



**LANGUAGECERT IESOL EXAM
EXAM HELP BOOKLET
WRITING**

This booklet is to be used exclusively for LanguageCert exam preparation in Hungary.

How to use this booklet

This booklet has been created to help you prepare for the open writing tasks that you will need to do in the writing section of the LanguageCert IESOL exam. The booklet will focus on three exam levels - B1, B2 and C1.

The booklet has 4 sections with each section having been designed to guide you through the writing process.

Table of Contents

1. The structure of the Writing section of LanguageCert IESOL exams
2. The assessment of the Writing section of LanguageCert IESOL exams
3. Preparing for the four criteria of assessment
4. Marked writing tasks with comments from the examiners

1. The structure of the Writing section of LanguageCert IESOL exams

When you are preparing for a language exam, it is important to familiarise yourself with the structure of the exam, so let's have a look at some of the things you can expect when taking a B1, B2 or C1 IESOL exam. You will have 2 hours and 10 minutes for BOTH the reading and writing sections at B1 and B2 level and 2 hours and 40 minutes at C1 level, so you'll need to plan your time wisely. Make sure you leave ample time for the writing section (approximately 60 minutes at B1 and B2 level and 80 minutes at C1). This section of the booklet will explain the types of writing you need to produce and the criteria you will be measured against.

Marks and features of each writing task

B1	Part 1	Respond neutrally/formally to input text Style: rather formal/neutral Intended audience stated in the instructions (public) Write a letter, an email Write 70-100 words
	Part 2	Write an informal letter, an email to a friend, a review Style: informal Instructions include functions that need to be covered (describe, suggest, invite etc.) Write 100-120 words
B2	Part 1	Respond neutrally/formally to written, graphic or visual input Possible input: letter, poster, diary, timetable, leaflet, schedule etc. Style: formal Intended audience stated in the instructions (public, formal) Cover the three content points given in bullet point list Write a formal letter, an article, a formal email, a review, a blog post Write 100-150 words
	Part 2	Write a personal letter, an email, a review, a blog post, a story, a descriptive composition, an argumentative composition, an informal article Style: informal Intended audience stated in the instructions Instructions include functions that need to be covered (evaluate, persuade, invite etc.) Write 150-200 words
C1	Part 1	Respond formally to written, graphic or visual input Possible input: letter, poster, diary, timetable, leaflet, graph, table, email, schedule etc. Style: formal Intended audience stated in the instructions (public, formal) Write a formal letter, an article, a formal email, a report, a review, a blog post Write 150-200 words
	Part 2	Write a personal letter, an email, a review, a blog post, a story, a descriptive composition, an argumentative composition, an informal article Style: informal Intended audience stated in the instructions Instructions include functions that need to be covered (e.g.: persuade, argue, prioritise, express mood, express opinion, evaluate, justify, hypothesise, etc.) Write 250-300 words

2. The assessment of the Writing section of LanguageCert IESOL exams

The open writing tasks are evaluated with the help of task-specific mark schemes. Each level has a task-specific mark scheme with descriptors for Task fulfilment, Accuracy and range of grammar, Accuracy and range of vocabulary and Structure. There are five levels of performance with a corresponding mark in each of the above criteria: 4,3,2,1. The total marks awarded for the task are the sum of the marks awarded to each criterion. In order to pass, a candidate needs to achieve at least 50%.

Grade table for Writing section for B1, B2 and C1

<i>Grade</i>	<i>Total marks: 32</i>
<i>FCP</i>	90% - 100%
PASS	50% - 89%
<i>NF</i>	45% - 49%
<i>F</i>	0 - 44%

The four criteria of the mark schemes explained

Criterion	Task fulfilment (0-4 points)	Accuracy and range of grammar (0-4 points)	Accuracy and range of vocabulary (0-4 points)	Structure (0-4 points)
	To what extent has the candidate met the requirements of the task? How many of the content points/functions have been covered? (if there were content points given in the rubric)	Range, accuracy and appropriacy of grammar.	Range, accuracy and appropriacy of vocabulary and spelling.	Coherence, cohesion, punctuation. How is the text put together? Is there an attempt to link the ideas and to organise them in a coherent manner using paragraphs (introduction, conclusion etc.)?

Apart from the mark scheme, markers also rely heavily on the CEFR descriptors for the given level, so it might be a good idea to see if you satisfy the criteria.

CEFR descriptors related to assessment criteria – B1

B1	Can write straightforward connected texts on a range of familiar subjects within his or her field of interest, by linking a series of shorter discrete elements into a linear sequence.		
Task Fulfilment	Grammar	Vocabulary	Structure
<p>Can write accounts of experiences, describing feelings and reactions in simple connected text.</p> <p>Can write a description of an event, a recent trip – real or imagined.</p> <p>Can narrate a story.</p> <p>Can write straight-forward, detailed descriptions on a range of familiar subjects within his field of interest</p>	<p>Uses reasonably accurately a repertoire of frequently used routines and patterns associated with more common situations. Occasionally makes errors that the reader usually can interpret correctly on the basis of the context.</p>	<p>Has enough language to get by, with sufficient vocabulary to express him/herself with some circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.</p>	<p>Can link a series of shorter discrete elements into a connected, linear text.</p>

B1	Task Fulfilment*	Accuracy and range of grammar	Accuracy and range of vocabulary	Structure
4	Fully satisfies the demands of the task, covering all three / both points, with full expansion of topic.	Highly accurate use of a good range of B1 grammar. Errors occur when language above level attempted.	Highly accurate and good range of B1 vocabulary. Errors occur when vocabulary above level attempted.	Coherent text using cohesive devices and paragraphs where appropriate.
3	Satisfies the demands of the task, covering two/both points, with sufficient expansion of topic.	Accurate use of a good range of B1 grammar.	Accurate use of a good range of B1 vocabulary.	Coherent text with attempts to use some cohesive devices and paragraphs where appropriate.
2	Mostly satisfies the demands of the task, covering two points, with some expansion of topic.	Reasonably accurate use of B1 grammar. Some errors, but none that are impeding, and an adequate range of B1 grammar.	Sufficient range of B1 vocabulary, used with no impeding errors. Few errors of spelling or appropriacy.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
1	Does not satisfy the demands of the task, covering only one point AND/OR with little expansion of topic.	Many errors, even when using B1 grammar. AND/OR Range below that expected at B1. AND/OR Sometimes difficult to follow.	Range of vocabulary too limited (below that expected at B1). AND/OR Many errors of spelling and/or appropriacy, some of which may impede communication. OR Task partially off topic.	Not totally coherent. AND/OR Little or no use of cohesive devices and/or paragraphing where appropriate.
0	Does not satisfy the demands of the task, with no expansion of topic. OR Off topic.	Many grammatical errors, many of which impede communication. AND/OR Very basic repertoire.	Very basic repertoire AND/OR Many errors of spelling and/or appropriacy, many of which impede communication. OR Whole task completely off topic.	Incoherent. AND/OR Inappropriate use of cohesive devices.

