW

People write reviews for many different things. It might be something cultural like a book, film, play, art exhibition or museum. It could also be a restaurant, hotel, leisure centre or any other public place. The purpose of a review is to inform and share your opinion of a place or thing with other people. Therefore, the language that you will need to use must be **descriptive** and involve interesting adjectives and synonyms. This is a good chance to show off your range of vocabulary to the examiner. You should, however, still organise your writing into logical paragraphs that deal with a specific issue, just as you would with an essay, letter, report etc.

### What to include

- an interesting title and introduction that catches the reader's attention
- essential information about the place, event or thing
- your praise and critique, i.e. the things that you liked and disliked about it and why
- your recommendation  
Who would it be suitable/unsuitable for?
- your rating. You might want to say how many points out of ten you would give it if you were to give it a score.  
*For example, 2 out of 10 would not be a good recommendation but 9 out of 10 would mean that you think it is very good.*

### Exercise A

Say if the following statements are **True** or **False**.

1. Reviews are always related to something cultural. **False**
2. A review should include some facts. **True**
3. Reviews don't have to be written in an organised way. **False**
4. A good review will include both positive and negative observations. **True**
5. A review should contain a warning if something is not suitable for children. **True**
6. You should always try to give something a high score out of ten when writing a review. **False**

## Using Comparatives and Superlatives

When writing a review, we often use comparatives and superlatives. We use **comparative adjectives** to show change, or to make comparisons:

*This restaurant is certainly **better**, but it's much **more expensive**.*

We use **than** when we want to **compare one thing** with **another**:

*The new leisure centre is much **bigger than** the old one.*

### Superlative adjectives

We use **the** with **superlative adjectives**:

*That's **the best book** I have read this year.*

### How to form comparative and superlative adjectives

We usually add **-er** and **-est** to **one-syllable** adjectives to make comparatives and superlatives:

long ⇨ longer ⇨ longest

If an adjective ends in **-e**, we add **-r** or **-st**:

nice ⇨ nicer ⇨ nicest

If an adjective ends in a **vowel and a consonant**, we double the consonant:

big ⇨ bigger ⇨ biggest

If an adjective ends in a **consonant and -y**, we change **-y** to **-i** and add **-er** or **-est**:

silly ⇨ sillier ⇨ silliest

We use **more** and **most** to make comparatives and superlatives for most two syllable adjectives and for all adjectives with three or more syllables:

interesting ⇨ more interesting ⇨ most interesting

# GLOBAL

### Exercise B

Complete the chart below. The first one has been done for you.

Adjective	⇨ Comparative	⇨ Superlative
good	better	best
bad	worse	worst
enjoyable	more enjoyable	most enjoyable
large	larger	largest
friendly	friendlier	friendliest
clever	more clever/cleverer	most clever/cleverest
busy	busier	busiest
beautiful	more beautiful	most beautiful
little	less	least

## Comparatives & Superlatives





## Writing a book review

### Planning your review

When writing a book review, you need to plan your review and organise it into paragraphs.

**Title:** A review will nearly always have a title which will immediately let the reader know what it is you are reviewing. For a book review you will probably name the title of the book and the name of the author. However, you may want to choose a title that catches the reader's eye such as "A magical and unforgettable read!" or "A book that will improve your life."

**Paragraph one:** In the first paragraph, you will mention the title and the author and maybe the year when the book was published. You might also say if it is part of a series and whether it's necessary to have read other books in the series before this book.

**Paragraph two:** Here you give a basic summary of the plot (or story). Although you want to tell the reader about the story, you don't want to give away too much information, (especially how the book ends!!) as this would spoil it for them if they decide to read the book. You might instead want to say something like, "The book has a surprising ending!".

**Paragraph three:** This paragraph is the most important part of your review and should be the longest. Anyone can summarise a plot, but what is your unique opinion of this book? Simply saying a book was 'good' or 'bad' or that you liked it or that you didn't, isn't helpful. Let your audience know **why** you think it's a great read or **why** you found it disappointing. Sharing these details will help your audience form their own opinion of whether they would enjoy reading the book. This is where comparatives and superlatives become useful.

For example:

*The writer uses the most beautiful language which provides a story more fascinating than any book I have ever read before.*

or

*The writing was the most boring I have ever read, it lacked imagination and the plot was far worse than his first book.*

**Paragraph four:** After sharing your praise and critique, let your readers know your conclusions. Who do you think would enjoy this book? Did you personally dislike it because it wasn't the kind of story or style that you normally enjoy? This means, that maybe other readers might enjoy it. Finally give the book a rating out of ten.

### Exercise C

Say if the following statements are **True** or **False**.

- You can change the title of the book that you are reviewing. **False**
- You must read the whole series of books before you write a review. **False**
- You should be careful not to give away too much of the plot. **True**
- You need to give reasons for your opinion. **True**
- You should think about who might enjoy the book even if you didn't like it. **True**

### A model answer

Look at the exam question and the model answer that a student has written.

Pay attention to the range of vocabulary used, the phrases used to introduce new ideas, the use of different tenses etc. Check what information each paragraph deals with. Would you want to read this book after reading the review? Why/Why not?

### Question

A leading language magazine is looking for writers to write book reviews for next month's issue. Write your own review including information about the plot, the characters and the style of writing. Say what you liked or disliked about the book. Write your answer in 140-190 words.

# GLOBAL

### A frightening story of children at their best and worst.

William Golding's novel 'The Lord of the Flies' was written in 1954. However, it is still relevant to today's society.

The story starts when a group of schoolboys survive a plane crash. There are no adults to help them survive. Of course, this is very difficult for them and the writer creates a group of very strong characters. The plot becomes more frightening and stressful as the book continues.

I would say that this is one of the best books that I have ever read because you can really imagine a group of scared young boys behaving in this way in the most difficult situation. The writer makes the characters believable as natural leaders appear in the group of boys and the worst bullies cause problems. The end of the story is extremely dramatic.

I would recommend this book for teenagers and adults because it is so well written and you don't want to put it down once you start reading it. I would even say that this is the cleverest book I have ever read and I would give it a rating of 9 out of 10.

(187 words)



## Now it's your turn!

Using all the information you have been given to help you, write an answer to the question below.

