

Student's Book Pack

Gateway

2nd Edition



David Spencer
















B2






+ Student's Resource Centre

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B2

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1 Study helpline



Vocabulary



Studying at university

1a SPEAKING Work with a partner. How many of these subjects do you know?

architecture • business studies • dentistry
 engineering • geology • law • medicine
 nursing • philosophy • politics
 psychology • sociology
 veterinary medicine

1b What other university subjects can you think of? Make a list.

1c Which of the subjects in 1a and 1b interest you?

2 SPEAKING Work with a partner. Read part of an email and decide if the words in red are nouns or verbs. What do you think they mean?

✕

Most of the students I've met so far are **undergraduates**. But there are others who've already **graduated** and are studying to get a second **degree** or a **master's**. On my **course** I have about 12 hours of **lectures** a week and I attend a couple of **tutorials**, too. Throughout the **term**, there's **continuous assessment** of our **coursework** and **assignments** – my **tutor** gives me a **grade** or **mark** for each piece of work. There are usually exams too, so, of course, I need to keep my **notes** up-to-date and **revise**. In some cases, if you **fail** an exam, you can **resit** it. But don't worry, that won't happen to me – I'm sure I'll pass!! What about you? How is life going at your university?

3 Now use a dictionary to check any words in 2 that you are not sure about. When using a dictionary, remember that many English words have more than one meaning and can have more than one form (e.g. they can be a noun *and* a verb).

4 LISTENING 01 Listen to the vocabulary quiz. Answer the eight questions with words from 1 and 2.

Life at university

5 Complete the sentences with words a–g.

- 1 Some people don't want to study in their country. They want to study ...
- 2 At university it's usually easy to make new ...
- 3 When you live away from home, you become more ...
- 4 Students who don't live at home often live in a hall of ...
- 5 If you haven't got enough money to pay for your studies you can apply for a student ...
- 6 At university, there are lots of clubs that organise extracurricular ...
- 7 Universities have gyms, libraries, language centres and other ...

- | | |
|--------------|---------------|
| a abroad | e independent |
| b activities | f friends |
| c residence | g facilities |
| d loan | |



6a Complete the questions with the words a–g in 5.

- 1 Do you do any extracurricular
- 2 What special for students are there in your school?
- 3 Do you find it easy to make new
- 4 Have you become more in the way you study? How?
- 5 Would you like to study, in the UK or the US, for example?
- 6 Would you prefer to live at home or in a hall of
- 7 Is it easy to get a student in your country if you don't have enough money to study?

6b SPEAKING Use the questions to interview your partner.



1 **SPEAKING** Work with a partner. Do you think you can study the things above at university? Why/Why not?

2 **READING** Read the comments (a–e) from an Internet forum and match them to pictures 1–5.

a b c d e

EXAM SUCCESS

In reading activities where you match questions with texts, remember that the words in the question may not be exactly the same in the text.

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3 **Match the people (a–e) with the questions below.**

Which person ...

- is excited about going to a particular place for their course? 1
- is confident about their future thanks to their course? 2
- thinks it's as valid to study modern culture as older culture? 3
- believes that people think their subject is all practice and no theory? 4
- thinks other people would like to study their course? 5
- clearly prefers the practical side of their course? 6

4 **CRITICAL THINKING**

Think! Then compare ideas with your class.

- Are these subjects too specialised, in your opinion?

5 **What do the underlined words in the text mean? Guess and then check in your dictionary.**

6 **SPEAKING** What about you?

Which of these subjects would you most like to study? Why?