CEFR descriptors related to assessment criteria – B2 level

B2	Can write clear, detailed official and semi-official texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.		
Task Fulfilment	Grammar	Vocabulary	Structure
Can write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned. Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest. Can write a review of a film, book or play.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstandings.	Has a sufficient range of language to be able to give clear descriptions and express viewpoints on most general topics, using some complex sentence forms to do so. However, language lacks expressiveness and idiomatic expressions and use of more complex forms is still stereotypic.	Can use a limited number of cohesive devices to link his/her sentences into clear, coherent text, though there may be some 'jumpiness' in a longer text.

B2	Task Fulfilment*	Accuracy and range of grammar	Accuracy and range of vocabulary	Structure
4	Fully and appropriately addresses all 3 / both content points, with good expansion and support. Genre and tone fully appropriate.	Highly accurate use of a good range of B2 grammar. Errors occur when language above level used/attempted.	A good command of B2 vocabulary. Good command of idiomatic expressions if and where appropriate.	Fully coherent text using cohesive devices and paragraphs where appropriate. Structure fully appropriate to text type.
3	Satisfies the demands of the task, covering at least 2 / both content points with sufficient expansion. Genre and tone appropriate.	Accurate use of a good range of B2 grammar. Occasional "slips" or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare.	Good range and appropriate use of B2 vocabulary. Some attempts at the use of idiomatic expressions.	Efficient use of a variety of linking words to mark clearly the relationships between ideas. Structure appropriate to text type.
2	Mostly satisfies the demands of the task, covering at least 2 / both content points with some expansion. Genre and tone mostly appropriate.	Relatively high degree of grammatical control. Mistakes do not lead to misunderstanding.	Lexical accuracy is generally high, though some confusion and incorrect word choice occur without hindering communication	Use of a limited number of cohesive devices to link ideas into coherent discourse. Structure mostly appropriate to text type.
1	Does not satisfy the demands of the task, responds to at least 1 / only one content point with limited expansion. AND/OR Genre and/or tone mostly inappropriate.	Range of grammar too limited (below that expected at B2) AND/OR Many errors not expected at B2. AND/OR Some impeding errors.	Limited range of vocabulary (below that expected at B2). AND/OR Many errors of spelling and/or appropriacy, some of which may impede communication. OR Task partially off topic.	Not totally coherent. AND/OR Little use of cohesive devices AND/OR Inappropriate paragraphing AND/OR Inappropriate structure for text type.
0	Does not satisfy the demands of the task, responding to none of the content points appropriately. OR Off topic. OR Genre and/or tone inappropriate.	Range of grammar severely limited. AND/OR Many impeding errors that make the text difficult to follow.	Very basic repertoire (well below B2) AND/OR Many errors of spelling and/or appropriacy which impede communication. OR Whole task completely off topic.	Mostly incoherent. AND/OR Little or inappropriate use of cohesive devices. AND/OR Inappropriate paragraphing AND/OR Totally inappropriate structure for text type.

CEFR descriptors related to assessment criteria – C1 level

C1	Can write clear, well-structured texts on complex subjects. Can underline the relevant salient issues, expand and support points of view at some length with subsidiary points, reasons and relevant examples, and round off with an appropriate conclusion.		
Task Fulfilment	Grammar	Vocabulary	Structure
Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured personal, natural style appropriate to the reader in mind.	Consistently maintains a high degree of grammatical accuracy; occasional errors in grammar, collocations and idioms.	Has a good command of a broad range of language allowing him/her to select a formulation to express themselves clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say. The flexibility in style and tone is somewhat limited.	Can produce clear, smoothly flowing, well-structured text, showing controlled use of organisational patterns, connectors and cohesive devices.

C1	Task Fulfilment*	Accuracy and Range of Grammar	Accuracy and Range of Vocabulary	Structure
4	Fully and appropriately satisfies the demands of the task with good expansion and support. Genre and tone fully appropriate.	Highly effective use of a very wide range and a consistently high level of accuracy of grammatical structures.	Effective use of a very broad range of vocabulary, including collocations and idiomatic expressions where appropriate.	Fully coherent text using a wide variety of cohesive devices and organisational patterns. Skilful use of paragraphing. Structure fully appropriate to text type.
3	Satisfies the demands of the task with sufficient expansion. Genre and tone appropriate.	Effective use of a very wide range and a consistently high level of accuracy of grammatical structures.	Good command of a broad lexical repertoire. Good command of idiomatic expressions and colloquialisms. Errors are very rare and unobtrusive.	Coherent text with appropriate cohesive devices and organisational patterns. Effective use of paragraphing. Structure appropriate to text type.
2	Mostly satisfies the demands of the task. Genre and/or tone mostly appropriate.	Consistently high degree of grammatical accuracy and wide range of grammar; errors are rare and difficult to spot.	Adequate range of C1 vocabulary. Errors are rare and non-impeding.	Coherent text with some cohesive devices and organisational patterns. Structure mostly appropriate to text type.
1	Does not satisfy the demands of the task, not responding to the content point/s appropriately. AND/OR Genre and/or tone mostly inappropriate.	Range of grammar too limited (below that expected at C1). Many errors not expected at C1. AND/OR Some impeding errors.	A limited range of vocabulary (below that expected at C1). AND/OR Many errors of spelling and/or appropriacy. AND/OR Some errors impede communication. OR Task partially off topic.	Not always coherent. AND/OR Little use of cohesive devices. AND/OR No or inappropriate paragraphing. AND/OR Inappropriate structure for text type.
0	Does not satisfy the demands of the task, not responding to the content point/s appropriately. OR Off topic OR Genre and/or tone inappropriate.	Range of grammar severely limited. AND/OR Very many errors not expected at C1. AND/OR Many impeding errors.	Very basic repertoire (well below C1). AND/OR Very many errors of spelling and/or appropriacy. AND/OR Many errors impede communication. OR Whole task completely off topic.	Frequently incoherent. AND/OR Inappropriate use of cohesive devices. AND/OR No or inappropriate paragraphing. AND/OR Totally inappropriate structure for text type.