### Question

You have seen this notice in the library.

#### **Book Reviews Wanted**

We are looking for book reviews for the college student magazine. Write a review of a book that you have read recently. Include details about the plot and the characters and say what you liked or disliked about the book.

Write your answer in 140-190 words.

## REPORT & PROPOSAL

### Writing a Report

A report is often (but not always) written for work-related purposes. It should be simple and easy to understand. When you write a report you need to think about the following things:

- You should write 4 or 5 paragraphs, including an **introduction** and a **recommendation**.
- The first paragraph should say what the **purpose** of the report is.
- Use **headings** to introduce what each paragraph aims to do.
- Use **formal language** and, in particular, the passive voice in your report.
- Sum up your possible **recommendations**.

It is very important in a report that you justify your opinions by giving reasons. You can use phrases like this in your report:

*The reason I believe that is...*

*The facts suggest...*

*The evidence shows...*

*Taking into account what I have seen...*

It's important that you think about who you are writing the report for as this will affect your writing style and choice of information.

# GLOBAL

### Exercise A

Look at the information below and write a report on the next page. Choose the best answer for the words or phrases (1-10).

A group of exchange students will be visiting your college. Your teacher has asked you to write a report on what places they could visit in your town.

Write a report on the different places available, with information about cost and suitability.

Write 140-190 words in an appropriate style.



To: Mrs Smithson  
 From: Tom Bradford  
 Subject: Places for exchange students to visit in our town.

**Introduction**

The (1) *purpose/lesson* of this report is to investigate places that would be suitable for the exchange students who will be coming to our college next month.

**Options**

There are (2) *many/few* interesting places to visit in our town. These are some of the places that I have looked into. (3) *Initially/Firstly* there is the city museum and art gallery, which is a wonderful place to visit. It contains hundreds of interesting exhibits and there is an exhibition of local artists in the gallery for the next three months. A trip to the theatre might also be of (4) *concern/interest*, either to see a play or a concert. For the more sporty students, the town's leisure centre has something for (5) *everyone/each*, including a very good cafe.

**Cost**

The entrance (6) *fees/sums* for the various venues are as follows. The museum is free for all visitors. Theatre tickets cost approximately £20 - £30, although students can purchase tickets with a 50% discount. The leisure centre offers a day pass which gives people access to all the facilities and classes. One of the advantages of the centre is that the cafe sells basic meals and snacks at very (7) *expensive/reasonable* prices.

**Recommendations**

(8) *Taking/Making* into account the advantages and disadvantages of the venues that have been considered, I (9) *had/would* recommend that the exchange students are taken to the museum and art gallery as the entrance is free. As well as this, it is easy to get to, on the local bus. Also a day at the leisure centre should be (10) *considered/thought* seriously as there is so much to do there and the students can have an enjoyable meal in the cafe. Finally, I would suggest that the students not go to the theatre because even with a student discount the tickets are still too expensive.

**Conclusion**

I hope this report is of use and the students enjoy their time with us.

**Now it's your turn!**

Look at the writing question below and the plan that has been done for you. Write your report using appropriate language. You can use the ideas in the notes to help you as well as your own ideas.

**Question**

You work in a local government office and have been asked to write a report on the leisure facilities in your town. Mention existing facilities, referring to both their positive and negative aspects and facilities that could be established in the future.

*Write your report in an appropriate style (between 140 and 190 words).*

**Plan and notes**

- Title:** Leisure facilities in Summertown
- Paragraph 1:** introduction/purpose and content of report
- Paragraph 2:** good facilities - park, swimming pool, small cinema
- Paragraph 3:** facilities that are lacking - leisure centre, gym, children's playground
- Paragraph 4:** recommendation and conclusion

**GLOBAL VOCABULARY**

- Useful vocabulary**
- good/positive/reassuring
  - aspects/issues
  - central
  - old-fashioned
  - essential
  - ad/negative/controversial
  - inconvenient
  - suitable
  - modern

**Writing a proposal**

A proposal starts by describing the situation in a business, school, club, or other organisation. For example, you might have to talk about the canteen in your college or ways of making your town more environmentally friendly. It is in some ways very similar to a report. The difference between a report and a proposal is that in a proposal we need to concentrate on giving recommendations to improve a situation. Then, you have to persuade whoever is reading the proposal to make the changes you think are best. In other words, a report question is focused on how things currently are, so the main part of your answer should be about the current situation. A proposal should be more concerned about the possibilities of what may happen. Therefore, the majority of your writing should be concentrated on Future Recommendations.

- When writing a proposal you need to:
- describe the current situation
  - say how you think the situation could be better
  - try to convince someone you are right

You need to be aware of who is going to read your proposal, as this will determine how formal the language you use needs to be. For example, if you have written it for your boss, or for one of your teachers, the language would be formal. However, you may have written it for members of a club that you belong to and therefore your use of language will be less formal but you should still be polite.





## Organising your proposal

Just like a report, you should use headings, and have an introduction and conclusion. You CAN use bullet points, too, but you must always write in full sentences. Don't forget, a proposal concentrates on how a situation should be dealt with to improve it in some way. Do not just state what the situation is without making suggestions as to what action should be taken.

### Exercise A

Say if the following statements are **True** or **False**.

1. A proposal can be written for a variety of situations. True
2. The main purpose of a proposal is to ask the reader for suggestions. False
3. The writer of a proposal is usually trying to persuade someone to do something. True
4. A proposal does not always have to use very formal language. True
5. If a proposal is written to friends, you do not need to write complete sentences. False

## Improving the college experience for all students

### Introduction

The purpose of this report is to suggest ways in which the college could be more pleasant for all students.

### The current situation

Our college is currently in good condition but it is not attractive. (1) **...b...** . As well as this, there are few green spaces for students to relax in during the breaks.

### Recommendations

(2) **...d...** . This does not necessarily mean white walls everywhere. Students could choose different colours for the classrooms and corridors. (3) **...a...** . The college should also invest in comfortable and more modern furniture. It can also be argued that break times are an important part of the day. (4) **...e...** .

### Conclusion

(5) **...c...** . This, in turn, will help the students work better and produce better results in their lessons.