Student **CHAT ROOM**

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UNUSUAL DEGREES

28th October

a **Kat** 19.10 reply Like



I'm having a brilliant time at uni at the moment. The only problem is that I'm not studying a typical subject like engineering or business studies. I'm doing baking technology management. Some people think that all I do is bake bread and cakes. But there is a lot more to it than that. It's true that on Wednesdays and Fridays we always do practical assignments, but on the other days we do essays and exam preparation like everybody else. There's another thing that drives me mad. People are forever asking me to make them their favourite cake!

b **Jsm95** 19.25 reply Like



My first degree course wasn't very unusual. I did sociology. But now I'm in the middle of a master's course entitled 'The Beatles, Popular music and Society'. When I tell people, usually they'll start singing an old Beatles tune. Then they'll ask me why I'm wasting my time studying pop music. I don't see why they think it's OK to study classical music or literature but not the music and words of a group that changed the modern world. Anyway, what somebody studies is always a very personal choice.

c **Brad** 19.40 reply Like



I'm doing a degree that's relatively new, Digital and Social Media. People think that I spend all day on social media networks. Of course, I enjoy using social media, but the degree goes into the whole area in great depth. We even study things like the philosophical and ethical implications of social media. But for me the best thing about the course is that it's very hands-on. For example, we get 12 weeks of work experience in a digital agency. Maybe that's why 91% of students who study this course find a job as soon as they graduate.

d **MikeyS** 19.50 reply Like



You guys have it easy! People never stop asking me where my helmet is when I tell them that I'm doing Viking studies. I suppose that it does seem a strange thing to study, but I've always been fascinated by the Vikings. That's why I decided to specialise. People usually think that, because it's so specialised, there isn't much to do. It's just the opposite! We study Scandinavian languages, and learn about contemporary Danish and Icelandic culture. Undergraduates spend their third year in a Scandinavian university, which I'm looking forward to. And no, we don't need to wear Viking helmets when we're there.

e **Kooks** 20.10 reply Like



People are usually really jealous when I tell them that I'm studying surf science and technology. It's only a two-year course, but we do a whole variety of subjects, including the history of surfing, sports psychology, and practical work creating a dynamic surfboard. What I really like about the course are the other students. We all share the same passion for surfing, so it means we all get on really well and work together as a team.

Present simple, present continuous and present habits

1a Look at the verbs in these sentences and name the tenses.

- 1 On Wednesdays and Fridays we always **do** practical assignments.
- 2 I'm **having** a brilliant time at the moment.
- 3 People **study** better when they're interested in the subject.
- 4 People **are** forever **asking** me to make them a cake.
- 5 They **think** that there isn't much to do.

1b Read the explanations and match them with the sentences in 1a.

- a We use the **present simple** for routines and habits.
- b We use the **present simple** for things that are generally or always true.
- c We use the **present simple**, not the present continuous, for verbs that describe states and situations, not actions.
- d We use the **present continuous** for actions that are happening at or around the moment of speaking.
- e We can use the **present continuous** with *always*, *constantly*, *continually* or *forever* for habits that annoy or irritate us.

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2 Choose the correct alternative.

- 1 Thanks to you, I understand/am understanding now.
- 2 The Moon goes/is going round the Earth.
- 3 Listen! Somebody comes/is coming.
- 4 Temperatures get/are getting higher each year.
- 5 My brother usually walks/is usually walking to the university, but this week he goes/is going by bus.
- 6 Do you wear/Are you wearing a uniform at your school?
- 7 I don't agree/am not agreeing that it's better to study at home.
- 8 That course sounds/is sounding really interesting.

3a PRONUNCIATION 02 Listen to the sentences and mark the word which the speaker stresses most.

- 1 They're constantly arriving late.
- 2 You're always saying that.
- 3 She's forever complaining.
- 4 He's continually talking about football.

3b Practise saying the sentences with the stress on the correct words.

4a Complete the dialogues with the present simple or present continuous form of these verbs.

coach • leave • play • say • study

- 1 **A:** What's the matter?
B: It's my brother. He music loud.
- 2 **A:** Why isn't your sister here?
B: She's at the Language Academy. She Italian on Wednesdays.
- 3 **A:** You're angry with me, aren't you?
B: Yes, I am. You your dirty plates on the table.
- 4 **A:** Why don't you like this TV presenter?
B: He the same things.
- 5 **A:** Are you coming on the trip on Saturday?
B: I can't. I the junior basketball team and there are matches every Saturday.

