Writing Success

Intermediate

CEFR **Level B1**

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Writing Success B1

Intermediate

- Writing Success **B1** is designed for Intermediate-level students of English.
- The book includes **6** theme-based units that aim to 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 B1-level exams: *Cambridge B1 Preliminary, ESB, NOCN, LRN B1, Trinity ISE, LanguageCert, Skills for English and Pearson General*.
- All task types are covered extensively: essay, review, email/letter (formal & informal), story, article, blog, WhatsApp & Skype message, postcard and forum post.
- **QR Codes** are given for the recordings that precede some of the Writing tasks, for easy audio streaming on smartphones and tablets.

How to use a QR code

This book has QR codes on some pages. These instructions will 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 iPhone 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 to. Then you can answer the questions of the activity.

QR Codes for the Listening Tasks for audio streaming

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Map of the book

Unit	Vocabulary	Writing Tasks	Language in Use
Unit 1 **Holidays and travel** Page 4	Talking about different parts of a picture Useful phrases: Giving an opinion Using a thesaurus	informal email - page 7 formal letter - page 8 story - page 9 article - page 11 Skype message - page 14 postcard - page 15	• simple future • future progressive • be going to • using adverbs and adjectives • giving an opinion
Unit 2 **Sport and leisure** Page 16	Useful vocabulary: Adjectives to describe how someone is feeling Useful vocabulary: Linking your ideas	formal email - page 19 essay - page 20 informal letter - page 22 story - page 23 forum post - page 26	• simple past • present perfect • past progressive • phrasal verbs
Unit 3 **People and feelings** Page 28	Building your vocabulary with different parts of speech (derivatives) Paraphrasing Useful vocabulary: Giving advice	informal email - page 31 article - page 32 formal letter - page 35 essay - page 36 article (giving advice) - page 38	• first conditional • zero conditional • modals • linking words
Unit 4 **Technology and communication** Page 40	Useful vocabulary: Words or phrases to talk about communication	informal letter - page 43 review - page 45 story - page 47 article - page 48 Skype message - page 50	• reported speech • linking words • synonyms and antonyms • making a suggestion
Unit 5 **Entertainment and media** Page 52	Useful vocabulary and phrases: Describing a photo Useful Language: Certainty and Possibility Useful Language: Describing a famous person	informal email - page 55 review - page 56 essay - page 60 blog - page 62	• past perfect • past perfect progressive • expressing certainty and possibility
Unit 6 **The natural world and the environment** Page 64	The natural world and the environment	WhatsApp message - page 67 blog - page 69 informal email - page 70 essay - page 72 story - page 74	• passive voice • causative • used to
Grammar Reference Page 77	The ***Grammar Reference*** section provides complete coverage of the grammar needed for B1-level learners of English.		

1 Travel and holidays

A Learn the words and phrases.

backpack (n)	*A* **backpack** *is a bag (usually large) that you carry on your back, especially when you go on holiday to carry your clothes and other things in.*
coast (n)	*The* **coast** *is the area by the sea.*
season (n)	*A* **season** *is a time of the year such as summer or winter or a time of the year when something generally happens.*
departure (n)	*Your* **departure** *is the time when you leave a place, especially to start a journey.*
currency (n)	**Currency** *is the money used in a country.*
souvenir (n)	*A* **souvenir** *is something you buy to remind you of a place that you visited.*
hitchhike (v)	*If you* **hitchhike**, *you stand by the side of a road and hold your hand out to try to persuade a driver to take you somewhere in their car or other vehicle.*
select (v)	*If you* **select** *something, you choose it.*
border (n)	*A* **border** *is where one country touches another country.*
campsite (n)	*A* **campsite** *is a place where people go on holiday, usually in the countryside or by the sea and sleep in a tent.*
work out (phr v)	*If you* **work** *something* **out**, *you think about it and make a decision or understand it.*
spectacular (adj)	*If something is* **spectacular**, *it is special and wonderful to see.*
challenging (adj)	*If something is* **challenging**, *it is difficult to do or cope with.*
set off (phr v)	*If you* **set off**, *you start a journey.*
celebrate (v)	*When you* **celebrate** *something, you do something nice to show that it is a special day or something good has happened.*
sensible (adj)	*If you are* **sensible**, *you think carefully before you do something and you don't do anything silly.*

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

A: *We need to* **1** ___work out___ *where we are going to go on holiday next year.*

B: *You're right. I was thinking maybe we could borrow the neighbours'* **2** ___backpack(s)___ *and* **3** ___hitchhike___ *across Europe.*

A: *Wow! That's a great idea, although we would have to plan it carefully before our* **4** ___departure___.

B: *I know. I thought it would be best to go when it is not the busiest* **5** ___season___. *I mean in July and August, everywhere will be really crowded and expensive.*

A: *That's right. It wouldn't be* **6** ___sensible___ *to go then. Maybe we should* **7** ___set off___ *in September. What do you think? That will give us more time to organise our trip.*

B: *I agree and we are going to have to* **8** ___select___ *which countries we want to visit. Not every country in Europe uses the euro so we might have to buy different* **9** ___currencies___ *to pay for things in some countries.*

A: *Oh, I didn't know that. We will have to show our passports at each* **10** ___border___, *too, won't we?*

B: *Yes. I would really like to go to Switzerland to go walking in the mountains.*

A: *I think that will be quite* **11** ___challenging___. *The mountains are very high there.*

B: *I realise that, but just think how* **12** ___spectacular___ *the views will be. We will be able to take some beautiful photographs to show our friends when we return.*

A: *I think we are going to have to do some more exercise before then so that we are fit enough.*

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.