# GLOBAL

## Useful language

### Current Situation

*Many students/local residents/pensioners/members of the local community have commented that...*

*There is a strong feeling that...*

*Following a survey of local residents/students/employees/club members it was found that...*

### Suggestions

*It is recommended that...*

*There should be...*

*It would be advantageous to...*

*Without a doubt...*

*I strongly recommend/advise that...*

### Final Recommendations

*If the above suggestions are accepted there would be...*

*Unless the recommendations are taken seriously, it is unlikely that...*

*The introduction of the above ideas would result in...*

### Exercise B

Look at the question below and put the missing sentences into their correct position to create a proposal.

### Question

Your head teacher has asked for suggestions to find ways of making your college a better environment for the students.

*Write your proposal in an appropriate style in 140-190 words.*

- a. ...adding in, artwork that has been created by students could be hung on the walls.
- b. This is mainly to improve the printing decoration and old-fashioned furniture.
- c. If the above suggestions are accepted, there would be a much better atmosphere in the college.
- d. Without a doubt, the entire college needs to be painted.
- e. In order to help students relax, trees and flowers should be planted wherever possible.

## Now it's your turn!

Look at the question below and the plan that has been done for you, on the next page.

Then, write your report using appropriate language. You can use the ideas in the notes to help you, as well as your own ideas.

### Question

You work for a travel agent and have been asked to visit a hotel to write a proposal. Write a proposal recommending what could be improved at the hotel and the good things that it offers for a family holiday.

*Write your proposal in an appropriate style (between 140 and 190 words).*





**Plan and notes**

**Title:** The Sandy Beach Hotel

**Paragraph 1:** introduction/purpose and content of proposal

**Paragraph 2:** location and facilities for families (beach/pool/rooms/food etc)

**Paragraph 3:** recommendations/things for children to do/choice of food/lifeguard

**Paragraph 4:** In conclusion / To conclude / On the whole / To sum up

**Useful vocabulary**

welcoming	fantastic location
fully inclusive	catering
cater for	wide/limited range/choice of
lifeguard	be on duty
acceptable/unacceptable	

## STORY

In most exam questions where you are asked to write a story, you are usually given either the first sentence of the story, the last sentence of the story or both the first and last sentence. You must not change these sentences in any way. Sometimes you will be given extra prompts; for example: your story must include a 'challenge' and 'meeting someone new'. This means that you are immediately given some guidance as to what your story will be about. However, it is entirely up to you how you develop the story as long as your writing relates to the sentences that you have been given.

The story writing question gives you the opportunity to use your imagination. You do not need to know facts about a given topic or express an opinion or argument as you might be asked to do in other question types. For this reason it is always a popular writing question type.

**Exercise A**  
Say if the following statements are **True** or **False**.

- You should rewrite the sentence you have been given using your own words. False
- You must include any prompts that you are given in the question. True

You will be tested on your knowledge of particular subjects. False

# GLOBAL



### Planning your story

As with all writing questions, you do need to organise your story into logical paragraphs. Your story must have a **title**, **beginning**, **middle** and **end**. The information you are given may tell you which person you need to use to narrate the story, or who the story involves around, or is about.

Look at this question:

**Question**

You have seen this notice in an English Language magazine.

**Stories Wanted**

We are looking for short stories to publish in our magazine. Your story must begin with the sentence:  
*"I knew it would be frightening but I had to try."*

Your story must include

- ◆ a new experience
- ◆ an interesting person

Write your story in 140-190 words.

We can see the story must be written in the first person. You will be using *I, me, myself, mine* etc. Be careful that this continues throughout the story and you don't start to say *he* or *she* by mistake as your story develops.



## Title

As we said before, sometimes you will be given a title for your story but if not, you can make one up. Look back at the question above and decide which of the following three options would make the best title for your story.

1. A boring day at school.
2. A difficult challenge.
3. A long day on my own.

Let's look at the three titles and analyse them. Title number one would not be a suitable title because we know the story is about a new experience and it involves an interesting person. Therefore, the day wouldn't have been boring and the writer probably wasn't at school. Title number two could be used because the writer is going to try something new and they are feeling quite nervous. The third title is not suitable because the writer could not have been on their own if they are with an interesting person.

## First paragraph

Obviously the beginning of the first paragraph is the opening sentence that you have been given in the question. *"I knew it would be frightening but I had to try."* In the first paragraph, you will provide the background to the story so the reader knows what is happening. You might say where you are, who you are with and what you are doing or what you are about to do. The first item that you have been asked to include in your story (a new experience) can be included here.

## Second paragraph

In the second paragraph you will develop your story and introduce the second item (an interesting person). You can take this opportunity to describe the interesting person and show off your knowledge of adjectives and adverbs.

## Third paragraph

In this paragraph, you can describe what happened during your interesting experience and how you felt.

## Fourth paragraph

In the final paragraph, you need to write a conclusion or an ending to your story. You could now say how the whole experience affected you and what the results of your actions were.

## Ways of ending the story

- In the end*
- Finally*
- After all of that*
- After everything that had happened*
- At the end of the day*

## Getting a better mark for your writing

We have already mentioned that story writing is a good chance to show off your vocabulary skills and to use a range of grammar. Look at the two sentences below and see how they are different.

- A** *I walked to the end of the diving board and looked down.*
- B** *I nervously walked one careful step at a time towards the edge of the diving board and made myself look down at the huge, terrifying space below my feet.*

You can see that by adding adverbs and adjectives **Sentence B** is much better than **Sentence A** and therefore it would earn many more marks even though the English is correct in both sentences.

Try to do this when you write your story.

## Now it's your turn!

Answer the writing question. Use the information that you have been given in this unit and the plan to help you write your story.

## Question

You have seen this notice in an English-language magazine.

**Stories Wanted**

We are looking for short stories to publish in our magazine. Your story must begin with the sentence:

*"I knew it would be frightening but I had to try."*

Your story must include:

- ◆ a new experience
- ◆ an interesting person

Write your story in 140-190 words.



