

**CITY & GUILDS IESOL**

**EXAM HELP**

**WRITING**

## **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 City & Guilds IESOL exam. The booklet will focus on three exam level, B1, B2 and C1.

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

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## 2. The Structure of the Writing tasks

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 B2 or C1 IESOL exam. You will have 2 hours and 10 minutes for BOTH the reading and writing sections at 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 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

<b>B1</b>		
Part 1	Identify and correct errors in a short text	Maximum mark: 8
Part 2	Respond <u>formally</u> to input text Write 70-100 words Style: rather formal/neutral Intended audience stated in the instructions (public) B1: article, email, letter etc.	Maximum mark: 12
Part 3	Produce an informal letter to a friend Write 100-120 words Style: informal Instructions include 2 functions that need to be covered (describe, suggest, invite etc.)	Maximum mark: 12
<b>B2</b>		
Part 1	Respond <u>formally</u> to written, graphic or visual input Possible input: letter, poster, diary, timetable, leaflet, graph, table, e-mail, schedule etc. Style: formal Intended audience stated in the instructions (public, formal) Write 100-150 words Cover the four content points given in bullet point list B2: letter/report/e-mail	Maximum mark: 12
Part 2	Write a <u>personal</u> letter, a narrative or a descriptive composition Style: informal Intended audience stated in the instructions Instructions include 2 functions that need to be covered (evaluate, persuade, invite etc.) Write 150-200 words Long text on one topic	Maximum mark: 12
<b>C1</b>		
Part 1	Respond <u>formally</u> to written, graphic or visual input Possible input: letter, poster, diary, timetable, leaflet, graph, table, e-mail, schedule etc. Style: formal Intended audience stated in the instructions (public, formal) Write 150-200 words C1: letter/report/article/essay	Maximum mark: 12
Part 2	Write a <u>personal</u> letter, a narrative or a descriptive composition 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 Long text on one topic	Maximum mark: 12

### 3. The Assessment of Writing tasks

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, Grammar, Vocabulary and Structure. There are four levels of performance with a corresponding mark in each of the above criteria: First Class Pass, Pass, Narrow Fail and Fail. 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 a Pass (12 points at B2 and C1 level).

#### Grade table for Writing section for B1

Grade	Total marks: 32
FCP	26-32
<b>PASS</b>	<b>16-25 (50%)</b>
NF	14-15
F	13

#### Grade table for Writing section for B2 and C1

Grade	Total marks: 24
FCP	20-24
<b>PASS</b>	<b>12-19 (50%)</b>
NF	11
F	0-10

#### The four criteria of the mark schemes explained

Criterion	Task fulfilment (0-3 points)	Grammar (0-3 points)	Vocabulary (0-3 points)	Structure (0-3 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, appropriacy and accuracy 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 heavily rely 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

<b>B1</b>	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.		
<b>Task Fulfilment</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Structure</b>
<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>

### Mark Scheme for B1 level

	<b>Task Fulfilment</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Structure</b>
<b>3</b> First Class Pass	Fully satisfies the demands of the task. Responds to all four content points fully and effectively.	Grammar appropriate to level and mostly accurate.	Good range of vocabulary on general topics, accuracy is high. Errors don't impede communication.	Cohesive & coherent text appropriately using a full range of linguistic devices. Few if any punctuation errors.
<b>2</b> Pass	Mainly satisfies the demands of the task. Responds to at least three content points appropriately.	Adequate range of grammar used with no impeding errors.	Good control of elementary vocabulary, major errors when expressing unfamiliar or complex topics.	Cohesive & coherent text adequately using a range of linguistic devices. Punctuation errors do not impede communication.
<b>1</b> Narrow Fail	Partially satisfies the demands of the task. Responds to at least two content points appropriately.	Many errors, sometimes difficult to follow.	Narrow repertoire. Frequent errors make message difficult to follow.	Attempts to use linguistic devices though not always consistent. Errors, including punctuation, make the text difficult to follow.
<b>0</b> Fail	Does not satisfy the demands of the task. Responds to one or none of the content points appropriately.	Little language or such poor control as to affect the communication of the message.	Very basic repertoire for everyday situations.	Lacks cohesion and/or uses linguistic devices inappropriately. Punctuation errors make the text almost impossible to follow.



### CEFR descriptors related to assessment criteria – B2 level

<b>B2</b>	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.		
<b>Task Fulfilment</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Structure</b>
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.