CEFR descriptors for B1, B2 and C1

	Task Fulfilment	Grammar	Vocabulary	Structure
B1	<p>Can write accounts of experiences, describing feelings and reactions in simple connected text.</p> <p>Can write straight-forward, detailed descriptions on a range of familiar subjects within his/her field of interest</p>	<p>Uses reasonably accurately a repertoire of frequently used routines and patterns associated with more common situations.</p> <p>Occasionally makes errors that the reader can usually interpret correctly on the basis of the context.</p>	<p>Sufficient vocabulary to express him/herself with some circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.</p>	<p>Can link a series of shorter discrete elements into a connected, linear text.</p>
B2	<p>Can write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned.</p>	<p>Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstandings.</p>	<p>Has a sufficient range of language to be able to give clear descriptions and express viewpoints on most general topics, using some complex sentence forms.</p> <p>However, language lacks expressiveness and idiomatic use.</p>	<p>Can use a limited number of cohesive devices to link his/her sentences into clear, coherent text, though there may be some 'jumpiness' in a longer text.</p>
C1	<p>Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured personal, natural style appropriate to the reader in mind.</p>	<p>Consistently maintains a high degree of grammatical accuracy; occasional errors in grammar, collocations and idioms.</p>	<p>Has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.</p>	<p>Can produce clear, smoothly flowing, well-structured text, showing controlled use of organisational patterns, connectors and cohesive devices.</p>

3. Preparing for the four criteria of assessment

In this section, we will give you some ideas and guidance on how you can score the highest marks for each of the 4 criteria we mentioned in the previous chapter.

1. Task Fulfilment

Task fulfilment measures how well you managed to follow the task instructions, so basically all it takes to succeed in this criterion is to make sure you understand the instructions and then carefully follow them. Let's see some tips regarding task fulfilment.

TIP #1

Before you write anything, **read the instructions** carefully using a dictionary to check any word you are not sure of, since every word in the instructions may be vitally important.

*C1 level, writing part 2: You recently spent a night camping in a forest and found the experience unnerving. Write a **letter** to a friend, evaluating your experience and suggesting why you may have reacted in the way in which you did. Write between 250 and 300 words.*

If you are unsure about the meaning of 'unnerving' or 'evaluating', don't start writing yet, because you may end up writing about something other than what the instructions are telling you to write about.

TIP #2

Make sure you write in the **genre** indicated in bold in the instructions

*Your friend wants you to go on holiday together but to a place you're not keen on. Write a **letter** explaining your feelings and persuading him/her to go somewhere you'd prefer.*

TIP #3

Don't waste time with addresses or dates as these are not required. If your task is a letter or an email, start with *Dear...* If your task is an article, start with the title. If the instructions give you a sentence to start with, start with that.

TIP #4

Make sure you adequately **cover all the content points or functions** given in the instructions. Don't just copy them into your text word for word, but write 2 or 3 sentences or a paragraph about each of them. That's also the easiest way to write a text matching the word count.

Write a letter to the magazine that included the following graph. Mention:

- *the advantages of using the Internet*
- *the disadvantages of using the Internet*
- *your views on the results of the survey.*

Write between 100 and 150 words.

TIP #5

In some cases, you won't find a convenient bullet point list with all content points, but it doesn't mean you can't find the **key content words or functions** in the instructions. Look out for the genre (letter, email), audience, topic and functions. In the instructions below, you can find the genre (letter), the audience (a friend), topic (a recent significant birthday) and details (how you feel about the age you are, advantages and disadvantages of that age)

*You've **recently** celebrated **a significant birthday**. Write **a letter to a friend** expressing **how you feel about being this age**. **What's good and bad about it?** Write between 150 and 200 words.*

TIP #6

Write the required amount as you may end up losing marks if your writing is shorter or longer than the word count. If your piece is about 50% shorter or longer, you might get 1 mark less for Task Fulfilment than you would have otherwise scored. You don't have to count the words one by one, though. When you are preparing for the exam, use our official practice papers which look exactly like our live exam papers. This way you will be able to guess the length of your piece just by looking at it.

TIP#7

The most common text types you'll have to produce are **short stories, articles, reports, emails, essays, formal letters and informal letters**. Familiarise yourself with these genres simply by reading them regularly and, whilst reading, making a note of the stylistic features of each.

TIP #8

Follow the instructions carefully. Do not write about topics or ideas that were not presented in the rubric, because you may end up going off topic without even noticing and will lose marks for Task Fulfilment.

TIP #9

Read more for better writing. Reading skills are in a complementary relationship with writing skills. They depend on one another and one makes the other better. People who read regularly are generally better at writing and have a distinct writing style. If you don't like long novels, you can read short stories or articles on the Internet. The more you read, the more familiar you will become with the style of real writers and the more you can learn from them.

TIP #10

Don't jump into writing. Dedicate some time to planning. Don't write a draft as it takes up a lot of your time and a few minor corrections will not spoil the layout of your writing anyway. Use your planning time for two things. First, write a short plan of each paragraph listing ideas that you would like to cover in the paragraph. Secondly, write a list of 'high impact' grammar that you can use to describe that particular task or topic (we'll talk about grammar in the next section).

Now let's see some tips from the examiners themselves

- *Plan before you write! When you are planning, think about how you are going to deal with each content point or function and write down **brief** notes about what you are going to say about each one. During planning, also think about what high impact vocabulary and grammar you can use to impress the marker.*
- *Start your writing task with a mind map. Brainstorm any good ideas you have about the subject.*
- *Number or underline the key points in the rubric then tick them off as you go along to make sure you include everything and stay on topic.*
- *Make sure your handwriting is legible.*

2. Grammar

TIP #1

When you are preparing for the exam, practise rewriting your paragraphs. Remember that you have to show the examiner that your language skills are at the level being tested and therefore it is vital that you **show them what you know**.

Use the grammar table that you can find in the Topics and requirements document to identify the grammar requirements of your level and make sure you are fully familiar with those structures and all others that are below your own level. For example, present simple and present continuous tenses are required at A1 – Preliminary level, so if these two tenses occupy the majority of your text, you'll end up not meeting the range of grammar required at B1, B2 and C1.

The table below shows only some of the structures required at these levels. Remind yourself to try to use them in your writing to demonstrate that you know them.