**A** Learn the words and phrases.

<b>cloakroom</b>	A <b>cloakroom</b> is a place in a theatre, cinema etc. where you can leave your coat and bag.	<b>emotional</b>	If you are <b>emotional</b> , something has made you have very strong feelings.
<b>scenery</b>	The <b>scenery</b> on a stage in a theatre is all the painted backgrounds that create an environment for the actors to act in.	<b>tune</b>	A <b>tune</b> is a song or piece of music.
<b>row</b>	A <b>row</b> of seats is a line of seats in a theatre, cinema, stadium, etc.	<b>ballad</b>	A <b>ballad</b> is a sad or romantic song.
<b>spectacular</b>	If something is <b>spectacular</b> , it is very special, exciting, interesting and large.	<b>applaud</b>	If you <b>applaud</b> someone, you clap your hands together to show you think they are good, clever etc.
<b>interval</b>	The <b>interval</b> is the time when there is a break in a performance.	<b>backing singers</b>	<b>Backing singers</b> are singers that support the main singer on stage.
<b>rehearse</b>	You <b>rehearse</b> a performance to check that everything is ok.	<b>lyrics</b>	The <b>lyrics</b> are the words to a song.

**GLOBAL**

**B** Complete the conversation using words or phrases from A. Remember to use the correct form of each word or phrase.

<b>A:</b> It was a great concert, wasn't it?	<b>B:</b> Well the thing is, the <b>6 lyrics</b> to his songs are wonderful. They are like poetry sung to music.
<b>B:</b> Yes, we had fantastic seats in the front <b>1 row</b> , didn't we? We couldn't have been any closer to the stage.	<b>A:</b> Absolutely. He's an incredibly talented song writer. Did you know that he has written lots of songs for other famous bands and singers too? I read about it in the programme during the <b>7 interval</b> .
<b>A:</b> That's right and the special effects on the stage were <b>2 spectacular</b> , especially all the different coloured lights and lasers.	<b>B:</b> Well, the rest of the audience certainly enjoyed the concert as much as we did because at the end of the concert I thought they would never stop <b>8 applauding</b> .
<b>B:</b> And the lead singer sang so many great <b>3 tunes</b> . Some were very rocky and loud and I just wanted to jump up and dance, but some of the slower <b>4 ballads</b> were so sad that I almost cried.	<b>A:</b> Well, they didn't, until he came back on stage and did a two-song encore!
<b>A:</b> He's such a powerful singer but I was also really impressed by his <b>5 backing singers</b> as they had beautiful voices.	

# words in context

- C** Use the remaining words or phrases from A to fill in the blanks. Remember to use the correct form of each word or phrase.

## Visiting my uncle at the theatre



I'm very lucky because my uncle is an actor. One day he took me to work with him. It was a snowy winter's day I remember and I was extremely excited. When we got to the theatre I put my big coat in the **1 cloakroom** as the theatre was warm and cosy. There weren't many other people there because I was going to watch the actors while they **2 rehearsed** the play.

I sat in a chair in the middle of the theatre and looked up at the stage. I couldn't believe my eyes, the **3 scenery** was wonderful. The artist who had painted it was very clever. Then the actors came on stage and started to read their lines. My uncle is a fantastic actor. I had never seen him before and I felt very proud of him and quite **4 emotional**. I laughed and I cried and clapped until my hands hurt at the end. What an amazing afternoon it was.

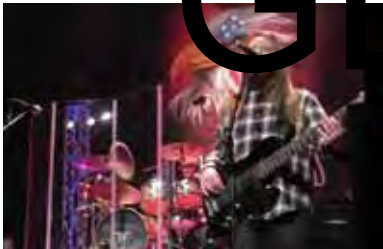
- D** Now read the text above again and say if the following statements are True (T) or False (F).

- The writer wanted to play in the snow instead of going to the theatre. **F**
- The theatre was quiet because no one wanted to see the play. **F**
- There were few people at the theatre when the writer arrived. **T**
- The writer saw the actors to preparing for their roles. **T**
- The writer regularly watches his uncle perform on stage. **F**

- E** Write two full sentences to describe each picture. Use the correct form of the word given.

# GLOBAL

1.



**1a.** spectacular  
**1b.** lyrics

**1a.** There is a spectacular picture of an eagle behind the singer.

**1b.** The singer has to learn the lyrics to all the songs.

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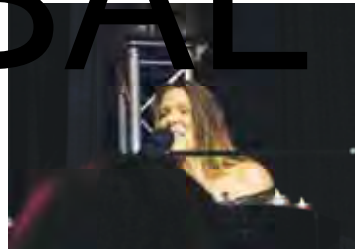


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2.



**2a.** row  
**2b.** ballad

**2a.** The person who took the photo must be sitting in the second row in the concert hall.

**2b.** The singer looks like she is singing a ballad as she looks quite emotional and there are candles on her piano.

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3.



**3a.** rehearse  
**3b.** scenery

**3a.** The actors are rehearsing a play.

**3b.** At the back of the stage we can't see any of the scenery to tell us where the play is taking place.

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---



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4.



**4a.** applaud  
**4b.** interval

**4a.** The audience are applauding to show how much they are enjoying the performance.

**4b.** At some point they will have a break during the interval and probably go to get a drink or something to eat.

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# words in context

**F** Look at the photo and answer the questions. Write at least two full sentences for each question.

## Phrases to say where things are in a picture

- in the foreground/background
- in the centre/middle
- in the top/bottom left-hand/right-hand corner
- to the left/to the right
- all around/surrounding
- here and there
- everywhere/all over



## Useful vocabulary

**Ques 1:** guitarist, Flamenco dancers, singer, woman clapping to the music/beat

**Ques 2:** being entertained, having a chat, videoing/recording/photographing, appreciating

**Ques 3:** traditional costume, floral-patterned, pleated, tight fitting, flared, dark

**Ques 4:** a public place/space, ancient/traditional building, museum/palace, courtyard, columns, patterned tiles, brick wall, arched window

Before you write your answers look at the example below.

What can you tell us about the woman on the left-hand side of the picture?

**Answer A:** There is a woman wearing a red dress. She is standing on the left-hand side and she is watching the dancers. She isn't smiling.

**Answer B:** The woman standing on the left-hand side of the picture is wearing a red dress, black leggings and dark sunglasses. She isn't smiling but she seems to be very interested in the performance. She is standing with her arms crossed over her chest and is really paying attention. Even though she is on her own, she seems to be enjoying the moment and the free entertainment that is being provided.

