

WRITING

THE
KEY TO
ENGLISH

B1

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About this book

HOW 'THE KEY TO ENGLISH B1 WRITING' IS DESIGNED

AIM

The aim of this book is to introduce students to the variety of writing tasks they are likely to encounter in any B1-level examination and enable them to deal with what these tasks require.

SERIES

This book is part of the 'The Key to English B1' series, comprising a Coursebook, a Writing book, a Grammar book and a Revision book. 'The Key to English B1 Writing' is linked to the corresponding Coursebook lessons. It is thematically based on topics the students have worked on in the Coursebook, and it uses and recycles vocabulary items the students have encountered in the corresponding lessons. However, it can also be used independently to complement any other B1 coursebook, as it provides comprehensive writing units with models, plans, exercises and vocabulary banks.

STRUCTURE

The Writing book consists of 20 units, each corresponding to a double lesson (a and b) from the Coursebook. This means that each writing unit should be taught after students have completed each Coursebook lesson.

The Writing units cover a wide variety of writing skills, including articles, descriptions, opinion essays, emails, informal letters, formal letters, reviews, reports and narrations.

The 'Writing Guidelines' section at the beginning of the book can be used for reference throughout the school year. It briefly introduces the types of writing tasks presented in this book, giving essential information about each, but keeping theory to a minimum, given the students' level of English.

All units start with a Writing Task and a Model. The model is thoroughly analysed through questions and exercises which check students' understanding of both the content and form of the model. Students are also asked to complete a Vocabulary Exercise, which draws attention to specific vocabulary items presented in the model. Finally, a True or False Exercise invites students to identify specific writing styles and strategies used in each model.

A second Vocabulary Exercise is given in all units, in which students are asked to rephrase a sentence using a word given. These are typically vocabulary items presented in the Coursebook and recycled in the Writing book, so that students will be encouraged to use them in their own writing.

Finally, an Error Correction Exercise helps students identify and anticipate potential writing mistakes.

Several task-specific exercises are included in each unit, teaching students a variety of expressions as well as skills, such as writing introductions and conclusions, giving advice, supporting topic sentences with examples/results, brainstorming, using tenses appropriately, using linking words and writing in formal or informal style. These are presented through straightforward exercises, helping students deduce the underlying theory rather than just read about it.

The Writing Task students are asked to complete for homework is accompanied by a writing plan and a useful vocabulary bank. Often, their task is linked to their Coursebook texts, allowing them to use acquired knowledge and ideas in their writing. At the end of each unit, space is provided where students should copy their corrected Writing Tasks.

Writing Guidelines

AN EMAIL TO A FRIEND

- Use friendly, informal language, direct questions, exclamations and short forms.
- Start with a greeting (*Hi ...!*).
- End with a friendly expression (*Talk to you soon, Write soon, Love, Take care, Bye for now, etc.*) and your first name.

A LETTER TO A FRIEND

- Start with *Dear ...*,
- Use friendly, informal language, short forms, expressions showing feelings.
- End with a friendly expression (*Talk to you soon, Write back soon, Love, Take care, etc.*) and your first name.

A LETTER TO THE EDITOR OF A NEWSPAPER

- Use polite, formal language (*no short forms, formal vocabulary*).
- Start with *Dear Editor*, and end with *Yours faithfully*, and your full name.
- Say why you are writing in your introduction. Mention the newspaper article you are writing about, if necessary.
- Divide your arguments into paragraphs and support them with explanations, examples and/or results.
- In your conclusion, say what you hope will happen.
- Use appropriate linking words.

A LETTER OF APPLICATION

- Use polite, formal language.
- Start with *Dear Mr/Mrs/Ms + surname*, if you know the name of the person you are writing to, and end with *Yours sincerely*, and your full name.
- If you don't know the person's name, start with *Dear Sir/Madam*, and end with *Yours faithfully*, and your full name.
- In your introduction, say why you are writing, who you are and which job you are applying for. Mention where you saw the job advertisement, if necessary.
- In the main body, describe your qualifications and experience making sure you mention only relevant information. Use a separate paragraph to talk about your qualities indirectly and your suitability for the job.
- End with a suitable expression (*I look forward to hearing from you, Thank you for considering my application, etc.*).