B1	B2	C1
Present Simple He lives in Budapest.	Relative clauses eg: My neighbour, who was good friends with my father at the time, was knocking on the door.	
Past simple and Past continuous When I met him, he was going to the shop.	Participle clauses - Present Opening the window, I accidentally cut my finger.	Participle clauses - Past When taken twice, this pill can reduce anxiety.
Present perfect with since/for; ever/never; yet/already, just I have never seen him before.	Present perfect simple and continuous I have been working for this company for 5 years. This is the first time I have flown on an aeroplane.	
Future simple verb forms I will go there tomorrow.	Past perfect They had already left by the time I realised this.	'Would' expressing past habit I remember the childhood summer I spent at my grandma's. We would get up early to go to the market, then we would go home and make breakfast.
0 and 1 conditionals If you heat ice, it melts. If it rains, we'll stay at home.	0, 1st, 2nd, 3rd conditionals If I knew him, I'd call him. If I had studied harder, I would have passed the exam.	All conditionals including mixed conditionals If I knew him, I'd call him. If I had studied harder, I would have passed the exam. If I had finished university, I would have a better job now.
Present Continuous The sun is shining.	Simple passive with a number of tenses This book was written by Jane Austen.	All passive structures This book is said to be good.
Question tags You love him, don't you?		
To+infinitive to express purpose I'm going to the shop to buy some food.	Causative with have and get I got my uncle to fix my car.	
	Verb + infinitive or gerund I suggest going to the cinema. I want to go home.	
	Reported speech He said he would do it. He asked me to go with him.	
Range of modals (possibility and probability in the future) should, might, may, will probably, need, I'd rather	Range of modals should/might/may/needn't/need to/I'd rather/ought to/must/mustn't/can't	Range of modals, past and present should have/might have/may have/needn't have/must have/can't have

TIP #2

During the exam, **don't forget to use your monolingual dictionary**. When you feel you have finished the piece, go through the text checking it for spelling, grammar and prepositional errors.

Hi Era,

I am writting you because holiday are coming soon. But first write me how are you? What are you doing now? Oh, yes and what's about your new job? I didn't see you long time.

*But now why I am writting. I **spoked**¹ with Mot and he told me about our holiday. I am really **looking forward to spend**² time with you, but I am not sure when I want to go there, because you know. I don't like spicy food. I'd rather go to Japan, there are a lot to do, better food. And the traditions of Japan are very interesting. Ok all thing in now only up to you. Please think about it.*

I am really looking forward to you and our holiday and I am sure that it will be fun.

Please write me as soon as it will be possible.

Xoxo,

John.

The above candidate could have easily scored higher marks if he had used his dictionary effectively. Let's have a look at the two highlighted examples and their entry in the dictionary.

¹ speak (spoke, spoken)

² look forward to something: to be thinking with pleasure about something that is going to happen (because you expect to enjoy it)

Example: We're really looking forward to seeing you again.

TIP #3

Make sure you know how monolingual dictionaries work and practise using them effectively and fast. Providing a definition for a word is only one of the many useful features a monolingual dictionary has to offer. Dictionaries may vary in terms of structure, so make sure you know yours. It's a good idea to start using the specific dictionary you are planning to use on the day of the exam well in advance of the exam. The most useful features of a monolingual dictionary in an examination are the example sentences, grammatical information (eg: irregular past tense of a verb, irregular plural form of a noun, verb patterns and idiomatic language/collocations related to the entry).

TIP #4

Remember who the intended audience is when you are trying to choose between two grammatical structures and also bear in mind the stylistic requirements of the text. A guide to the grammatical features of formal and informal styles can be found in the table below.

Formal style	Informal style
Contractions not allowed (I am, you are, I would)	Contractions allowed (I'm, You're, I'd)
Indirect questions (Could you tell me where the park is?)	Direct questions (Where is the park?)
Indirect order, no imperatives (I was wondering if you could help me.)	Direct orders and imperatives (Help me.)
Emotive punctuation (exclamation mark, ellipsis etc.) not allowed	Emotive punctuation (exclamation mark, ellipsis etc.) allowed
Abbreviations not allowed	Abbreviations allowed
Passive voice	Active voice

TIP #5

Always proofread your own writing once you have finished. Proofreading requires a critical eye and it takes a little practice to develop this, so start doing it on a regular basis during the preparation course. Let's see some of the rules of proofreading.

1. Don't begin to make corrections to words or sentences if you are still working on the focus and organisation of your work.
2. Use the dictionary as a reference.
3. Make sure you know what you are looking for. Make a list of the most common mistakes you make so that in the exam you will know what structures you must check. E.g. verb tense confusion, incorrect past participles, omitting or inserting articles and confusing prepositions are typical mistakes.
4. Read out aloud if you can. It can help you spot mistakes as they will 'not sound right'.
5. Use a sheet of paper to hide the lines below the one you are currently reading. This will stop you from skipping ahead of possible mistakes that you have made.

Now let's see some tips from the examiners themselves

- *While you are preparing for the exam, make a list of the most common mistakes you make and be conscious of them so you can look out for them when you take the exam.*
- *Consult a dictionary, but make sure you have a look at the example sentences too so that you can see the word in context.*
- *Once you have finished writing your piece, check verb tenses and subject/verb agreements (eg: 'He walks' not 'He walk').*
- *Use the same dictionary when preparing for the exam and during the exam.*
- *During the planning stage of your writing, think about what 'high impact' grammar you want to use and WHY you want to use it (eg: I want to use the narrative tenses (telling a story), conditionals (writing about regretting something) and tick them off as you use them.*
- *Don't overcomplicate sentences. Keep them to a maximum of three clauses.*

3. Vocabulary

TIP #1

When you are preparing for the exam, practise rewriting your paragraphs. Remember that you have to show the examiner that your language skills are at the level being tested and therefore it is vital that you **show them what you know**. Replace generic words such as nice, good, big etc. with more descriptive and more specific vocabulary. The table below might help you with this.