# GLOBAL

Now compare these two answers and see how much better Answer B is.

Although the language is used correctly in both answers, **Answer B** is more interesting because it gives more information and uses a bigger range of language and grammar. When you write your answers, try to raise the level of the language and grammar that you use. Ask yourself if you can add an adjective, adverb, linking word etc. If you practise doing this, you will gain higher marks for your work.

1. Which people are performing in this photo? (35-50 words)

### Suggested Answers

There are many different people performing in this photo. In the centre of the picture are two Flamenco dancers and there is a singer and a guitarist sitting on a stool behind them. There is also a woman clapping to the beat who seems to be part of the performance.

2. What are the spectators doing? (35-50 words)

There are quite a few spectators watching the performance. Some of them are taking photos or videoing the dancers. Others are just watching and appreciating the dancing. Some people are chatting and they all seem to be enjoying the fact that they are being entertained for free.

3. How would you describe the clothes that the performers are wearing? (25-40 words)

The Flamenco dancers are wearing traditional Spanish costumes. Generally their clothes are dark but with floral patterns. In contrast, the rest of the performers are wearing very casual clothes, such as jeans and trainers.

4. Where do you think this performance is happening? (25-40 words)

The performance seems to be taking place in a public space such as in the courtyard of a palace or museum or another grand building. In the background we can see that the architecture is impressive with tall columns, a tiled floor and arched windows.

**A Listen to Anna's message to her friend David. For questions 1-5, choose the best answer (A, B or C). You will hear the message TWICE. You now have 1 minute to read the questions.**

- 1 Anna is writing to David  
**A to invite him to an evening out.**  
 B to make a suggestion.  
 C to ask for help with a problem.
- 2 Anna has  
**A been taking exams at school all month.**  
 B recently emailed David again.  
 C just celebrated her birthday.
- 3 What seems unlikely?  
 A going to the cinema  
**B going to the concert**  
 C going to a fast food restaurant
- 4 Anna asks David to  
 A go with her to the concert.  
**B suggest a place to eat in town.**  
 C buy his film ticket on his own.
- 5 What is **TRUE** according to what you hear?  
 A David is the one to decide what they'll do.  
 B Anna has arranged everything in detail.  
**C Anna would love to listen to her friend's ideas.**



**B Listen to Anna's message to her friend, David, again. Use the space provided below to take notes. You can use the information from the recording and the notes you have taken, to write an email to a friend of yours about an evening out in town.**

Take notes for the following information or for anything else you wish.

- 📎 when your birthday is and who's coming
- 📎 what the original plan was
- 📎 why you decided against it
- 📎 a suggestion about what to do
- 📎 something you need help with

# GLOBAL

Handwriting practice lines for taking notes.

**C Write your email now. You can use the notes you have taken. You may add any other relevant information you wish. Write your email in 100-120 words.**

'You are organising an evening out in town for your birthday. Write an email to a friend of yours suggesting where you could go and what you could do during this evening as well as asking him/her for suggestions.'

**D You might want to use some of the phrases below in your story.**

**Useful phrases** Making suggestions and offering an opinion

- Why don't we ...? How about ...? What do you think about ...?  
 Let's not ... Have you thought about/considered ...  
 I'd love to ... I really don't want to ... I don't fancy/like the idea of ...  
 I think it would be great/interesting/a brilliant idea to ...  
 Maybe ... isn't such a good/great idea because ...



# story

## A Language in Use

Read the following table about the *Third Conditional*. Then, use the correct form of the verbs to complete the sentences below.

### Using the Third Conditional

The **Third Conditional** is used to talk about events in the past that did not happen, and how the results would have been different if they had happened. Both the event and the result are impossible to change now. A Conditional is made of two clauses.

Look at the two sentences:

<b>Past event</b>	<i>I didn't know my favourite singer was performing in the stadium.</i>
<b>Past result</b>	<i>I didn't go to the concert.</i>

We can also join these two sentences together.

<b>Different past event</b>	<i>If I had known my favourite singer was performing in the stadium,</i>
<b>Different past result</b>	<i>I would have gone to the concert.</i>

We can also reverse the order of the clauses:  
*I would have gone to the concert if I had known that my favourite singer was performing in the stadium.*

### Forming the Third Conditional

So if you look at the sentences above you can see that to form the **Third Conditional**, in the *if clause* we use the *past perfect* and in the *second clause* we use *would have*, *might have*, *could have* etc. plus *past participle*.

- If we had left (leave) home earlier, we wouldn't have missed (miss) the start of the play.
- If I had not danced (not/dance) so much at the concert, I wouldn't have been (be) so tired the next day.
- The fans would not have been (not/be) so disappointed if the band had sung (sing) more songs.
- She might have become (become) an actor if she had tried (try) harder.
- If they had rehearsed (rehearse) more, they would not have forgotten (not/forget) the lyrics to the songs.

**B** You have recently taken part in a talent contest but unfortunately many things went wrong. Use the prompts to help you write full sentences in the *Third Conditional*.

# GLOBAL

1.



I / oversleep -- late / audition

2.



I / perform / better -- practise / more

3.



I / might / be / successful -- try / harder

1. If I hadn't overslept, I wouldn't have been late for the audition.

2. I would have performed better if I had practised more.

3. I might have been successful if I had tried harder.

**C** You have seen this announcement in a new English-language magazine for young people.

### Stories wanted

We are looking for stories for our new English-language magazine for young people. Your story must begin with this sentence:

*"Finally, the big day had come when John would prove to everyone that he was an amazing artist."*

Your story must include:

- an audition
- an unlucky person

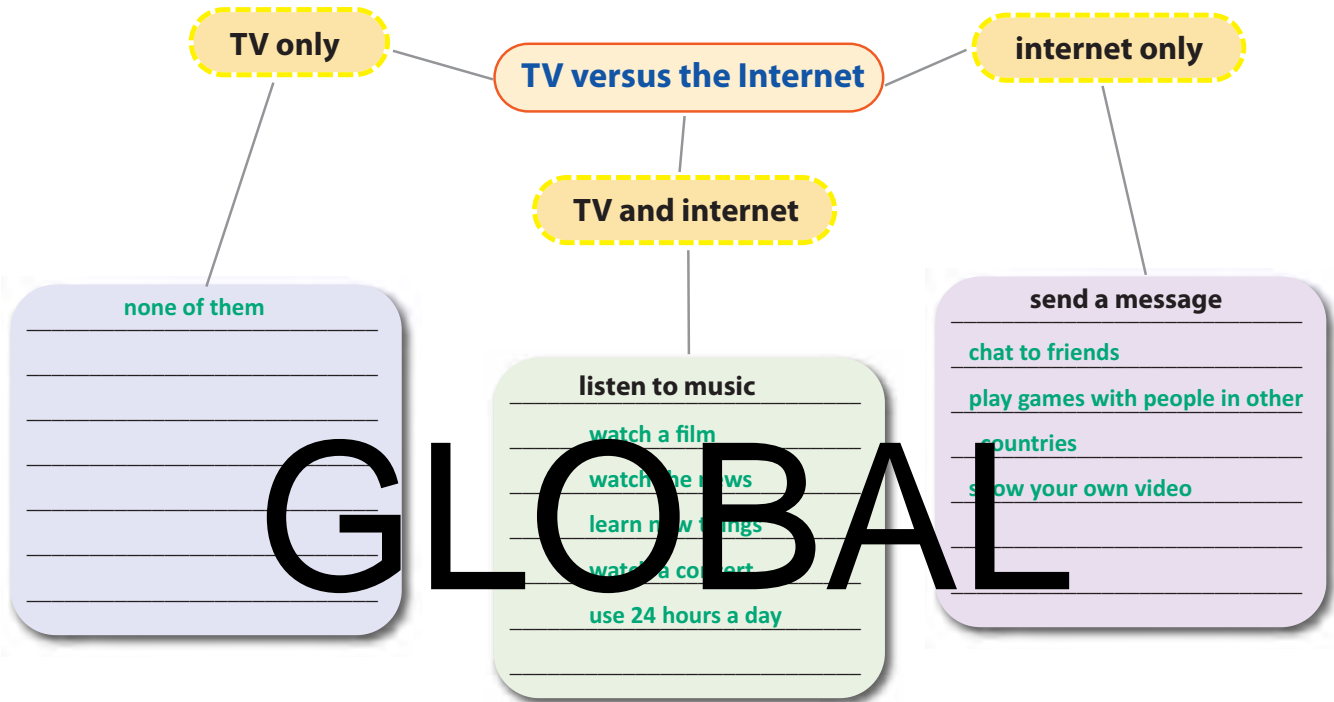
Write your story in 140-190 words.



**A Mind map**

Complete the chart below. You can use the ideas from the box below and add some of your own. Two have been done for you. Is there anything surprising about the chart?

watch a film	watch the news	chat to friends	send a message	listen to music
learn new things	play games with people in other countries	watch a concert	show your own video	use 24 hours a day



**B Linking Words and Phrases**

Put the linking words or phrases from the box, in the correct spaces (1-5). The first one (0) is an example.

apart from this    last but not least    so    especially    for instance    for this reason

**Listing points:** at first, firstly, to begin/start with, in the first place, finally, secondly, (0) last but not least

**Adding more points:** moreover, furthermore, in addition (to this), (1) apart from this, another point worth mentioning, also, as well as

**Expressing result:** therefore, thus, (2) for this reason, as a result, consequently, (3) so

**Giving an example:** for example, (4) for instance, such as, in particular, particularly, (5) especially

**NOTE:** When you are expressing your views on a topic, use suitable *linking words or phrases* to join your ideas, sentences and paragraphs.

# essay

**C** Read the following text about entertainment on TV and the internet. Then choose the best answer A, B or C to answer the questions.

There is a lot of discussion these days as to whether the internet has overtaken television, when it comes to entertainment. Recent research suggests that this depends mainly on the age of the audience. People in their sixties and above (the retired generation) appear to still prefer traditional entertainment, such as radio, TV or listening to CDs. This is due to habit rather than a fear of going online, as most of them actually use the internet for other purposes. However, there are signs that this is slowly changing.

It is not surprising that the youth of today is more likely to turn on a laptop or smartphone to amuse themselves. After all, they have grown up using this technology. More importantly, they can take it with them wherever they go. Even flying in an aeroplane today, doesn't stop someone from watching a film or their favourite programme. The fact that an actual TV is so big and can't be carried with you naturally limits its appeal to young people.

1. According to recent research  
A TV is watched by very few people these days.  
B people who no longer work still watch a lot of TV.  
C radio is still the most popular form of entertainment.
2. The text suggests that older people  
A like to do what they have always done.  
B will never be interested in the internet.  
C are worried about using the internet.
3. For young people, technology  
A is slightly boring.  
B is something they use mainly for their studies.  
C is an everyday part of their life.
4. One reason the internet is a popular form of entertainment is that  
A it is the only form of entertainment on a plane.  
B you can watch something online almost anywhere.  
C it is the only way you can watch a good film these days.
5. A disadvantage of TV is  
A its cost.  
B its lack of programmes.  
C its size.

# GLOBAL

Now you can use some of the ideas from the text above to help you write your own essay. Don't forget that you should use your own ideas, as well.

**D** In your English class you have been talking about whether TV or the Internet provides the best entertainment for young people these days. Now your English teacher has asked you to write an **essay**.

Write your **essay** using all the notes and giving reasons for your point of view.



Some people say that TV cannot compete with the Internet when it comes to entertainment for young people. Do you agree?

**Notes**

Write about:

1. things that both TV and the Internet can provide
2. things that are unique to the Internet
3. .... (your own idea)

Write your answer in **140-190** words in an appropriate style.

**A A night out at the cinema**

First, read the conversation below between two friends. Then, listen to the friends talking and fill in the missing words. Write one word only in each gap.



**Mark:** What did you think about the film last night Angela?

**Angela:** I really enjoyed it. It had such an interesting (1) ..... plot. You never knew what was going to happen next.

**Mark:** I agree with you and I thought the acting was amazing. The characters were really (2) ..... believable, weren't they?