A special holiday

Most summers, my family go on holiday in August. Because it is an expensive time of year to go away, we usually put our tents in the car and go to a **1** **campsite** *in the forest. It's a very peaceful holiday but if the weather is bad, it's not always fun. Also, I think I'm getting too old for camping with my parents now that I'm fourteen. This summer is going to be quite different, however, as it will be my mother's fiftieth birthday and dad decided we are going to* **2** **celebrate** *and do something really special. He said we will go to the* **3** **coast** *instead of the forest and spend two weeks in a beautiful hotel called Sandy Beach. It has got a swimming pool, but I am more excited about the wonderful beach and clean sea. There is a pretty fishing village where you can go for dinner and buy* **4** **souvenirs** *from the small shops. I'm going to go sailing for the first time, which is going to be great fun and I hope there will be lots of people the same age as me staying in the hotel so that I can make some friends on holiday for a change.*

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

1. The writer must have very rich parents. **F**
2. The writer is a teenager. **T**
3. The writer prefers to swim in the sea than in the pool. **T**
4. They will probably have dinner in the hotel every night. **F**
5. The writer usually makes lots of new friends on holiday. **F**

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

1.

Suggested Answers

1a. *backpack*
1b. *challenging*

1a. The two people have heavy backpacks on their backs.
1b. It must be a challenging walk up the mountain.

2.

2a. *campsite*
2b. *season*

2a. There is an older couple looking happy together on a campsite.
2b. It must be the winter season as they are wearing jackets and drinking coffee to keep warm.

3.

3a. *coast*
3b. *spectacular*

3a. There is a woman on holiday by the coast.
3b. The huge sandy beach is spectacular.

4.

4a. *souvenir*
4b. *currency*

4a. The woman is having fun buying souvenirs on holiday.
4b. You need to have the correct currency to buy things when you are abroad.

words in context

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

Talking about different parts of a picture

• *at the front* • *in the middle* • *at the back* • *to the left/right of the picture* • *everywhere*
• *in the distance* • *all around* • *next to* • *opposite* • *behind* • *in front of*

Useful vocabulary

Question 1: *probably, maybe, they might, depart, arrive, car park, modern building, suitcase/luggage, about to/going to travel/go on a journey*

Question 2: *dark hair, long brown hair, beard, tall, look like each other, winter/warm clothes, jacket, long coat, pullover, trainers*

Question 3: *winter holiday/break, skiing holiday/winter sports, visit friends/family/ relatives, far away, long distance/journey, short trip*

Question 4: *excited, relaxed, look forward to, wait a long time for something, smiling at each other*

Before you write your answers look at the example below.
Example question: *What can you tell me about the woman in the picture?*

Answer A: *There is a woman standing with her family. She has brown hair and is wearing a coat, pullover and jeans. She also has a suitcase.*
Answer B: *I can see a woman standing between her young daughter and her handsome husband. She is tall and thin with long brown hair and a pretty face. She is smiling, so she must be happy. She is wearing warm winter clothes, such as a long coat, a pullover and blue jeans. She is holding a blue suitcase.*

If you compare the two answers you can see that **Answer B** *is so much better because the writer has given more information about the woman, not only about what she looks like and what she is wearing, but also about how she is feeling. When you are writing a description, try to add some interesting adjectives and a variety of verbs.*

Suggested Answers

1. *Where do you think the people are? (35-50 words)*
They are in a car park which is probably at an airport as they all have a suitcase. I don't know if the car belongs to them or if it is a taxi. And we can't say if they are arriving or leaving.

2. *Can you describe the people? (35-50 words)*
They look like a family, as they look like each other with their brown hair. They are wearing warm winter clothes. The young girl and her father are wearing jackets and the mother is wearing a long coat. They all have trousers and a pullover so it must be winter.

3. *Where do you think they are going? (25-40 words)*
I think they are probably going on a winter holiday. They might be travelling to find some sun in a warmer country. It's possible they are going to visit family or friends.

4. *How do you think they are feeling? (25-40 words)*
They are definitely happy to be going somewhere as they are all smiling and the girl looks excited. I think they are looking forward to having a break and relaxing for a while.

email 1

A Listen to Alice's message to her friend Julie. 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. *Alice is writing to Julie to ...*
- **A** *invite her on holiday.*
- **B** *get some information.*
- **C** *give Julie some advice.*

2. *Last year Alice went camping ...*
- **A** *by the sea.*
- **B** *with her family.*
- **C** *with her friends from school.*

3. *Alice doesn't know ...*
- **A** *what to wear on holiday.*
- **B** *what kind of bag to take with her.*
- **C** *if she needs to buy some new clothes.*

4. *On her last camping trip ...*
- **A** *Alice's tent got broken.*
- **B** *the bad weather stopped them having a good time.*
- **C** *Alice didn't enjoy the evenings.*

5. *Alice probably ...*
- **A** *doesn't eat meat.*
- **B** *wants to cook on holiday.*
- **C** *enjoys eating.*

SCAN ME

B Listen to Alice's message to her friend Julie 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 going on a camping holiday.

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

SCAN ME

- *what kind of bag you should take to go camping*
- *what kind of clothes you might need*
- *what can happen in bad weather*
- *where you eat on a campsite*
- *what kind of food you like to eat on holiday*

Look at the model answer email that Julie sent to Alice and see how she has answered Alice's questions.