nice	great/wonderful/lovely/brilliant
	pleasant/perfect/beautiful /sunny weather
	a cosy/a comfortable/an attractive/bright room
	a pleasant/an interesting/an enjoyable experience
	expensive/fashionable/smart clothes
	a kind/a charming/an interesting man
	delicious/tasty/spicy food
bad	terrible/horrible/awful/dreadful
	an unpleasant/a foul/a disgusting smell
	appalling/dreadful/severe weather
	an unpleasant/a frightening/a traumatic experience
	a terrible/serious/horrific accident
	a wicked/an evil/an immoral person
	an awkward/an embarrassing/a difficult situation
	We were working in difficult/appalling conditions
I feel unwell/sick/terrible. I don't feel (very) well	
interesting	fascinating/compelling/stimulating/gripping/absorbing
good	excellent/amazing/wonderful/marvellous/outstanding/terrific
sad	down/unhappy/gloomy/upset
happy	cheerful/delighted/pleased/glad/content/thrilled
like	admire/adore/fancy/cherish/desire/enjoy
say	reply/remark/declare/state/explain/announce
big	huge/giant/large/massive/enormous
small	tiny/petite/teeny/wee
pretty	beautiful/gorgeous/cute/attractive/handsome/stunning
scared	afraid/frightened/horrified/petrified

TIP #2

If you cannot memorise all the sophisticated synonyms, at least remember to use the dictionary wisely. Monolingual dictionaries include usage notes that help you make smart decisions about vocabulary. For instance, if you look up 'nice' in a dictionary, you'll find several suggestions on how to avoid it.

TIP #3

Remember who the intended audience is when you are trying to choose between two words and also bear in mind the stylistic requirements of the text. A guide to formal and informal styles can be found in the table below.

Formal style	Informal style
Phrasal verbs not allowed	Phrasal verbs allowed
Colloquial expressions not allowed	Colloquial expressions allowed (eg: kids, guy)
Strongly emotive words not allowed	Strongly emotive words allowed (eg: love, hate)

TIP #4

Learn different words to describe the same function so that you will be able to express an idea without having to repeat the same words. For example, there are several ways to make a recommendation, e.g. recommend, suggest, advise, propose etc. A comprehensive list of communicative functions can be found in our Topics & Requirements booklet.

TIP #5

Learn at least a handful of words for each topic featured in the exam so that you will be able to explore the topic without having to limit what you want to say. For example, if your task is to write about 'Diets and a healthy lifestyle', it will be very difficult to solve the task adequately without possessing at least a basic range of relevant vocabulary including words such as 'nutrients, organic, minerals, to lose weight, to gain weight, carbs, protein, fats' etc.

Now let's see some tips from the examiners themselves

- *Read through your writing to spot mistakes and make corrections before handing it in.*
- *At C1, study collocations. Elevate your style by using more than just basic words.*
- *Use synonyms to avoid repetition.*
- *During the planning stage of your writing, think about what 'high impact' vocabulary you want to use, write down the 'I want to impress the marker' words and then tick them off as you use them in your response. Similarly, think about what useful expressions you can use: for example if you are writing a letter, plan the expressions you want to use (I am writing in response to, further to the point raised etc.) and again tick them off as you use them.*

4. Structure

TIP #1

The previous chapter mentioned how important vocabulary is. Good knowledge of the features of formal and informal letters can also improve your marks for Structure.

The table below shows some useful expressions for both formal and informal letters.

Formal	Informal
<p><u>Introductory paragraph:</u> I am writing in response to your advertisement. I am writing with reference to the article you published in your magazine. I am writing to express my opinion on the article you published.</p>	<p><u>Introductory paragraph:</u> How are you? I hope this email finds you well. How are you? I've been meaning to write to you for a while. Sorry for not writing to you for a while. I've been terribly busy.</p>
<p><u>Final paragraph:</u> Thank you for taking the time to read my application/letter. I hope you will consider my application/my suggestions. Thank you for your attention. I look forward to hearing from you. I look forward to receiving your answer.</p>	<p><u>Final paragraph:</u> I need to go now. Let me know what you decide. Let me know how you get on with this project. I need to go now, but let's stay in touch.</p>

TIP #2

Organise your text into paragraphs.

With the exception of the final paragraph, a paragraph should contain at least two sentences. If you end up with a paragraph comprising only one sentence, you should probably add that sentence to the next paragraph.

Every paragraph should have its own role in the text. Eg: Paragraph 1: introduction, Paragraph 2: advantages, Paragraph 3: disadvantages, Paragraph 4: conclusion.

Every sentence should have its own role in the paragraph. Usually the first sentence is the **topic sentence**. It is the most general sentence in a paragraph, meaning that there are not many details in this sentence, but that the sentence introduces an overall idea that you want to discuss later in the paragraph.

*Eg: **My hometown is famous for several amazing sights.** First, it is noted for the River Danube, which is very wide and beautiful. Also, on the other side of the city, you can find the picturesque hills of Buda with their narrow and steep streets.*

Here are some examples of sentences that cannot be used as topic sentences.

1. My hometown is famous because it is located by the River Danube, which is very wide, and because it is built near a steep hill. (too specific, too many details)

2. There are two reasons why some people like to buy cars with automatic transmission and two reasons why others like cars with manual transmission. (Mentions two main points – paragraphs should focus on only one aspect)

3. *Sheep are animals. (Too general)*

The topic sentence should be followed by **supporting sentences**, providing details for the topic sentence. Finally, a paragraph should close with **a concluding sentence**, which summarises the information that has been presented (in some cases, this can be omitted).

TIP #3

Start using discourse markers effectively, that is to say consistently, correctly and without repetition. What do you need to know about a linking word to be able to use it?

- its meaning
- its function eg: to express contrast, results etc.
- its position within the sentence, eg: Finally,...

You don't need to know every linking word, but you should learn 2 or 3 expressions for each important function. Choose the ones you will be comfortable using and make sure you don't end up repeating them throughout the piece of writing.