**Angela:** I thought Tom Hanks was perfect in the (3) ..... leading role. But then he is a wonderful actor.

**Mark:** I couldn't agree more. I also thought that the scenery was beautiful. It was such a wonderful (4) ..... location. I really want to go to Thailand now.

**Angela:** Actually, Thailand has been used in lots of films over the years. I remember one called *The Beach* which starred Leonardo Di Caprio when he was a very young actor.

**Mark:** I think they must have used a (5) ..... stuntman for some of the more dangerous scenes as Tom Hanks couldn't have physically done all those things.

**Angela:** I expect they used some (6) ..... special effects and trick photography too. I agree though, it was very exciting.

**Mark:** Apparently it cost millions of dollars to make but then I guess most (7) ..... blockbuster films do these days.

**Angela:** That's Hollywood for you. The best thing about it was that it's a real family film so it's (8) ..... suitable for all ages. There wasn't too much violence or bad language.

**Mark:** That's true. Well, the good reviews were certainly well deserved as far as I'm concerned.



# GLOBAL

**B Describing a play, film or book**

Read useful vocabulary about describing a play, film or book.

**Different types of play, film or book**

adventure    horror    comedy    fantasy    science-fiction    drama    thriller    western

**Describing the plot**

(un)predictable    moving/touching    funny/amusing    (un)realistic  
 (un)believable    dramatic    too complex/confusing    shocking  
 boring/dull    keeps you on the edge of your seat    affects you deeply

**Talking about the setting / scenery**

picturesque    visually stunning    amazing    magnificent  
 fantastic    wild    urban    rural    breathtaking scenes/scenery

**Talking about the acting / characters**

(un)convincing    (un)believable    first-class acting    talented  
 great performance    second-rate / poor acting

**Reviews**

definitely worth seeing    worth the money    smash hit    blockbuster  
 amazing special effects    great soundtrack/music    family entertainment  
 suitable for adults only    box office hit    disappointing    waste of time  
 and money



# review

## C Developing your Vocabulary

When you learn a new word you should do the following:

- Write the new word in English with its **Part of Speech** (v: verb adj: adjective adv: adverb n: noun)
- Write a **definition** for the word in English.
- Write a **sentence** using the word in context.
- Write **derivatives** of the word (using a dictionary to help you, if you need to).

Now, look at the example below:

**predict** (v) - If you **predict** something you say what you think is going to happen.  
*\* My brother predicted that the film would be very violent and he was right.*

**predict** (v)      **predictable** (adj)      **predictably** (adv)      **prediction** (n)

You might also want to decide if the word can be used with a **prefix** – **unpredictable/unpredictably**. This will usually change the meaning of the word, often to the opposite meaning (such as positive to negative).

This process will enable you to use new words in a more interesting way and earn you better marks in your writing.

Complete the chart below with derivatives of the words given. Use a dictionary to help you if you need to.

verb	adjective	adverb	noun
entertain	entertaining	entertainingly	entertainment
disappoint	disappointing	disappointingly	disappointment
dramatise	dramatic	dramatically	drama
amuse	amusing	amusingly	amusement
convince	convincing	convincingly	conviction
thrill	thrilling	thrillingly	thriller
amaze	amazing	amazingly	amazement
bore	boring	boringly	boredom
shock	shocking	shockingly	shock
believe	believable	believably	belief

When you write your **review** think of different ways that you can use vocabulary to make your writing more interesting.

For example you might write this sentence: *I was convinced by the actors' performance.* Or you could say:

*The actors' performance was very convincing. The actors performed convincingly.*

If you vary the part of speech that you use throughout your review, it will gain you more marks.

## D Now use the correct Part of Speech for the words in the following sentences. Remember you might need to add a prefix or a suffix to the words, or you may just need to change the tense in the verbs.

- This film is ..... (believe) funny. You will laugh all the way through it.
- I would say that this film is ..... (suit) for people of all ages.
- The scenery in the background was so ..... (real) that I felt I was actually on a ship.
- The actors practised their parts in the ..... (rehearse).
- I felt quite ..... (emotion) by the end of the film.

**E Writing a film review**

**NOTE:** A review is usually written for a magazine, newspaper or for the internet. It can be formal or informal depending on whom it is being written for. The main purpose of a review is to describe and express a personal opinion about something. It should give the reader a clear and detailed idea of the film, play, book etc that is being reviewed.

You recently saw this announcement in a magazine.

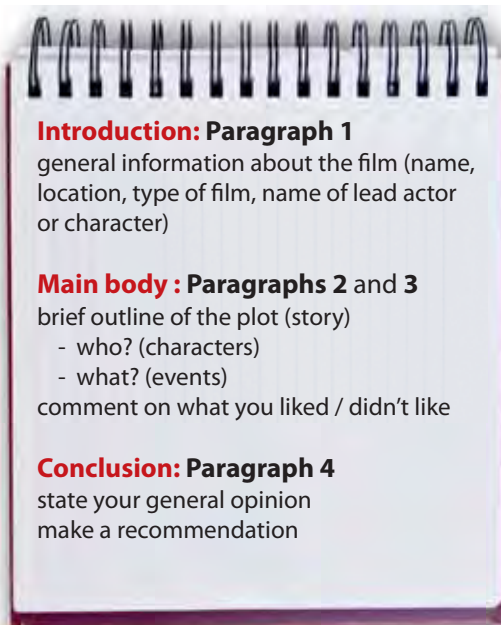


# GLOBAL

Write your review in 140-190 words.

**F Writing plan**

Make sure you follow this writing plan for your answer.