Dear Alice,

Thanks for the email. I'm so happy that you are excited about our camping holiday. I am too. I think we are going to have a great time. It's difficult to know what clothes to take because as you said you can never be sure what the weather will be like but I looked at the weather forecast on the internet and it says it will be hot and sunny every day. I'm going to take shorts and t-shirts but one pullover in case it gets cold in the evening. You were very unlucky on your last camping trip! Don't worry about food. We will eat lots of lovely things. I eat chicken and fish now but not red meat like sausages. We will have a campfire some nights and cook our own food but there is also a village nearby where we can eat in a restaurant or café. I prefer to eat chicken and salad by the campfire or get fish and chips to take away.

See you soon,
Julie

Useful phrases Giving an opinion

I believe/think that ..., I think you should ..., Why don't you ...?, It would be best if you ..., It would be a good idea to ..., Maybe ... isn't a good idea because ...

Useful vocabulary

backpack/rucksack, warm and cool clothing, clothes for wet weather, prepare for different types of weather, walking boots, put up/take down a tent, storm, blow away, blow/ fall down, build/make/light a camp fire, have a barbecue, grill/fry, find a nearby/local restaurant, get a takeaway

C Look at the writing task below and write your **email** using all the information above to help you. Write your **email** in 100-120 words.

You are arranging a camping weekend with your friend who has never been camping before. Write an email to your friend saying where you could go and why. Tell your friend what they might need to take with them and what you could do when you get to the campsite.

Writing Tip

Always include all the information that the question asks you. Organise your email so that you deal with one point at a time. Use correct punctuation and grammar and check your spelling when you have finished.

formal letter

A Language in Use

Read the following table about the ***Future simple, Future progressive*** and ***be going to***.

The **Future simple** is formed with the verb **will** and the simple form of the main verb. It is used to:

- Talk about something we know or think will happen in the future. *eg. We will go sightseeing on holiday.*
- Talk about a decision we have just made. *eg. I think I will fly to Italy next summer.*
- Request or promise something. *eg. Can I borrow your new suitcase? I promise I will look after it.*
- Suggest or offer something using **'shall'**. *eg. Shall we book a room in a nice hotel this summer? (suggestion) Shall I help you with that heavy suitcase? (offer)*

The **Future progressive** is formed with **will be** plus the progressive form of the verb. It is used for:

- An action that will be happening at a certain time in the future. *eg. This time next week we will be travelling around Europe.*
- Polite requests for information. *eg. Where will you be going on holiday this summer?*

Going to is formed with **am/is/are going to** plus the simple form of the verb. We use **going to** to:

- Talk about a future plan or intention. *eg. He's going to get a job in a busy hotel.*
- Say what you think is going to happen based on information. *eg. It's going to rain again. Look at those clouds.*

Complete the sentences using an appropriate future tense of the verbs in brackets.

1. *This time tomorrow we* **will be swimming** *in the Mediterranean Sea. (swim)*
2. *George* **is going to visit/will be visiting** *his family next week. (visit)*
3. *We* **will/are going to fly** *from Gatwick airport to New York. (fly)*
4. *Andy* **will not catch/isn't going to catch** *the train because he is walking too slowly to the station. (not/catch)*
5. *Don't phone me next week because I* **will be** *on holiday. (be)*
6. *This hotel is so bad that I'm sure it* **will close** *soon. (close)*
7. *Everyone is ready for the beach except James so I* **am going to text** *him now. (text)*
8. *Don't come to my hotel room too early tomorrow as I* **will be sleeping**. *(sleep)*

B Writing a formal letter

There are times in life when you will probably want to write a formal letter instead of an informal letter or email. These include letters for job applications, letters asking for information, letters to complain about something, letters to request something and many more. In these situations, it's important that you follow the expected letter format:

- In your **first paragraph**, introduce your reason for writing. Keep this paragraph very short.
- Your **second** and maybe **third paragraph** should contain the necessary information about why you are writing with more details. Do not include any information that is not needed.
- Your **final paragraph** should say what action you hope the person receiving the letter will take.

Look at the writing task below.

You are planning a holiday with your family and are trying to find accommodation that will be suitable for everyone. You have seen this advertisement below for a villa in France. Write a letter to the owner of the villa to:
• explain when you want to rent the villa
• say what you want to do when you get there
• ask about the price

Seaside Holiday Villa
The perfect family holiday home. Four bedrooms, 2 bathrooms, kitchen and living room. Private garden and swimming pool. For more information, write to Marie Dubois at the address below ...
Write your answer in about 100 words.

Writing Tip

Make sure that you answer all the points in the question. You will lose marks if you don't. Remember you only need to write about 100 words, so don't write about things that are not needed. This is a formal letter so be sure to use formal language and always be polite.

Useful phrases and vocabulary

I am writing in response to/ to inquire about/ to request more information about
two-week holiday/break
plenty of space/room
leisure activities
good facilities
different generations
fun/interesting/suitable/safe for all ages/ the family
expensive/reasonable
look forward to hearing from you
I hope to receive your reply/response soon
Yours sincerely

A Writing a story

When you are given a writing question that asks you to write a story, you will always be given some kind of help. This might be a title for your story or you might be given the first line of the story. It's important to look at this carefully so that you can quickly understand the theme of your story. Then you are free to make up the story from your own ideas or experience.

Look at the sentences below and decide what kind of story might follow.
1. *I read the postcard from my friend and started to laugh.*
2. *After waiting for nearly half an hour, Tony realised his suitcase wasn't going to arrive.*
3. *The angry woman shouted at us but we didn't speak the same language as her.*

Let's analyse the sentences and decide what the story might be about and how it might continue.
Sentence 1: First of all, you can see the writer is the person in the story so it is important that you continue the story as if you are that person. This is called writing in the first person. Something has made you laugh, so this is going to be a funny story, rather than something serious. You have received a postcard so maybe your friend is on holiday and something funny happened to them. Then you need to decide what happened and if your story is going to be about that or if you are going to get involved in what happens next and your story will be more about you than your friend.