To add a point

and, also, as well as, moreover, too, furthermore, additionally, in addition to, at the same time, again, too, equally important, in addition, likewise, above all, most of all, least of all, and, either...or, neither...nor, nevertheless, to continue

Cause and effect

because, so, therefore, thus, consequently, hence, as a result

To start

First, at first, once, once upon time, to begin with, at the beginning, starting with, initially, first of all

Repetition

All in all, altogether, in brief, in short, in fact, in particular, that is, in simpler terms, to put it another way, in other words, again, once more, again and again, over and over, to repeat, as stated, that is to say, to retell, to review, to rephrase, to paraphrase, to reconsider, to clarify, to explain, to outline, to summarise

To generalise

on the whole, in general, generally, as a rule, in most cases, broadly speaking, to some extent, mostly, above all, chiefly, essentially, largely, primarily, usually

To illustrate

For example, as an example, for instance, in this case, in the case of, to illustrate, as illustrated by, as revealed by, to show, to demonstrate, in particular, such as, namely, for one thing, indeed, in other words, to put it in another way, thus, to explain, suppose that, specifically, to be exact

To compare

As, as well as, like, in much the same way, resembling, parallel to, same as, identically, of little difference, equally, matching, also, exactly, similarly, similar to, in comparison, in relation to

To express attitude

Frankly, honestly, I think, I suppose, after all, no doubt, I'm afraid, actually, as a matter of fact, to tell the truth, unfortunately, I believe, in my opinion, to be truthful,

To contrast, disagree and 'qualify'

Though, although, and yet, but, despite, despite this fact, in spite of, even so, for all that, however, in contrast, by contrast, on one hand, on the other hand, on the contrary, in one way, in another way although this may be true, nevertheless, nonetheless, still, yet, a striking difference, another distinction, otherwise, after all, instead, unlike, opposite, to oppose, in opposition to, while it is true,

To emphasise

Above all, after all, indeed, as a matter of fact, the main issue is, chiefly, especially, actually, the most significant, the chief characteristic, to emphasise, more importantly, most important of all, most of all, significantly, without a doubt, certainly, to be sure, surely, absolutely, obviously, more and more, of major interest, to culminate, in truth, the climax of, to add to that, without question, unquestionably

Time 1

Before, earlier, previously, formerly, recently, not long ago, at present, presently, currently, now, by now, until, today, immediately, simultaneously, at the same time, during, all the while, in the future, yesterday, tomorrow, henceforth, after, after a short time, after a while, soon, later, later on, following, the following week

Time 2

Suddenly, all at once, instantly, immediately, quickly, directly, soon, as soon as, just then, when, sometimes, some of the time, in the meantime, occasionally, rarely, seldom, infrequently, temporarily, periodically, gradually, eventually, little by little, slowly, while, meanwhile, always, all of the time, without exception, at the same time, repeatedly, often, frequently, generally, usually, as long as, never, not at all

TIP #4

When you are choosing the linking word you want to use, make sure you choose one you can use in context. Adverbs can usually occupy three distinct places within the sentence: at the beginning of the sentence (initial position), at the end of the sentence (end position), and so-called mid-position adverbs. Mid-position adverbs usually go between the subject and the verb (I *often* go to the cinema). If there is an auxiliary in the sentence, mid-position adverbs go after the first auxiliary (I will *always* love you) and the same applies if the verb is 'to be' (I am *always* happy to see you). Some adverbs can occupy more than one place within the sentence.

The table below will give you a basic outline of the position of some of the most common linking words.

Initial position	Mid-position	End position
Most linking adverbs providing a logical link between sentences First of all, Secondly, Furthermore,	Adverbs of frequency always sometimes often never	Adverbs of time yesterday every year
Comment and viewpoint adverbs Luckily, Presumably,	Adverbs of degree probably obviously clearly	Adverbs of manner slowly quietly

You will be able to find this information in any monolingual dictionary in either the verb pattern section or in the example sentences. For example, if you are unsure about the use of 'although', all you have to do is go to its entry and you'll find the answer.

although

- Definition: used for introducing a statement that makes the main statement in a sentence seem surprising
- Synonym: though

Example: *Although the sun was shining, it wasn't very warm. Although it is small, the kitchen is well designed.*

TIP #5

Once you have finished, check your text for punctuation/structural mistakes. Mistakes you may be able to spot and should look out for are the following:

- Is there a question mark at the end of questions?
- Did you use an inverted word order in all the questions you have in the text?
- Do all linking words make sense and are they in the correct place?
- Does the text read well? Is it easy to understand?
- Did you accidentally include contractions in a formal letter?

Now let's see some tips from the examiners themselves

- Use link words. Compare and contrast ideas.
- Don't overuse the same set of linking words, but try to vary them instead.

4. Marked writing tasks with tips from the examiners

B1 - Writing Part 1

Read the advertisement about dancing lessons.

Sandra Johnson's School of Dance
established 1990

Ballet – Tap – Street
Jazz – Spanish – Ballroom

Great variety of courses: summer, regular, intensive, super-intensive
Flexible class times: evening, daytime, weekend

For more information and bookings, contact the school principal, Sandra Johnson, at
sandrasdance@liverpool.co.uk

Write an email to the school principal to:

- say the kind of dance you are interested in
- ask about the timetable and
- enquire about prices.

Write between 70 and 100 words.

Sample 1

Dear Sir/Madam,

I saw your advertisement, and I am really happy about it, because I am searching for a dance school.

I am interested in the Street form of dance. If you can, please write back about the time table, because I am busy at Mondays and on Saturdays, and I did not see the price on the advertisement, so can you send it to me as well?

I would be very happy, If I could join you.

Best regards,

Steve Zolden

Task Fulfilment	Grammar	Vocabulary	Structure	Total marks
3	3	3	3	12
Satisfies the demands of the task but with not enough expansion.	Accurate range of B1 grammar.	Accurate range of B1 vocabulary.	Coherent text with appropriate paragraphing.	

Sample 2

Dear Madam,

I have just read your advertisement about the dancing school.

I always want to try street dancing, and I would like to join to your lessons. I read from the flexible class times and I think I would go to the evening lessons. I have some questions about the lesson's starting time, because I am at a night school and do not finish always at the same time.

The advertisement do not showed the price and I would like to ask, should I know it at the first lesson or there is an online page where I can find it.

I hope I will be a good student.

Yours faithfully,

Eva Bolden

Task Fulfilment	Grammar	Vocabulary	Structure	Total marks
4	2	3	3	12
Fully satisfies the demands of the task, full expansion of topic.	Reasonably accurate use of B1 grammar with some non-impeding errors.	Accurate range of B1 vocabulary.	Coherent text with appropriate paragraphing.	

B1 - Writing Part 2

Your friend had a special party last week. Write a letter to this friend. Apologise for missing the party and explain why you couldn't go.

Write between 100 and 120 words.

Sample 1

Dear John,

I'm really sorry that I couldn't be on your special party.

I tried to go, but I successfully broke my arm on the rugby training on the day before your party, and I was at the clinic all night, because the queue was so long. You can believe how bad was that. At least, I hope you enjoyed the party. I heard Michael and Matt were at there as well. I fell so bad, that I couldn't be there. Please write me back, what did you do. If you want, we can meet on the weekend, but I can't ride the bike yet.