4b SPEAKING Work with a partner. Practise saying the dialogues using the correct word stress.

5 SPEAKING Talk about things people do that annoy you.

Present perfect simple and present perfect continuous

6a Match sentences 1–4 with the explanations of their uses a–d.

- 1 We've **been** here for four weeks.
 - 2 I've **met** lots of interesting people.
 - 3 I've **just realised** something.
 - 4 I've **made** a timetable. It's on my wall.
- a An action which started in the past and continues in the present
 - b An action that happened at an unspecified moment in the past
 - c A past action which has a result in the present
 - d An action which finished very recently

6b Look at these sentences. Which is present perfect simple and which is present perfect continuous? How do we form these tenses?

- 1 I've **been studying** here for a month.
- 2 I've **joined** three clubs.

6c Which tense gives more importance to ...

- 1 the completion and result of an action?
- 2 the process and duration of an action?
- 3 how many times an action happens?
- 4 an action that is incomplete or has finished recently?

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7 SPEAKING Work with a partner. These words often go with the present perfect simple or present perfect continuous. Talk about why and how we use the words.

- | | |
|---------|-----------|
| 1 for | 5 just |
| 2 since | 6 already |
| 3 ever | 7 yet |
| 4 never | |

8 Rewrite the sentences using the correct tense. Correct the words in bold.

- She's been failing six exams.
- I've lived here **for** 2012.
- We've been to that city in 2008.
- I've done this assignment for two weeks, but I haven't finished yet.
- My friend has been having an accident.
- That artist has been painting more than a hundred paintings.
- They've been revising for that exam **since** five hours.
- Oh no! My keys and my wallet! I lost them.
- I haven't been doing this exercise yet.
- I've waited here for a bus for 20 minutes.



9a Complete the questions with the present perfect simple or present perfect continuous.

- How long have you ...?
- How long have you been ...?
- Have you ever ...?
- How many times have you ...?
- What have you been ...?
- Have you just ...?

9b SPEAKING Interview your partner with the completed questions. Tell the class one interesting thing you found out about your partner.

do and make

1 Look at these words. Do they usually go with do or with make? Make two lists.

a cake • a course • a decision • an assignment
an exam • a noise • chores • friends • homework
the dinner • the shopping • the washing • well

2 Complete the rules with do or make.

- We usually use with work at school or university.
- We usually use with work around the house.
- We usually use with things we produce, create or construct.
- We usually use when we talk about activities in general.
- We use with these words: *a mistake, a decision, a noise, friends, an appointment, an effort, an excuse, money, progress, a phone call, a plan, a promise, an offer, a suggestion.*
- We use with these words: *your best, a favour, business, sport, your hair.*

3 Complete the text with the correct form of do or make.

Last year a good university (a) my brother an offer to study electronic engineering there. He (b) the decision to accept their offer. He has to (c) a lot of work, but his tutors say that he (d) very well at the moment and that he (e) a lot of progress. He has to (f) a lot of theoretical exercises, but he also has to (g) practical assignments. Right now, for example, they (h) a simple computer from old parts. The only problem is that my brother is becoming unhealthy because he never has time to (i) sports and he always eats out because he doesn't have time to (j) the shopping or (k) lunch or dinner. My mum says he needs to (l) an effort to (m) those simple chores, but I understand that it's hard. There isn't time to (n) everything!

4a Choose three expressions with do and three with make. Use the expressions to write questions to ask other people in your class.

*What do you think is the best way to make new friends?
How do you feel when you make mistakes speaking English?
What course would you like to do at university?*

4b SPEAKING Interview as many people as possible with your questions.

Managing study time

ACADEMIC SKILLS OBJECTIVES

- To think about how you manage your study time.
- To learn some tips for saving time when you're studying.
- To plan your study time for the next few weeks.