Now look at **Sentences 2** and **3** and write notes about them and how you might continue the stories.

Suggested Answers

2. *After waiting for nearly half an hour, Tony realised his suitcase wasn't going to arrive.*
someone called Tony telling story, probably at an airport, missing luggage, beginning or ending his business trip/holiday?, what will he do without the suitcase?, does it cause a big problem?

3. *The angry woman shouted at us but we didn't speak the same language as her.*
writer part of a couple or group, probably abroad as there is a language problem, someone is angry with them – why?, maybe they did something bad/wrong, how will they communicate with her?

Planning your story

Like any good piece of writing, your story should have a beginning, middle and end. This is similar to writing an email, essay or article where you must have an introduction, middle and conclusion. Any piece of writing needs to be clearly organised. One main difference with a story is that a story develops over a period of time and number of events. To do this you can use different time phrases and expressions like the ones below:
After that then some time/a little/a few minutes later not long afterwards as soon as
just then immediately while meanwhile Later (that morning/afternoon/day/night …)

Don't forget that your story needs to come to an end or conclusion and you can use phrases such as:
finally eventually in the end when it was all over luckily at the end of the day

B Look at this writing task.

Your English teacher has asked you to write a story. Your story must begin with this sentence:
After waiting for nearly half an hour, Tony realised his suitcase wasn't going to arrive.
Write your story. Write your answer in about **100 words**.

Now look at the model answer below. The sentences are in the wrong order. Put the sentences (A-I) in the correct order (1-9).Think about how the story would develop and use the time phrases to help you put the sentences in the correct order to make the story. Three of the sentences have been put in the correct order already.

A. After a few minutes, he decided to leave his name and address at the lost luggage office and then he took a taxi to his hotel.
B. That meant that Tony had two suits!
C. Luckily, his meeting was a big success and Tony was very pleased.
D. After waiting for nearly half an hour, Tony realised his suitcase wasn't going to arrive.
E. While he was shopping his suitcase was delivered to the hotel.
F. Finally, he got to his meeting and he felt very smart in his new clothes.
G. This was a really big problem, because he had an important business meeting in the afternoon.
H. He didn't mind, because his other suit was quite old.
I. As soon as he got the keys to his room he went to the city centre to buy a new suit.

1. D	6. B
2. G	7. H
3. A	8. F
4. I	9. C
5. E	

C Getting a better mark for your writing

Story writing is a good chance to show your vocabulary skills and to use a good range of grammar. Look at the two sentences below and see how they are different.

Sentence A The angry woman walked towards us.
Sentence B The angry old woman got up slowly from her wooden chair and began to walk towards us.

You can see that by adding adjectives, adverbs and a phrasal verb, **Sentence B** is much stronger and more interesting, and therefore would get you much higher marks.

Complete the sentences using the correct form of the words in brackets.

1. *My Spanish isn't very* **good** *(good) but I could understand the waiter* **perfectly** *(perfect) when he spoke* **slowly** *(slow).*
2. *It was a* **frightening** *(frighten) journey because the weather was so* **stormy** *(storm).*
3. *The* **beautiful** *(beauty) hotel was* **surprisingly** *(surprise) cheap.*
4. *The* **helpful** *(help) receptionist* **happily** *(happy) showed us to our room.*
5. *His parents were* **angry** *(anger) with him on holiday because he was behaving* **badly** *(bad).*
6. *You have to work* **hard** *(hard) if you are a waiter in a* **busy** *(busy) restaurant in the summer months.*
7. *Our travel plans went* **wrong** *(wrong) but* **luckily** *(lucky) we found another way to get there* **safely** *(safe).*
8. *The sun was shining* **brightly** *(bright) and the sea was* **wonderfully** *(wonderful) warm.*
9. *We spent our time* **mainly** *(main) eating* **delicious** *(delicious) food by the sea.*
10. *The bus was* **totally** *(total) destroyed in the* **terrible** *(terrible) accident.*

D

Now choose either **Sentence 1** or **3** in **Exercise A** to write a short story. You can use the story notes in **Exercise A** and the useful phrases to help you. Use the following plan to help you organise your story.

Paragraph 1
The first sentence and some background to the story so that the reader knows what is happening. You might say the location, who the person is and what they are doing or about to do.

Paragraphs 2
Develop your story. Say what happens next. How the person feels, etc.

Paragraph 3
Write an ending or conclusion to your story.

Writing tip

Before you write your story, quickly plan what you are going to mention in each paragraph. Write down a few key words or phrases that you want to include in your story. Make sure that you check your spelling and punctuation once you have finished your story. Finally, check that you have written enough words to answer the question.

What is an article?

There are many different types of articles. They can be informal or formal, although they are usually formal or semi-formal. There are many different reasons for writing an article. An article may discuss the advantages and disadvantages of something. It may give information about something, explain a problem or situation, offer advice or suggestions or encourage people to think about something more seriously.

Whatever the topic of the article is, like all good pieces of writing, it must be well planned and organised.

How to organise your article

There are three main parts to an article and it will usually have a title.

Title

The title should give the reader an immediate idea of what the article is about and it should make them want to read the article. Sometimes a title will be like a description of what the article is about, for example: *'The advantages and disadvantages of travelling by plane.'* The title might be shocking for example: *'Air travel is killing our planet!'* Or it might even be a question for the reader, for example: *'Is it right for us to pollute the earth by flying?'* So you can see that a title is quite important, as it not only lets the reader know what the article is about, but also gives the reader some idea of the attitude of the writer and tries to make the reader react in some way.

A Look at the three titles below and then read the short text which is the introduction to an article. Which title do you think would be best for the text and why?