A LETTER OF COMPLAINT

- Use formal language. Be polite but firm.
- Start with *Dear Mr/Mrs/Ms + surname*, if you know the name of the person you are writing to, and end with *Yours sincerely*, and your full name.
- If you don't know the person's name, start with *Dear Sir/Madam*, and end with *Yours faithfully*, and your full name.
- In your introduction, state why you are writing the letter and what product or service you want to complain about. Be specific and use dates, if necessary.
- Group your complaints into 1-2 main-body paragraphs. Give details comparing the item/service advertised and what you have received.
- In your conclusion, write what you expect the result to be (*refund, replacement, apology, etc.*).
- End with a suitable expression (*I look forward to hearing from you, I would appreciate a response as soon as possible, etc.*).

AN ARTICLE DESCRIBING A PERSON/OBJECT/PLACE

- Use formal or semi-formal language.
- In your first paragraph, introduce the topic of the article (*the name of the person and your relationship with him/her, what the object is and how / how long you have had it or what the place is and its location*).
- In your main body, describe the person (*appearance and qualities/achievements*), object (*form and uses*) or place (*description and activities you can do there*).
- In your conclusion, write your feelings (*for the person, object or place*) and a recommendation (*for the object or place*).

A NARRATION OR A STORY

- Start or finish with the sentence given by the writing task, if provided, and make sure you write a story relevant to the task.
- In your introduction, set the scene of your story (*who the main characters were, where they were and what they were doing*).
- In the main body, you should describe what happened in chronological order. Don't forget to describe the characters' feelings to make your story more interesting.
- Use appropriate tenses and linking words.
- In your conclusion, write what happened in the end and how everyone felt.

A REVIEW

- Use semi-formal language.
- In your introduction, give some general information about what you are going to review (*a book, a film, etc.*). For a book, this might include the author, type of book and publication date. For a film, include the title, type of film, director and main actors.
- Describe the main characters and give a summary of the plot of the book/film, making sure you do not reveal the ending.
- In a separate paragraph, evaluate the book/film saying what you liked or didn't like about it (*writing style, symbolism, descriptions, action, etc.*).
- In your conclusion, summarise your opinion and make a recommendation (*whether it is worth reading or watching*).

AN OPINION ESSAY

- Use formal or semi-formal language.
- In your introduction, present the topic of the essay and clearly state your opinion.
- In the main body, you should give reasons for your opinion, and support them with appropriate explanations, examples and/or results.
- Use a separate main-body paragraph for each reason.
- Use appropriate linking words to list your reasons and introduce examples and results.
- In the conclusion, summarise your opinion.

A REPORT

- Use semi-formal language.
- Start your report by giving some general information with the following layout:
To:
From:
Subject:
- Your introduction should include the purpose of your report.
- Divide your report into sections according to the demands of the writing task. Give each section a subheading to make it easier to read.
- In your conclusion, summarise your opinion and make a recommendation.

AN ESSAY PROVIDING SOLUTIONS

- Use formal or semi-formal language.
- In your introduction, present the problem and mention its results.
- In the main body, you should suggest your solutions, and support them with appropriate explanations, examples and/or results.
- Use a separate main-body paragraph for each solution.
- Use appropriate linking words to list your solutions and introduce examples and results.
- In the conclusion, comment on the problem (*and its dangers*) and the hope that your solutions can help.

Useful Linking Words & Phrases

HOW TO EXPRESS ...

PURPOSE

to / so as (not) to / in order (not) to
so that

CAUSE/REASON

because, as, since, therefore,
due to the fact that, for this reason

CONDITION

if, unless, whether, whether ... or (not)
in case, in the event
on condition that, provided that
only if, otherwise, or else

CONTRAST

Although / Even though
In spite of / Despite the fact that
However, / Nevertheless, / Nonetheless,
On the one hand, / On the other hand,

HOW TO ...