I hope you're good. Write me ASAP

Love,
Zoltan

Task Fulfilment	Grammar	Vocabulary	Structure	Total marks
4	3	3	4	14
Fully satisfies the demands of the task, full expansion of topic.	Accurate range of B1 grammar.	Accurate range of B1 vocabulary.	Coherent text.	

Sample 2

Dear Noah,

I heard your fantastic party from Gansey.

I'M soo sorry that I didn't go but I was at a family tour at Tibet. We spend weeks in the mountains. We saw a lot of temple there. It was beautiful. Not to mention the sight. The panorama was fantastic I can't belive my eyes. The temperature was a littlebit cold but for our luckiness it didn't rained. The people were soo kind, friendly and helpfull. The place where we staid was awsome. I hope some day I will see these unforgettable place, mountains again some day.

I promise you the next time when you will have a party I will go there or what If I say I will take you my next family tour.

I hope you are not angry because I can't go.

Love,

Enci

Task Fulfilment	Grammar	Vocabulary	Structure	Total marks
4	2	2	3	11
Fully satisfies the demands of the task, full expansion of topic.	Reasonably accurate use of B1 grammar with some non-impeding errors.	Limited range of vocabulary and many spelling errors.	Coherent text.	

B2 – Writing Part 1

You read the following notice and decided to enter the magazine's competition. Write an **article**, mentioning:

- what makes a good book
- your favourite book
- why you deserve to win.

Write between 100 and 150 words.

Win a book a week for a year!

Write an article commenting on the following quotation to enter our competition. We'll publish the winning entry in next month's issue of *Book Review*.

'A really great book has more than a brilliant plot; characters, setting and use of language are equally important.'

Sample 1

Nowadays books are not that important in many people lives, they prefer to hang on their phones, but I generally think that books are as important to spend time with as phones. Although I love to spend time with books and relax by reading it. For example my favorite book (and Tv serie) is Game Of Thrones.

It's because of many reasons. For instance characters, story, or plot as well. In my opinion there should be a real meaning and a serious message to say to the reader. We can learn many things from a good book, and learn from it thats the most important part of reading a book. Also we can relax while reading a miraculously good book. Imagine sitting or laying on the beach or at home on the balcony and get to another world for a while and don't think about your problems.

I can say I would be the perfect person to win this competition because I read a lot and I have many goals to achieve for example to actually write a book myself.

Task Fulfilment	Grammar	Vocabulary	Structure	Total marks
3	2	2	3	10
Satisfies the demands of the tasks, genre and tone appropriate.	Relatively high degree of grammatical control. A wider range of grammatical structures is expected.	Lexical accuracy is generally high. There are non-impeding errors regarding collocations and appropriate word use.	Structure appropriate to text type.	

Sample 2

My opinion of books

First of all, I would like to share my opinion about what makes a book readable.

As far as I'm considered, people read those books which have a famous author. Each topic has a book with different stories and themes for all ages. Most of us don't have the same interest so the millions of books made us more options to choose from. I reckon reading horror stories, most likely from Stephen King, so this is why my favourite book is the „Joyland“ written by him. It has an amazing plot and a twist in the end.

But hardly-ever, if I'm in a romantic mood, I read Jane Austin who had a really good sense to make romantic scenes and validate feminism in the age where women didn't have rights.

To sum the above mentioned things, I am really keen on reading and I would be really grateful to win this competition.

Task Fulfilment	Grammar	Vocabulary	Structure	Total marks
3	3	3	3	12
Satisfies the demands of the tasks, genre and tone appropriate.	Accurate use of B2 grammar with some non-systematic errors.	Good range and appropriate use of vocabulary.	Structure mostly appropriate.	

B2 – Writing Part 2

You have recently been on an interesting trip. Write a **letter** to your English friend, explaining why you thought the trip was interesting and why your friend would enjoy it.

Write between 150 and 200 words.

Sample 1

Hi Patrik,

I've been on a really exciting trip in New York with my family in the last two weeks. We had a really good time. The Hotel we stayed in was really cool, it had a nice pool and the rooms were clean and big. Our accomodation was near a shopping centre so we didn't have to go far if we wanted to buy something.

This trip was the best I've ever been to. We went to an NBA game where one of my favourite team, the Milwaukee Bucks played against New York Knicks. After this game we went to a festival where a lot of rappers performed.

I think you would like this holiday too, I know you really like basketball and rap music. Maybe next year you can come with us to a trip and we can go to interesting programs, concerts or whatever you want to do.

Best wishes,

Márk

Task Fulfilment	Grammar	Vocabulary	Structure	Total marks
3	3	3	3	12
Satisfies the demands of the tasks, genre and tone appropriate.	Accurate use of B2 grammar with some non-systematic errors.	Good range and appropriate use of vocabulary.	Structure mostly appropriate.	

Sample 2

Dear Sophie,

Guess what! Two weeks ago I was on a fascinating trip with a group of people. I must tell everything to you about it.

About two months ago I saw an advertisement on the Internet about a journey to Peru. I instantly filled in the application form like my friends did. A few days later we got a letter with the details about the trip. I was so excited on the night before the departure that I couldn't even sleep at all! We got on an airplane in Bratislava and after a successful alighting we arrived at Peru. Our hosts were local, friendly people who we met at the airport for the first time. We stayed with them for a week and they treated us like their own family. It has been the most wonderful time of my life so far! We ate national food, we learned a Peruvian dance and got to know a lot of new people who I can now call my friends. We visited the main sights of the capital city, Lima on the first day. On the following day we went to see the Machu Picchu. I took hundreds of pictures for you, because I know you would be impressed with the view if you had been there. I enclose some of these photos for you. In the rest of the week we headed towards different amazing temples and we could see the top of the Andes. On the last day after a rafting it was hard to say goodbye.

There are a bunch of other exciting trip destination that that company offers for adventuresome teenagers who want to see the world. Have a look at their webpage, and I'm sure you will find something you are interested in. These journeys are definitely for people like you who like to explore more and more about the world. Maybe we could go somewhere together. I would love it!

I'm looking forward hearing from you soon. Write back as soon as possible!


Yours,

Laura

Task Fulfilment	Grammar	Vocabulary	Structure	Total marks
4	4	4	4	16
Fully and appropriately addresses the task, with good expansion.	Mostly accurate use of wide range of grammar.	Very wide range of vocabulary accurately used.	Fully coherent text type.	