Titles:

1. *'Is it time to stop going on holiday?'*
2. *'We can all become responsible tourists.'*
3. *'Let's go on a much-needed holiday.'*

Text:

Everyone looks forward to their yearly holiday but maybe we need to stop and think about where we are going before we make that hotel reservation. As more and more places become popular with tourists, the environment is being damaged. Yes, holidays are important, but so is our planet and that's why we need to think carefully about where we go on holiday and what we do when we get there.

Suggested Answers

Title 2 is the best answer in my opinion, as it is not suggesting that we should stop going on holiday, but that we should be responsible by thinking about where we go and if it will damage the environment, and also what we do when we get to our destination as this can also cause problems to nature and the area we are staying in. Title 1 is not appropriate as the text says that 'holidays are important' and title 3 is not the best title as, although the text says we need a holiday, Title 2 is asking us to stop and think about the environment before we decide where to go. Therefore, that must be the most important thing, not just going on holiday and not caring about the effect this has.

Introduction

Your first paragraph will be your introduction. This should be quite short and will tell the reader what the article will be about. You can do this in two or three sentences. You might begin your introduction with a question for the reader to make it more personal. For example, your first sentence might be something like: *'Is money the most important thing you think about before you book a holiday?'* This could easily have been the first sentence for the introduction in **Exercise A**.

You might start your introduction with questions like the following:
Are you the kind of person who ...?
Do you ever think about ...?
How would you feel if ...?
What would the world/life be like if ...?

Main part of the article

The main part of your article will probably be one or two short paragraphs. In this part you will answer the main points in the question and give more details about the topic you are writing about. In the first paragraph, you might explain a problem or situation that is being discussed or you might talk about the disadvantages of something. In the second paragraph, you might offer a solution or suggestions, or talk about the advantages to something.

Conclusion

This will be the final paragraph of your article and allows you to finish your article and give your opinion. You should not introduce new ideas in the conclusion, although you might want to finish it with your final thought or opinion, or even another question for the reader to think about after they have read the article.

article

Brainstorming – Making a mind map

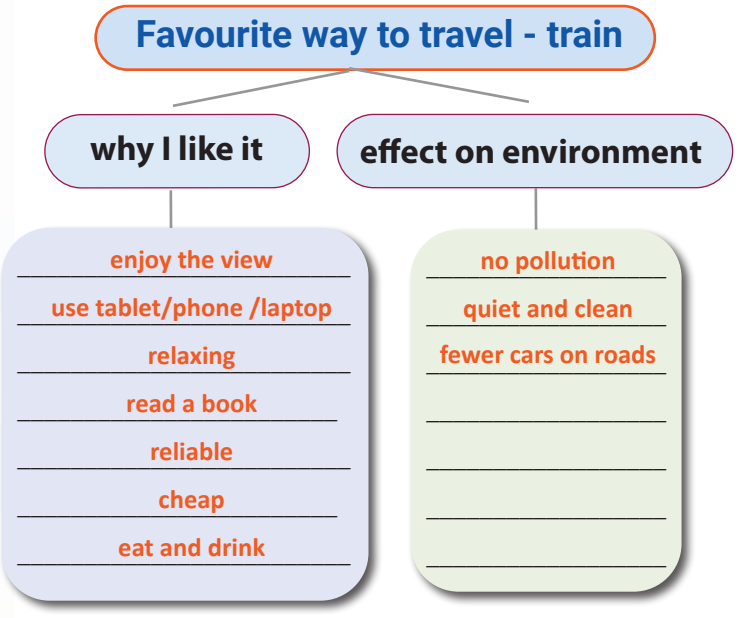
When you first read any kind of writing task it can be very useful to brainstorm and create a mind map. If you brainstorm an idea, you quickly write down any thoughts, ideas and vocabulary that you can think of that are connected to the topic. Then you write them on a mind map to organise them a little bit. When you write a mind map all you do is write the topic or question in the middle of your paper. Then draw lines from the centre where you can write different ideas that you think of. It's a bit like drawing a tree with its different branches and the words and ideas are the leaves on the tree. Write these ideas just using key words or phrases. You don't need to write sentences on a mind map. Look at the example below.

Articles Wanted

In next month's magazine we are interested in different ways to travel and which type of transport people prefer. Write an article saying what your favourite form of transport is and why and how this affects the environment.

Write your article.
Write your answer in about **100 words**.

So your mind map will look something like this:



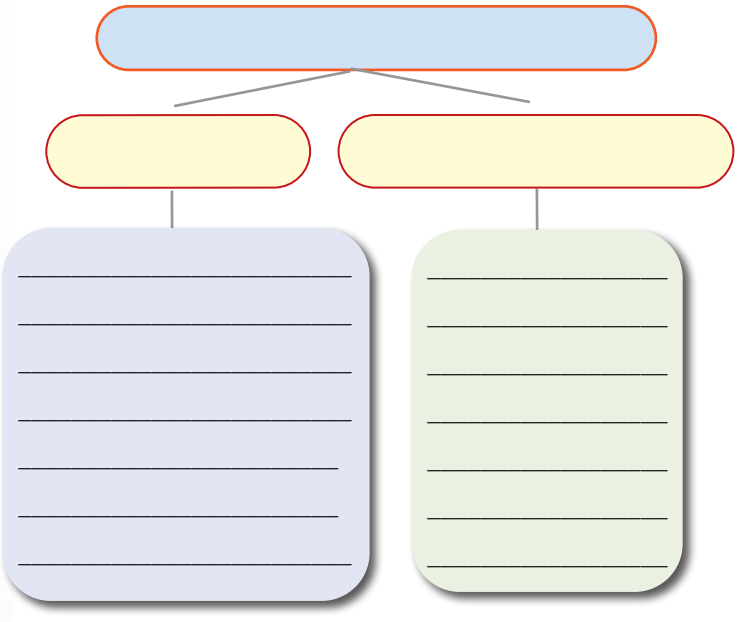
Now you have lots of ideas to write about that you can organise into paragraphs to answer the question. You may not use all of your ideas, especially if you do not have to write many words.