ADD POINTS

In addition, Besides,
What's more, On top of that, (informal)
Furthermore, Moreover, (formal)

LIST POINTS

First, First of all, To begin with, To start with,
Secondly, After this/that,
Thirdly, Finally, Lastly, Last but not least,

EXPLAIN YOUR TOPIC SENTENCE

In other words, That is to say,
In fact, To put it another way,
This means that This is because
What I mean is (that) Indeed,

GIVE EXAMPLES

For example,
For instance,
Personally,
such as

GIVE RESULTS

As a result,
In this way,
Consequently,
By doing this,

START A CONCLUSION

To conclude, To sum up, Taking all the above into consideration,
All in all, On the whole,
In conclusion, Taking everything into account, All things considered,

HOW TO ...

SPEAK IN FAVOUR OF SOMETHING

sth is advantageous/beneficial/preferable/convenient/practical
has considerable advantages / has a lot to offer
offers a wide range of/various opportunities

AVOID EXCESSIVE USE OF "THEY"

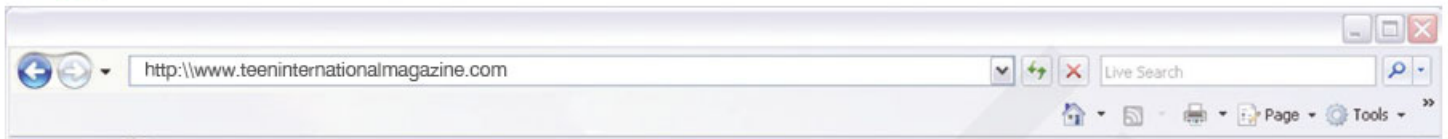
children, youngsters, young people, teenagers (13-19), adolescents
individuals, parents, teachers, pupils, students, learners, candidates
the elderly, senior citizens, the disabled, citizens
users, consumers, customers, shoppers
fans, supporters of, opponents of
the media, the government, local authorities, local councils
animal rights activists, environmentalists, scientists, ecologists

SPEAK AGAINST SOMETHING

sth is dangerous/risky/not recommended
has a negative impact/effect/influence on
has (considerable) disadvantages/drawbacks
entails/involves a lot of risk
can be destructive/detrimental/harmful to
may have destructive consequences for
(parents) should discourage/prevent/forbid
(children) from doing sth
there should be a ban/prohibition on
people should avoid (doing) sth



Task and model text



TEEN INTERNATIONAL MAGAZINE WEBSITE



Shopping Habits

Do you enjoy shopping? What are your shopping habits? We want students from all over the world to write and tell us where and when they go shopping, who they usually go with, what they spend their money on, who pays for their shopping and what other activities a shopping spree includes. The best article will be published in the next issue of Teen International Magazine. You should write 140-190 words.

Shopping is a great experience for me. I usually go shopping once or twice a month with my best friends. There are some great shopping malls available in our city, so we always pick one of them for our shopping spree.

I love T-shirts and I keep buying them, although I have a huge variety at home and my mum complains there is no room for them in my wardrobe. I also love earrings and I often buy a new pair for my collection.

Most of the time, I pay for the things I buy with my allowance, but my parents sometimes give me some extra money if there is something I really need. My friends and I always look around for bargains and try on several things before we actually buy something. We always look for items with reasonable prices, as we can't afford anything too expensive.

Shopping can be really exhausting, so our shopping spree often ends with a meal at a fast-food place. The best part of the day is hanging out with my friends. I love shopping and I can't wait for my next shopping spree!

Amanda, 13, Sydney



Analysis

1 Read the announcement on the website and find which questions you must answer in your article. Does Amanda answer all of them in her article?

1. Do you enjoy
2. What are
3. and do you go shopping?
4. Who
5. What
6. Who
7. What other

2 Match the titles with the paragraphs in the model article.

- a. Who pays for my shopping and how I spend my money
- b. Where and when I go shopping, and with whom
- c. What else I do when I go shopping
- d. What I like buying

3 Answer the questions about the model article using full sentences.

1. How often does Amanda go shopping?
2. Who does she usually go shopping with?
3. Where does she go shopping?
4. What does she prefer buying?
5. How does she pay for her shopping?
6. Does she buy expensive items? Why / Why not?
7. What else does she do on a shopping spree?