# Wordlist

## A

abstract *unit 4*  
acid rain *unit 5*  
all-inclusive *unit 3*  
applaud *unit 1*  
as thick as thieves *unit 8*

## B

backing singers *unit 1*  
ballad *unit 1*  
board (v) *unit 3*  
boarding school *unit 2*

## C

cabin *unit 3*  
campsite *unit 3*  
carve *unit 4*  
clean-up operation *unit 5*  
clique *unit 8*  
cloakroom *unit 1*  
commute *unit 7*  
compulsory *unit 2*  
congestion *unit 5*  
conservation *unit 5*  
conventional *unit 6*

## D

daily grind *unit 7*  
dating *unit 8*  
decorative *unit 4*  
depict *unit 4*  
diagnose *unit 6*  
dietary *unit 6*  
discipline *unit 2*

## E

ecotourism *unit 3*  
emotional *unit 1*  
endangered species *unit 5*  
erect *unit 3*  
estranged *unit 8*  
exhaust fumes *unit 5*  
extreme sport *unit 3*

## F

fees *unit 2*  
figurative *unit 4*  
flexibility *unit 7*  
flexitime *unit 7*  
freelance *unit 7*

## G

get on like a house on fire *unit 8*  
give notice *unit 7*  
global warming *unit 5*  
graduate *unit 7*

## H

homeopathy *unit 6*

## I

inseparable *unit 8*  
inspire *unit 4*  
intern *unit 7*  
interval *unit 1*

## L

lifestyle *unit 6*  
long distance *unit 8*  
lyrics *unit 1*

## M

masterpiece *unit 4*  
mixed media *unit 4*  
monotonous *unit 7*  
motivation *unit 7*  
mural *unit 4*

## O

on nodding terms *unit 8*

## P

packaging *unit 5*  
palette *unit 4*  
partner *unit 8*  
pension scheme *unit 7*  
pharmaceutical *unit 6*  
patonic *unit 8*  
pacher *unit 5*  
part of *unit 3*

## R

rehearse *unit 1*  
renewable energy *unit 5*  
resources *unit 2*  
row *unit 1*

## S

scenery *unit 1*  
scholarship *unit 2*  
seasonal *unit 3*  
secondary school *unit 2*  
self-employed *unit 7*  
side effects *unit 6*  
ski lift / cable car *unit 3*  
skyscraper *unit 5*  
smog *unit 5*  
spectacular *unit 1*  
split up *unit 8*  
still life *unit 4*  
student loan *unit 2*  
study group *unit 2*  
supplement *unit 6*  
symptom *unit 6*

## T

treatable *unit 6*  
trial period *unit 7*  
tune *unit 1*

## U

undergraduate *unit 2*

## V

volatile *unit 8*  
volunteer (n) *unit 3*

## W

wilderness *unit 3*

# GLOBAL



# Grammar Reference

CEFR Level B2

## Present Continuous

**Present continuous** is formed with the present simple of the auxiliary verb **to be** and the **present participle** of the main verb.

- **Affirmative** I am/I'm eating  
you are/you're eating
- **Interrogative** am I eating?  
are you eating?
- **Negative** I am not/I'm not eating  
you are not/you aren't eating

In short answers, we just use the subject and the verb **to be**.

- e.g. Are you working? Yes, I am. No, I'm not.  
Is she studying? Yes, she is. No, she isn't.

### SPELLING RULES

The **present participle** is formed when we add the suffix **-ing** to the infinitive of the verb and it remains the same in all persons, singular and plural.

- e.g. do – doing wait – waiting play – playing

To form the **present participle** of the verbs ending in: only one consonant, and before it there is only one vowel (one-syllable words) and the verb is stressed on the last syllable, the last consonant is doubled. **EX:** we add the suffix **-ing**.

- e.g. put – putting run – running CUT: sleep – sleeping

one **-e**, **-e** is removed when we add the suffix **-ing**.

- e.g. have – having write – writing

**-ie**, **-ie** turns into **-y** and then we add **-ing**.

- e.g. lie – lying die – dying

### ATTENTION (in British English)

Verbs ending in **-el**, double the **-l** even if they are not stressed on the last syllable. e.g. travel – travelling

### Usage

**Present continuous** is used:

- a. to talk about something happening at the same time we speak, and when it is not important when it began and when it will end.  
e.g. Be quiet! Tommy is sleeping.
- b. to talk about something happening temporarily.  
e.g. She's not working this month.

With **present continuous**, we often use either *adverbs of time*: **now**, **at the moment**, **still** or to talk about something happening temporarily: **today**, **this week**, **this year**, **at present**, **these days**.

*Time expressions* are used at the end of the sentence, with the exception of **still**, which is used before the **present participle**.

- e.g. They're playing tennis now.  
She's watching TV at the moment.  
Tony's in his bedroom.  
Is he still sleeping?  
He's playing for Italy this year.

### ATTENTION

We use **always**, **constantly**, **forever** with **present continuous**, to show that a repeated action causes *annoyance*.

- e.g. She's always complaining about her children.

## Present Simple

**Present simple** is formed with the simple form of the verb and the suffix **-s** at the third person singular.

- **Affirmative** I eat  
he eats
- **Interrogative** do I eat?  
**does** he eat?
- **Negative** I do not/don't eat  
he does not/**doesn't** eat

### ATTENTION

We don't use **-s** in the third person singular in the interrogative and the negative.

- e.g. Does he/she/it walk?  
He/She/It doesn't walk.

**Do** and **does** are used in questions beginning with question words.

- e.g. Where does he live?  
What do they do?  
When does he wake up?

In short answers we use only the auxiliary verb **do/don't** or **does/doesn't** and the subject.

- e.g. Do you live here?  
Yes, I do. / No, I don't.

- Does he work in a bank?  
Yes, he does. / No, he doesn't.

### SPELLING RULES

To form the third person singular of verbs ending in: **-o**, **-s**, **-sh**, **-ch**, **-z** or **-x** we add **-es**,

- e.g. go – goes miss – misses  
wash – washes watch – watches  
fix – fixes buzz – buzzes

**-y** and before it there is a consonant, **-y** turns into **-ies**.

- e.g. carry – carries reply – replies

### PRONUNCIATION RULES

The pronunciation of the suffix **-s** in the third person singular varies according to the sound before it, i.e. when the verb ends in:

sound /p/, /k/, /t/, /f/, the suffix **-s** is pronounced /s/

- e.g. stop – stops //stɒps/ ask – asks  
start – starts laugh – laughs

one of the sounds /s/, /ʃ/, /tʃ/, /ks/, /z/, /dʒ/, the suffix **-s** is pronounced /ɪz/,

- e.g. kiss – kisses /'kɪsɪz/  
finish – finishes /'fɪnɪʃɪz/  
watch – watches /'wɒtʃɪz/  
fix – fixes /'fɪksɪz/  
lose – loses /'lʊːzɪz/  
manage – manages /'mænɪdʒɪz/