B Now look at this writing question and complete the mind map using your own ideas.

Articles Wanted

It's time to go away!
We are looking for articles about a place that you have been to on holiday that you really liked. Tell us where you went, what you can do there and what you liked most about the place.

Write your article.
Write your answer in about **100 words**.



A great place to go on holiday

Writing your article

Useful vocabulary

bay	ocean	island	waves
scenery	forest	lake	tourist attraction
sightseeing	guided tour	tour bus	explore
facilities	romantic	get away	have the time of your life
make memories	be keen on	fantastic	sailing
entertainment	wonderful	pleasant	cruise
surfing	skiing	sunbathe	nightlife

C Complete the sentences using the correct form of some of the words above.

1. *The* **waves** *in the sea were so big that it was perfect for* **surfing**.
2. *The Parthenon is a famous* **tourist attraction** *in Athens.*
3. *I like to* **make memories** *on holiday so I take lots of photos so that I don't forget them.*
4. *The* **nightlife/entertainment** *was so good in the evenings that I always got up late the next morning.*
5. *Usually I'm not very* **keen on** *foreign food but I loved the food when I was on holiday in Italy.*
6. *We had a great time when we went* **skiing** *in the mountains last winter.*
7. *We went* **sightseeing** *in the city centre in the morning but by the afternoon our feet hurt so we jumped on a* **tour bus** *to see the rest of the city comfortably.*
8. *I had such a* **fantastic/wonderful/pleasant** *time on holiday that I can't wait to* **get away** *again soon.*
9. *Don't* **sunbathe** *for too long or your skin will burn.*
10. *The hotel had plenty of* **facilities** *such as a swimming pool, a disco, two restaurants and a gym.*

D Write your article using all the information above to help you and use your own ideas, too. Remember that someone will read your article, so make sure that your writing is easy to read. Don't forget to write about 100 words, although you can write a little bit more. Check your spelling and punctuation and make sure that you have used appropriate tenses.

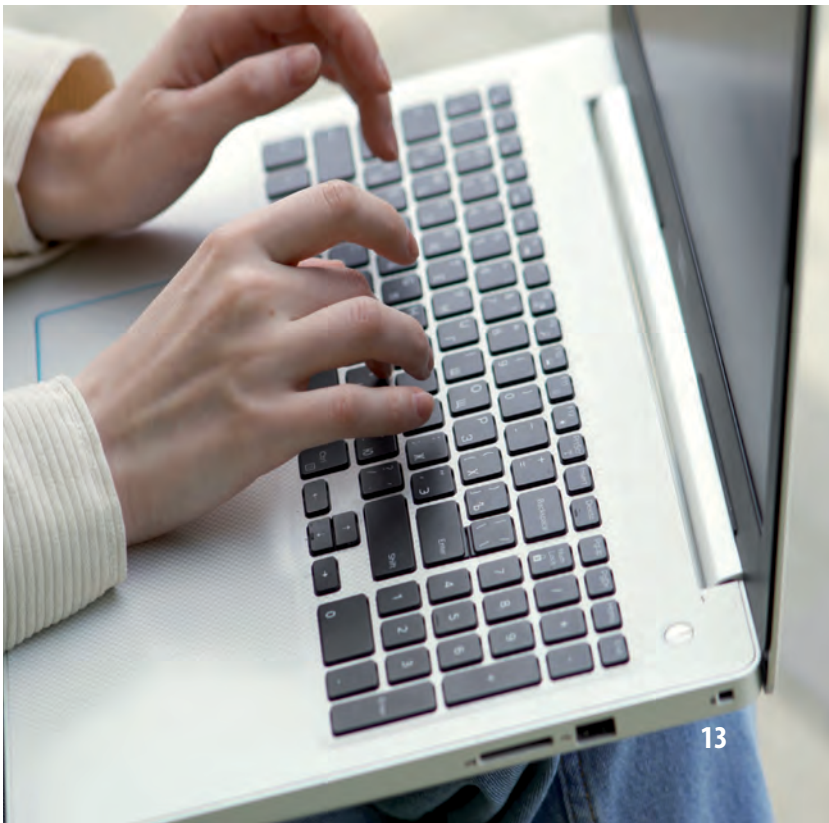
Suggested plan for your article

1. *Give your article a title.*

2. Paragraphs 1
Say where the resort/place is and maybe when you went there.

3. Paragraph 2
Say who you went with and what you did and mention other things that people can do there.

4. Paragraph 3
Say what you liked most and why. Finish your article in a suitable way – maybe with a question for the reader?



Skype message

A Have you heard of Vimeo? Vimeo is an online service where people can put videos that they have made. The videos may be on many different topics.

1. Why do you think people might want to make a video and put it online?
2. If you were to make a video, what would it be about and why?

Listen to this conversation between two friends on Messenger and say if the statements are True (**T**) or False (**F**).

1. Mick has a new website for work. **F**
2. Mick was working in Rome. **T**
3. Mick and Serena have been friends for a long time. **T**
4. Mick and Serena live in the same house. **F**
5. Mick will probably do a lot of travelling in the future. **T**

SCAN ME

B

You have watched Mick's video and written the notes below. Write a Skype message to Mick telling him what you thought about his video.