KEY CONCEPTS

distract [v]/distraction [n]: The television can distract you/be a distraction while you're studying. **put off [v phr]:** Do it today, don't put it off until tomorrow! **disturb [v]:** Please don't come to my room and disturb me. I need to concentrate. **deadline [n]:** The deadline for the assignment is Friday. That's the last day you can hand it in. **prioritise [v]:** We need to learn to prioritise, and do everything in order of importance.

1a Read the statements in the quiz. Decide how true each one is for you – very true (VT), quite true (QT) or not true (NT).

ARE YOU A GOOD TIME MANAGER?

- | | VT | QT | NT |
|---|----|----|----|
| 1 I sometimes arrive late to class. | | | |
| 2 I'm not very sure what lessons I have each day. | | | |
| 3 I often have to finish assignments quickly at the last minute. | | | |
| 4 I sometimes hand in work late. | | | |
| 5 I sometimes forget to hand in homework or assignments. | | | |
| 6 I take a long time to get myself ready to do homework or assignments. | | | |
| 7 I'm quite easily distracted when I'm studying or doing homework. | | | |
| 8 I don't have much time to relax from schoolwork. | | | |

1b **SPEAKING** Work with a partner. Are your answers similar? Read the key below and then discuss.

- If you replied 'not true' to most answers, you seem to have very good time management. What techniques do you currently use and are there ways you could still improve?
- If you replied 'very true' or 'quite true' to most answers, you need to work on your time management. Do you have any ideas about what you could do to improve?

2 **SPEAKING** Work with a partner. Look at these headings from a study guide about effective time management. What advice will each section give?

- A Don't keep putting things off until later
- B Start small and easy
- C Enjoy more free time!
- D Use a timetable, study planner or diary
- E Work backwards from deadlines
- F Watch out for distractions
- G Expect the unexpected

3 **READING** Read the text and match each heading with the correct section.

Effective time management

1

This is essential. Students are busy people. There are always lessons to go to, homework and assignments to do, and exams and tests to prepare for. The only way you can remember all that is by having it written down somewhere. Write down everything you need to do as soon as you find out about it and make sure you check it at the start and end of each day.

2

Many people find that the most difficult part of doing an assignment, homework or revision is getting started. And so they suddenly find excuses for not beginning. They need to check their emails, see if they have any text messages, prepare a hot drink ... Decide on a specific time to start and finish the work you need to do, and stick to these times. Remember, the sooner you start, the earlier you finish.

3



Sometimes a piece of work seems so long and difficult that we don't know where to begin. But remember the Chinese saying: 'The longest journey begins with just one step.' So start small. Break a big task into smaller pieces.


Another trick can be to do the easiest part of the task first. This can encourage you to continue.



4 Read the text again and answer these questions.

- 1 Why does the author recommend using a diary, timetable or study planner?
- 2 What is the advantage of starting work on time?
- 3 Why is it useful to 'start small'?
- 4 What things does the author mention that can distract you from your work?
- 5 Is it fair to blame the bus or broken technology for not handing work in on time?
- 6 How do you 'work backwards from deadlines'?

5  **LISTENING**  **03 Watch or listen to four students talking about their time management. What issues do they ask for advice about?**

6  **03 Watch or listen again. Make notes of Deana's tips to the students about their time management.**

Student	Deana's tips
Sam	
Vanessa	
Bea	
Chris	

7 **SPEAKING** **Work with a partner. Which of the ideas in the video/listening do you ...**

- 1 do already?
- 2 think are a good idea to try out?

LIFE TASK



You want to manage your time better.

Follow this plan:

- 1 Make a list of all the schoolwork that you know you have to do in the next few weeks, plus the deadline for each piece of work.
- 2 Work backwards from the deadline dates and decide when you should start each piece of work.
- 3 Write a plan for the next few weeks. Mark the work which is most urgent in one colour, and the work that can wait in another.
- 4 Now make signs with the five most useful tips for you to manage your study time better. Keep them with you or in your room and make sure you follow the advice.



Don't let yourself get distracted and be particularly careful with technology. It may be OK to check your phone for urgent messages once or twice. But using social media networks is bound to keep you from your work. No excuses – there's a time to study, and another time to check out your friends' latest posts or a new viral video. Also, ask your family politely not to disturb you between specific times.