4 Find words/phrases in the model article which mean:

- | | | | | | |
|--------------------------------|---|-------|----------------------------------|---|-------|
| 1. large shopping centres (§1) | — | | 5. good, cheap items (§3) | — | |
| 2. ready for you to use (§1) | — | | 6. have the cash to buy sth (§3) | — | |
| 3. a day out shopping (§1) | — | | 7. very tiring (§4) | — | |
| 4. money you are given (§3) | — | | 8. spending time with (§4) | — | |

5 Read the model article again and mark the following statements as true (T) or false (F).

1. When you write an article, you usually start with "Dear ...".
2. You don't need a new paragraph for each task question. You can group them into 3-4 paragraphs.
3. Your language is semi-formal; that is, neither too formal nor too informal.
4. If you write an article for a contest, you shouldn't write your personal details (name, age, town).

➤ Describing habits

1 Make notes answering the following questions about yourself.

1. Do you like shopping? How would you describe it?
2. Where do you usually go shopping?
3. Who do you go shopping with?
4. When / How often do you go shopping?
5. What do you usually buy?
6. Who pays for what you buy? How?
7. What else do you do on that day?

2 Look at the example and turn your notes from exercise 1 into complete sentences.

1. *No: boring* — *I don't like shopping. I think it's boring.*
2. I usually go shopping
3.
4.
5.
6.
7.



Perfecting your writing

1 Can you say it in another way? Use the words/phrases given to rephrase the following sentences.

- | | |
|--|--------------------------------|
| 1. I'm always there for my friends. (count on) | My friends |
| 2. My room is full of posters. (covered with) | My room is |
| 3. I often visit stores in my neighbourhood. (local) | I often |
| 4. Eating out on Sundays is a habit for us. (tradition) | Eating out on Sundays is |
| 5. Let's ask the woman who works in the shop. (assistant) | Let's ask |

2 Put the words in the right order to make sentences.

- seems / price / very / This / reasonable
.....
- jacket / try / on / this / Can / I / ?
.....
- you / this / have / skirt / white / in / Do / ?
.....
- to / I / like / would / pay / cheque / by
.....
- variety / shoes / of / There / a / available / is
.....
- before / go / Let's / change / I / mind / my
.....
- has / Mum / the / say / always / final
.....
- home / at / I / my / have / own / bedroom
.....

3 Complete the following sentences with the linking words from the box.

like - and - if - but - so - although

- I buy lots of socks, I don't really need any because I already have a huge collection.
- My mum usually pays for my purchases I often use my monthly allowance as well.
- I like shopping for shoes sneakers or sandals.
- We often go out of town, we make sure we have all day available.
- there is something I really like, my parents usually buy it for me.
- I hate shopping walking around stores all day long.

4 Can you find and correct the following mistakes students have made in their articles? Explain.

- My mum usually pay for everything when we go shopping.
- I always make my shopping in a shopping mall.
- I go shopping usually with my friends.
- After our shopping spree, we are going out for coffee.
- I love jeans. I buy a new jean every time I go shopping.
- I love the T-shirts and I collect them.



Your task

Write your own article about your shopping habits to take part in the Teen International Magazine competition. Follow the instructions on the website and make sure you answer all of the questions. The following information will help you. You should write 140-190 words.

PLAN

- Introduction:** Say whether you like shopping and why / why not. Say where and when you go shopping, and with whom.
- Para 1:** Describe what you like buying (and why).
- Para 2:** Say who pays for your shopping and how you spend your money.
- Conclusion:** Describe what else you do on that day apart from shopping.
End with your first name, age and town.

USEFUL VOCABULARY

- shopping mall, local shops, shop assistant, purchase, items, sales
- expensive, bargain, reasonable price, available, various colours
- clothes, dresses, skirts, tracksuits, trainers, boots, jackets, jeans, gloves, T-shirts, jumpers, jewellery, gadgets, books, electrical devices, presents
- experience, compromise, hang out, enjoyable, exhausting, boring, thrilling
- pay, cash, cheque, credit card, allowance



Rewrite your corrected article here

Lined area for rewriting the corrected article.