Include the following points:
- *what you liked*
- *what you didn't like*
- *what you think he should do next*

Write your answer between **120-150 words**.

Notes on Mick's video

liked the scenery, your funny comments, pictures of pizza!
too much loud music in video!
travel and hotel information?

Useful vocabulary

sights/sightseeing	attractions
world-famous	recognise
delicious	tasty
If I were you	Why not ...
How about ...	I think you ought to ...

Write your message here:

Writing a Postcard

A

1. Have you ever sent a postcard to someone?
2. Who did you send it to?
3. What kind of things do people write about on a postcard?
4. Why do you think people don't send as many postcards now as they did in the past?
5. Why don't you surprise someone by sending them a postcard from where you live?

Using a thesaurus

When we send a postcard to someone, we are often on holiday and we want to describe where we are and say what we have been doing. This means we get the chance to use lots of different interesting adjectives to describe things.

A thesaurus is a special dictionary that gives you many different words that have a similar or the same meaning. These are called synonyms.

B Use either an online thesaurus or a thesaurus which is a book to find a new word that has a similar meaning to the words below.

Suggested Answers

1. journey	trip, tour, trek, adventure
2. different	unusual, contrasting, various
3. exciting	thrilling, interesting, astonishing
4. hot	boiling, burning, summery
5. cold	freezing, icy, chilly, wintry
6. busy	crowded, active, full, packed
7. quiet	peaceful, calm, silent
8. nice	pleasant, lovely, pleasing
9. good	brilliant, wonderful, amazing
10. expensive	costly, pricy, over-priced, dear
11. cheap	reasonable, low-cost, low-priced
12. frightening	scary, worrying

C You are going to write a postcard to someone. Look at the pictures from your holiday and write about the things you can see in the pictures. Try to use some of the new words you have learned in **Exercise B**.
Write between 120 and 150 words.

My holiday

1.

2.

3.

4.

Write your postcard.

Grammar Reference

CEFR Level B1

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 when we add the suffix **–ing**,

e.g. *put–put**t**ing* *run–run**n**ing* BUT: *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 eat**s**
■ **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 she wake up?

In short answers we use only the auxiliary verb **do/don't** or **does/doesn't** after 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 – go**es*** *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 – carr**ies*** *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 /'wotʃɪz/,
fix – fixes /'fɪksɪz/
lose – loses /'luːzɪz/
manage – manages /'mænɪdɪz/

any other sound of a consonant or a vowel, the suffix **–s** is pronounced /z/,

e.g. *run – runs* /rʌnz/ *move – moves* /muːvz/
need – needs /niːdz/ *sing – sings*
blow – blows

ATTENTION
The verb **do** /duː/ is irregular. The pronunciation of the third person singular is **does** /dʌz/.

Usage
We use **present simple** to talk about:
a. habits or repeated actions
e.g. *We usually have lunch at 2:00.*
b. permanent states
e.g. *He lives in Rome.*
c. general truth
e.g. *The sun rises in the East.*

Present simple is often used with ***adverbs of frequency***. Some of the most common adverbs of frequency are:

always **usually** **often**
sometimes **rarely** **never**
ever **seldom** **frequently**
normally

The **adverbs of frequency** are always used *before* the main verb of the sentence or *after* the verb *to be*.
e.g. *Does she always go out in the evenings?*
He's always tired.
The adverb **never** is a negative word and therefore it is used with an affirmative verb.
e.g. *I never go to bed early.*
Other expressions we use to show *how often* something happens are:
every day/week/month/year and
once/twice/three times a day/week/month/year
e.g. *I go to the gym every day.* *We meet once a week.*
He travels abroad three times a year.

Present Continuous or Present Simple?

The difference between the usage of **present continuous** and **present simple** is that we use:

present continuous to talk about something happening *at the moment we are speaking*, (when it began and when it will end is not important) or about something *temporary*, happening around this time.
e.g. *The children are getting ready for school.*
We are staying in a hotel at the moment.

present simple to talk about habits or repeated actions, and about permanent states and general truth.
e.g. *We go to school every morning.*
They live in Geneva.
The earth goes round the sun.

Stative Verbs

Some verbs cannot be used in continuous tenses. These verbs usually describe a *state;* not an *activity,* and we call them **stative verbs**. Some of these verbs are:

have (got) e.g. *I have (got) a cat and a dog.*
come from e.g. *Where does he come from?*
like e.g. *I like music.*
love e.g. *She loves children.*
prefer e.g. *We prefer coffee to tea.*
hate e.g. *I hate cold weather.*
want e.g. *He wants a drink.*
need e.g. *She needs a rest.*
believe e.g. *I believe in God.*
know e.g. *Do you know Mrs. Smithers?*
mean e.g. *What does this word mean?*
understand e.g. *We don't understand you.*
remember e.g. *I don't remember his name at the moment.*
forget e.g. *She always forgets to lock the door.*
realise e.g. *He doesn't realise his mistake.*
dislike e.g. *Why does she dislike her boss?*
own e.g. *Mr. Peterson owns a big company.*
consist e.g. *The flat consists of three rooms.*
belong e.g. *This book belongs to me.*
cost e.g. *How much does this coat cost?*
appear e.g. *He appears to be very happy.*
look e.g. *You look great in that dress.*
sound e.g. *His idea sounds clever.*
taste e.g. *This soup tastes awful.*
smell e.g. *The roses smell sweet.*
see e.g. *Can you see him anywhere?*
hear e.g. *I can't hear anything.*

ATTENTION
Some of the verbs above can also be used in continuous tenses, but with a *different meaning*.

e.g. *I **think** we must go now. (=believe)*
*He is **thinking** of what he must do. (=having in mind)*

*She **has** two brothers. (=possess)*
*She's **having** lunch now. (=eating)*

*He **looks** handsome. (=appears)*
*He's **looking** at you. (=staring)*

*I **see** you've finished already. (=see)*
*Are you **seeing** the doctor tomorrow? (=meeting)*

*Your perfume **smells** nice.(=it has a smell)*
*The dog is **smelling** the ground. (=sniffing)*

*The cake **tastes** delicious. (=it has a taste)*
*Mum is **tasting** the food. (=trying)*

Past Continuous

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

■ **Affirmative** *She was playing.*
They were playing.