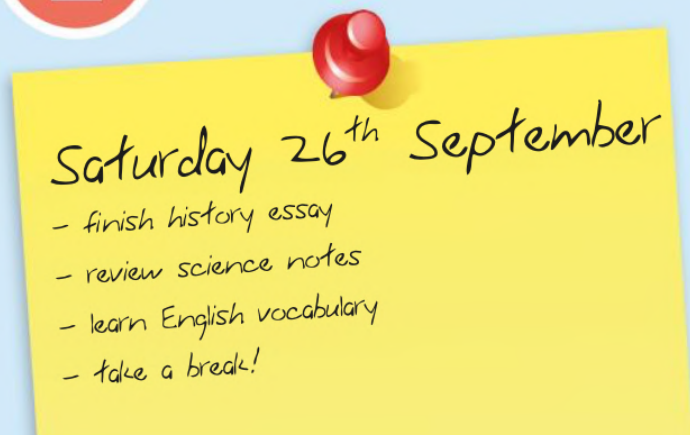
If you go to school by bus, remember that the bus can sometimes be late. If you need to use a computer or printer for an assignment, have a plan B if the technology breaks down. What you can't do is blame the bus five times a week, or spend a week making the excuse that you couldn't print out your homework.



When you know the deadline for handing in a piece of work, calculate how long you need to do it. Remember to include any reading or research. Decide if you need to do a draft version first. Finally, decide how long you need to write up your final version. Calculate the total time you need and, with your diary, check when you think you can fit the work in. With all of that information, decide when you need to start in order to finish before the deadline.



The good news is that when you use efficient time management strategies, you should finish work earlier and have more time to relax!





1 SPEAKING Work with a partner. Look at these statements made by students about revising for exams. Which ones do you think are a good idea?

- 1 Reading your notes again and again is useful.
- 2 It's good to revise with other students.
- 3 I always go to the library to revise.
- 4 I revise by reading my notes and then asking somebody to test me.
- 5 I can't stand revising so I leave all my revision to the last week before the exams.
- 6 I feel stressed when I revise so I go running or swimming regularly to help me relax.
- 7 My revision strategy involves drinking lots of coffee and going to bed late.
- 8 I always need to take a break after 45 or 50 minutes of study.
- 9 The last thing I do before the real exam is do a practice exam.
- 10 I avoid revising everything. I just revise some of the topics and hope they come up in the exam.

2 LISTENING 04 Listen to two teenagers talking about revision. Which three ideas in 1 does the boy mention? Has he prepared well for the exam or not?

3 04 Listen again and choose the best answer.

- 1 Last night the boy ...
 - a didn't sleep at all.
 - b didn't sleep much.
 - c slept badly because of nerves.
- 2 The students found out about the exam ...
 - a four weeks ago.
 - b yesterday.
 - c four days ago.
- 3 On Fridays the boy ...
 - a goes out.
 - b does sport.
 - c revises.
- 4 The boy ...
 - a doesn't understand all the exam topics.
 - b doesn't like some of the exam topics.
 - c hasn't got notes for all the topics.
- 5 The boy thinks he isn't going to pass the exam as ...
 - a he needs to answer all the questions.
 - b he's studied the wrong topics.
 - c he's studied last year's exam.

4 SPEAKING What about you?

- 1 Have you ever had a bad experience in a test or exam? What happened? Was it because you didn't prepare?
- 2 What is your top tip for doing well in exams? Why?



Gerunds and infinitives – 1

1 Match statements 1–10 in Listening exercise 1 with these rules.

We use the **gerund**

- a as the subject/object of a sentence. 1
- b with go to talk about physical activities.
- c after prepositions.
- d after verbs of liking or disliking (except when the verb goes with *would*, e.g. *would like*, *would prefer*).
- e after certain verbs like *admit*, *avoid*, *consider*, *involve*, *risk*, *suggest*.