C1 – Writing Part 1


You attended the town art festival last week. Write a report with recommendations for the organizing committee. Base your report on the opinions which have been collected – see below. Write between 150 and 200 words.

'Very good festival but too expensive' 

I liked the atmosphere of the festival, it changed the city and attracted a lot of tourists. The bad side is that everything was very expensive. Tickets for 100 euros a day are not what students can afford! (Lally, 24, student)

'Superb Local Art' 

A great place to experience local art! As a tourist I recommend visiting the arts festival! There are several forms of art to look at and buy from. (Mona and Peter, 55, tourists)

'Noisy, dirty and commercialised' 

Unfortunately the festival is not about arts anymore. It is only for buying and selling, eating and loud music. The local residents had to put up with people eating and drinking in the streets for weeks. I also have to mention the lack of proper cleaning and the small number of public toilets. (Elisabeth, 67, local resident)

Sample 1

Great art and content, poor management'

I had a great time on the festival as a bystander, but I had no chance of purchasing any of the items. There was certainly a big diversity of people attending the festival, and the majority of people had the same negative and positive experiences that I had, no matter their age or where they have come from.

Creating a youthful environment was executed perfectly! It was too easy to strike up an acquaintance with anyone, the music always fit the time of the day, and finding food and drinks was easy, that is definitely something to be kept this way.

Everyone had a great time socializing, but in times, some annoyances caused discomfort, both for locals and visitors. Considering ticket prices, more effort should be put into keeping the site clean. More tents could be set up to seclude loud groups of people, placing more trash cans would make it easier to keep everything tidy, also, more public toilets would have been crucial. If the organizers want to attract audience on the long run, I also suggest lowering the ticket prices.

Task Fulfilment	Grammar	Vocabulary	Structure	Total marks
3	3	3	3	12
Satisfies the demands of the tasks, genre and tone appropriate.	Effective use of wide range of grammar.	Good command of broad lexical repertoire, errors are unobtrusive.	Structure appropriate to text type, effective use of paragraphing.	

Sample 2

The purpose of this report is to evaluate the success of last weeks festival. A lot of people praised the convention for the fact, that it displayed local art in a way that was enjoyable for everyone. However, as someone who was an attendee, I have some ideas on how to improve the festival.

Firstly, the most common criticism is that it was too expensive. For a lot of tourists and students, this was the main issue, since they could barely even afford the tickets. This, coupled with the fact, that the place wasn't properly looked after, concerned local residents as well. Secondly, according to some, this festival is no longer about art, but rather about making as much profit as possible. Although in my opinion, the bigger problem was, that the convention disturbed the residents with the loud music and noise. This however, is something they will eventually get used to, if the festival becomes a tradition. Even though, the opinion of the people in attendance and locals matters a lot and shows that there is definitely still room for improvement, I think that the festival was very beneficial for the city, and a great experience over all.

Task Fulfilment	Grammar	Vocabulary	Structure	Total marks
3	2	3	2	10
Satisfies the demands of the tasks.	High degree of grammatical accuracy. There are non-impeding errors.	Good command of colloquialisms, and broad vocabulary.	Coherent text with some cohesive devises. Paragraphing is not effectively used.	

C1 – Writing Part 2

You have just heard that your friend is going to spend all his/her savings on a luxury holiday. Write a letter to your friend, discussing the financial consequences and give your own opinions about her decision. Write between 250 and 300 words.

Sample 1

Dear Sophie,

I heard from your cousin, that you plan on going on a luxury vacation this summer. Although I'm pretty sure, a lot of people close to you have already talked to you about this, I, as a friend of yours, also want to express my opinion.

I know you've been working extra shifts and saving money for a while, but I was surprised to find out that you want to spend it all on something like this. In my opinion, travelling is one of the best ways you can spend your money if you don't lack anything necessary in your daily life. You can experience the world, and collect some great memories while doing so. Although I think that these types of trips are way too expensive. If you plan well, you could pay for a few, maybe less luxurious, but just as amazing vacations.

On the other hand, these things are very expensive, and in my opinion it would be wiser, not to spend all your savings at once. You never know, what the future holds, and it's always great to have at least a small amount of money available. In case your car breaks down, something in your household stops functioning or you need to help someone out financially. So many things could go wrong and the way I see it it's better safe than sorry.

Even though I clearly have my opinion on this, at the end of the day, this is your life and your choice to make. You worked for that money and you shouldn't let anyone tell you what to do with it. Make a decision that you won't regret.

Best wishes,

Helga

Task Fulfilment	Grammar	Vocabulary	Structure	Total marks
3	2	2	3	10
Satisfies the demands of the tasks.	High degree of grammatical accuracy. There are non-impeding errors.	Adequate range of C1 vocabulary. More idiomatic expressions would be required. There are some errors but they don't distort the message.	Structure appropriate to text type, effective use of paragraphing and cohesive devices.	

Sample 2

Dear Finneas,

How are you doing? We're both snowed under as well but if you ever have a hole in your schedule, just drop a visit. A few days ago I met a relative of yours, who told you're going to spend all your saved money on an upscale holiday and I can tell you this is an absolutely terrible idea.

Firstly, I know you work demanding working hours so you deserve a relaxing vacation, but maybe your plan of this is not well-thought at all. Of course, you're not a credit card binger, so you mustn't spend every penny of your savings. You need to take the future's finance into account, you cannot know what's going to happen to you after you came back from holiday. I know it sounds super pessimistic, but you can never know. You can organise a majestic holiday by not spending all the money, I believe, you just need to be attentive and careful about the bits and pieces of the differences between accommodations and travel agencies. Luxury doesn't depend on how much money you spend, it's more about how satisfied you are, and for satisfaction you don't need to go to godforsaken places. Also, if you throw money down the drain now, further smaller holidays would be out of sight for a while. If you aim to have a decent life after all, you can't afford to have no savings for the hopefully never coming rainy days.

I've known you for ages, actually, hence I know you make your decisions really carefully and know money doesn't grow on trees, so please give it another shot. I hope I could persuade you at some parts and I wish you a memorable holiday, doesn't matter how it's visually going to turn out.

Hugs and kisses,

Vivien

Task Fulfilment	Grammar	Vocabulary	Structure	Total marks
4	4	4	4	16
Fully satisfies the demands of the tasks, genre and tone fully appropriate.	Highly effective use of accurate and very wide range of grammar.	Effective use of a very wide range of vocabulary.	Fully coherent text, skillful use of paragraphing.	