■ **Interrogative** *Was she playing?*
Were they playing?

■ **Negative** *She wasn't playing.*
They weren't playing.

was/were are also used in questions beginning with a question word.
e.g. *What were you doing when I called you?*

In short answers, we use only the ***subject*** and the verb *to* ***be***.
e.g. *Were you working last night? Yes, I was. / No, I wasn't.*
Was he talking to Judy? Yes, he was. / No, he wasn't.

Usage

We use **past continuous** to talk about:

an action in progress at a specific moment in the past; when it began and when it ended (if it ended) is not important.
e.g. *At three o'clock yesterday I was reading a book.*

an action in progress throughout a time period in the past,
e.g. *John was studying in England for two years.*

an action happening at the same time as *another action*, at a certain time in the past,
e.g. *He was surfing the net while his wife was watching TV.*

an action interrupted by another action while it was in progress.
e.g. *We were having a cup of tea and talking when we heard the car crash.*

Past continuous is often used with
when e.g. *I was working in the garden when it started raining.*
while e.g. *I lost my wallet while we were shopping.*
as e.g. *As I was coming out of the lift, a police officer stopped me.*

ATTENTION

Past continuous cannot be used with **stative verbs**.
e.g. *I **understood** the answer when he explained it to me.*

Past Simple *(Regular Verbs)*

Past simple of **regular verbs** is formed, when we add the suffix **–ed** to the simple form of the verb.

- **Affirmative** *I opened*
- **Interrogative** *did I open?*
- **Negative** *I did not/didn't open*

did is also used in questions beginning with a question word.
e.g. *Where did they go on holiday?*
When did he arrive?
In short answers we use the subject followed by the auxiliary **did/didn't**.
e.g. *Did she open the door?*
Yes, she did. / No, she didn't.

SPELLING RULES

When we add the suffix **–ed** we should be careful with the following spelling rules:

When the verb ends in –e we just add **–d**.
e.g. *like – liked* *die – died*

When the verb ends in a consonant and there is one stressed vowel before it, the final consonant is doubled and then we add **–ed**: e.g. *stop – stopped*

When the verb ends in **–y** and there is a consonant before it, the **y** turns into ***i*** and then we add **–ed**.
e.g. *reply – replied* *carry – carried*

ATTENTION (in British English)

When the verb ends in *–el,* the ***l*** is doubled even if the last syllable isn't stressed. e.g. *travel – travelled*

PRONUNCIATION RULES

The pronunciation of the suffix **–ed** varies, according to the sound before it, i.e.:

When the verb ends in the sound /p/, /k/, /f/, /s/, /ʃ/, /tʃ/, /ks/, the suffix **–ed** is pronounced /**t**/,
e.g. *work – worked* /wɜːkt/ *miss – missed* /mist/

When the verb ends in the sound /**t**/ or /d/, the suffix **–ed** is pronounced /**ɪd**/,
e.g. *need – needed* /'niːdɪd/ *want – wanted* /'wɒntɪd/

When the verb ends either in a vowel sound or any other consonant sound, the suffix **–ed** is pronounced /**d**/.
e.g. *play – played* /pleɪd/ *live – lived* /lɪvd/

USAGE

We use **past simple** to talk about an action that happened at a *specific time* in the past. That time may be referred to in the sentence or inferred.
e.g. *Columbus discovered America (in 1492).*
They moved to New York last year.

Past Simple *(Irregular Verbs)*

Some verbs do not follow the rules above to form **past simple**
e.g. *have – had* *do – did* *write – wrote*
buy – bought *take – took* *see – saw*
There is a list of irregular verbs at the back of this book. Irregular verbs conjugate in the **past simple** in the same way as the regular verbs.

Past Time Expressions

Past simple is often used with time expressions referring to a certain time or period of the past, such as:
yesterday, **yesterday morning/afternoon/evening**, **last night/Monday/week/month/year**, **in 1965/2014** etc.

It is also used with **ago**, after phrases referring to a certain time period:
e.g. *He was in Athens, Greece, a week ago.*
Where were you three days ago?

Past Continuous or Past Simple?

Past continuous is used:

to talk about something *in progress* at a *specific moment* in the past; when it began and when it ended is not important:
e.g. *They were staying in a beautiful hotel near the sea.*

(usually with *while*) to describe two actions happening *at the same time* in the past:
e.g. *She was talking on the phone while I was sleeping.*

Past simple is used:
to talk about actions that happened at a specific time in the past: e.g. *We finished the report an hour ago.*

to describe actions that happened one after the other:
e.g. *He opened the box, looked inside and smiled happily.*

to describe actions that were a habit of the past:
e.g. *He exercised every day when he was a student.*

Past continuous and **past simple** can be used in the same sentence to describe an action that *happened* (**past simple**) while another one *was in progress* (**past continuous**).
We often use the conjunction **when** before the verb in the past simple or **while** before the verb in past continuous.
e.g. *He was having a bath when he heard the fire alarm.*
While he was having a bath he heard the fire alarm.