We use the **infinitive**

- f to explain why somebody does something.
- g immediately after adjectives.
- h after *too*, *enough*, *the first*, *the last*.
- i after certain verbs like *agree*, *appear*, *arrange*, *ask*, *decide*, *expect*, *forget*, *help*, *learn*, *manage*, *need*, *promise*, *try*, *want*.

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2a Choose the correct alternative.

TWO UNUSUAL REVISION TECHNIQUES

It's amazing (a) thinking/to think how much revision we do while we're at school or university. The problem is that (b) revising/to revise can quickly become boring and repetitive. It's important (c) using/to use a variety of different revision techniques for (d) keeping/keep revision as effective as possible. Instead of (e) doing/to do the same old things, here are two unusual techniques that might work for you.

1 (f) Leaving/To leave revision cards all around your house can help (g) checking/to check what you've learnt. Put cards in the bathroom, kitchen, living room ... everywhere. The idea is that you can revise and learn something even when you go to the kitchen cupboard (h) getting/to get a biscuit! But remember that it's essential (i) having/to have a real break from time to time.



2 Most people enjoy (j) singing/to sing, even if they don't actually sing very well. Some experts suggest (k) singing/sing your revision notes to the tune of a song that you like.



You can sing your notes all day long, even when you walk to school, go (l) cycling/to cycle, or do sport. Basically, music appears (m) helping/to help us to remember more. But don't forget (n) keeping/to keep your voice down in the exam when you're singing your notes to yourself! And check that people in your family don't mind (o) listening/to listen to you revising at home all weekend!

2b SPEAKING Work with a partner. Would you use either of these techniques? Why/Why not?

3 Is the gerund or infinitive used correctly in each sentence? If not, rewrite it.

- 1 I've been studying hard so I expect passing the exam.
- 2 She suggested to study together that evening.

- 3 We arranged to meet in the library.
- 4 My friends appeared finding the exam easy.
- 5 I was happy because I managed passing the exam with 90%.
- 6 Please promise not to cheat again!
- 7 You risk to fail if you don't start studying soon.
- 8 Have you ever considered to study another language?

4 Complete this exam advice with the gerund or infinitive form of the verbs given.

- 1 Plan your time at the start to make sure that you have enough time (finish) the exam.
- 2 (Start) the exam before you have read all the questions can be a bad idea.
- 3 We suggest (take) more than one pen or pencil to the exam.
- 4 Don't write too fast or carelessly to avoid (create) a bad impression.
- 5 Think about (leave) yourself time (check) your work at the end.
- 6 Check that you know how many questions you need (complete) because sometimes not all questions are obligatory.
- 7 Try (answer) all the questions that are obligatory.

5a Work with a partner. Complete these questions with the gerund or infinitive form of an appropriate verb.

- 1 Do you enjoy in the evening?
- 2 When you sleep, do you ever dream of ?
- 3 Have you ever thought of ?
- 4 Do you find it difficult ?
- 5 Have you ever considered ?
- 6 Do you think that you are brave enough ?
- 7 Would you like to be the first person ?
- 8 Are you interested in ?
- 9 At the weekend, do you ever go ?
- 10 Next year do you want ?

5b SPEAKING Interview other students using your questions. Tell the class some of the things you discovered.



Giving personal information - preferences

1 Read questions 1–6 and match each one with one of the categories a–d.

- 1 What do you like about the place where you live?
- 2 What would you like to do when you finish studying at school?
- 3 Are you happier studying alone or with other people?
- 4 What things do you enjoy doing with your friends?
- 5 Do you like going to parties?
- 6 Are you happier doing mental or physical work?

- a your home and family
- b your interests
- c your studies/work
- d your plans for the future



2 LISTENING 05 Listen to six students answering the questions in 1. Match each student to one of the questions.

- | | |
|-----------------|-----------------|
| Student A | Student D |
| Student B | Student E |
| Student C | Student F |

3 05 Listen again. Does each student give a reason or any personal details to support their answer? Is it a good idea to give reasons and/or personal details? Why/Why not?

4 SPEAKING Work with a partner. Take it in turns to ask and answer the questions in 1. Remember to give reasons and personal details.

5 Look at the different ways of expressing preferences in the Speaking bank and then do exercise 6.

SPEAKING BANK

Expressing preferences

prefer

- I prefer to work alone.
- I prefer revising alone.
- I prefer studying alone to studying with other people.

would prefer

- I'd prefer to be a translator (than a musician).
- I'd prefer not to study music.

would rather

- I'd rather live in a big city.
- I'd rather not live in a small town.
- I'd rather study than work.

6 Put the verbs in the correct form.

- 1 I prefer (play) football to (do) homework.
- 2 I'd rather (go) by bus than (walk).
- 3 She'd prefer (not stay) in at the weekend.
- 4 She prefers (write) essays by hand.
- 5 He'd rather (write) a project than (do) an exam.
- 6 I'd prefer (go) by train than (fly).

PRACTICE MAKES PERFECT

7a SPEAKING Work with a partner. Ask and answer the questions. Remember to give reasons and personal details and to use expressions from the Speaking bank.

Student A: Ask these questions.

- 1 Which subject(s) do you prefer studying?
- 2 Would you rather study at home or in a library?
- 3 Would you like to have an end-of-year school trip this year or would you prefer to go somewhere with your family?

Student B: Ask these questions.

- 1 Would you prefer to study in your country or abroad?
- 2 Do you prefer studying with books or using a computer?
- 3 Would you rather have a school uniform or wear what you like?

7b Change partners and repeat.

An informal email replying to a request for information



- 1** Read this email from a British girl called Amy to a friend who lives in Italy. Underline the four main pieces of information that Amy asks for.

✉

Hi!

Sorry I haven't written for a long time, but I've been revising hard for exams. I've finished them all now 😊 I hope I've passed! What about you? What have you been doing recently?

I've got some great news! I spoke to my parents about your invitation to take part in an exchange programme this summer, and they say that I can! Which month do you think is better, July or August?

By the way, I'd really like to learn more of your language when I'm there. What do you think is the best way for me to do that?

Then after I've spent some time with you in Italy, you'll come back with me and visit my family here in England. Please let me know what type of things you'd like to do here.

Anyway, I'm going out with my friends now to celebrate the end of our exams. I'll tell you all about it in my next email. Write back soon!

Best wishes,
Amy

- 2** Look at the style of the email in 1. What things in it are typical of informal emails?
exclamation marks

- 3** Look at the Writing bank. Match these topics with the groups of expressions. Can you add any other expressions?

- 1 Changing topic
- 2 Signing off
- 3 Greetings
- 4 Opening remarks
- 5 Asking about someone's health and activities

✍ WRITING BANK

Useful expressions in informal emails

- *Hi, Dear ...* (a) 3
- *Thanks for your last email, It was great to hear from you, Sorry I haven't written for a long time, I'm writing to tell you about ...* (b)
- *What about you? How are you? How are things? Are you doing exams/on holiday at the moment? What have you been doing?* (c)
- *By the way, Anyway,* (d)
- *Write back soon, That's all for now, Bye for now, Best wishes, All the best,* (e)

- 4** Work with a partner. Imagine that you have received Amy's email. Make notes about the information she wants.

What have you been doing recently? – assignments at school, went away with family last weekend, started going to the gym ...

- 5** You are going to write a reply to Amy. With your partner, make a paragraph plan. Decide what information to include in each paragraph.

Paragraph 1 – Thank Amy for her letter. Tell her what you've been doing.

- 6 PRACTICE MAKES PERFECT** Write your reply to Amy. Use your notes and paragraph plan to help you. Make sure that you include all of the information she needs. Write between 120 and 150 words.

WRITING BANK > PAGE 150

✓ EXAM SUCCESS

In this type of writing exercise, follow the instructions carefully. You lose marks if your reply does not include all the necessary information or if it is not in the correct style.

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