### Mark scheme for B2 level

	<b>Task Fulfilment</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Structure</b>
<b>3</b> First Class Pass	Fully and appropriately addresses all four content points satisfying the demands of the task, with good expansion & support.	Broad range of grammar used with clarity, assurance and precision.	A good command of a broad repertoire. Good command of idiomatic expressions. No serious errors.	Few if any errors of coherence, structure or punctuation.
<b>2</b> Pass	Mainly satisfies the demands of the task, covering at least three content points with adequate expansion of the topic / content points.	Adequate range of grammar used, with no impeding errors.	Good range of vocabulary on general topics, accuracy is high. Errors don't impede communication.	Cohesive & coherent text adequately using a range of linguistic devices. Punctuation errors do not impede communication.
<b>1</b> Narrow Fail	Responds to at least two content points. Partially satisfies the demands of the task, with little expansion of the topic / content points.	Relatively narrow range of grammar used, with some impeding errors.	A range capable of describing situations only relating to him/herself, e.g. family, hobbies, work. Errors make understanding difficult.	Attempts to use linguistic devices though not always consistent. Errors, including punctuation, make the text difficult to follow.
<b>0</b> Fail	Does not satisfy the demands of the task, responding to only one or none of the content points appropriately. No expansion of the topic <b>OR</b> off topic.	Only a rudimentary range of grammar used. Many errors, often difficult to follow.	Only a rudimentary range of vocabulary used. Many errors, often difficult to follow.	Lacks cohesion and/or uses linguistic devices inappropriately. Punctuation errors make the text almost impossible to follow.

### CEFR descriptors related to assessment criteria – C1 level

<b>C1</b>	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.		
<b>Task Fulfilment</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Structure</b>
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 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. 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.

### Mark scheme for C1 level

	<b>Task Fulfilment</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Structure</b>
<b>3</b> First Class Pass	Fully and appropriately satisfies the demands of the task, with good expansion and support.	Extensive range of grammar used with clarity, assurance and precision	Extensive range of vocabulary used with clarity, assurance and precision.	Very few if any errors of coherence, structure or punctuation.
<b>2</b> Pass	Mainly satisfies the demands of the task, with adequate expansion of the topic.	Adequate range of grammar used, with no impeding errors.	Adequate range of vocabulary used, with no impeding errors.	Cohesive & coherent text adequately using a wide range of linguistic devices. Punctuation errors are difficult to spot & do not impede communication.
<b>1</b> Narrow Fail	Partially satisfies the demands of the task, with little expansion of the topic.	Relatively narrow range of grammar used, with some impeding errors.	Relatively narrow range of vocabulary used, with some impeding errors.	Attempts to use linguistic devices though not always consistent. Errors, including punctuation, make the text difficult to follow.
<b>0</b> Fail	Does not satisfy the demands of the task, with no expansion of the topic <b>OR</b> off topic.	Only a rudimentary range of grammar used. Many errors, often difficult to follow.	Only a rudimentary range of vocabulary used. Many errors, often difficult to follow.	Lacks cohesion and/or uses linguistic devices inappropriately. Punctuation errors make the text almost impossible to follow.

**CEFR descriptors for B1, B2 and C1**

	<b>Task Fulfilment</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Structure</b>
<b>B1</b>	<p>Can write accounts of experiences, describing feelings and reactions <b>in simple connected text</b>.</p> <p>Can write <b>straight-forward, detailed descriptions</b> on a range of familiar subjects within his/her field of interest</p>	<p><b>Uses reasonably accurately a repertoire of frequently used routines and patterns</b> 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><b>Sufficient vocabulary to express him/herself with some circumlocutions</b> on topics such as family, hobbies and interests, work, travel, and current events.</p>	<p>Can link <b>a series of shorter discrete elements into a connected, linear text</b>.</p>
<b>B2</b>	<p>Can write <b>clear, detailed descriptions</b> 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 <b>a relatively high degree of grammatical control</b>. Does not make errors which cause misunderstandings.</p>	<p>Has <b>a sufficient range of language</b> 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><b>Can use a limited number of cohesive devices</b> to link his/her sentences into clear, coherent text, though there may be some 'jumpiness' in a longer text.</p>
<b>C1</b>	<p>Can write <b>clear, detailed, well-structured and developed</b> descriptions and imaginative texts in an assured personal, natural style appropriate to the reader in mind.</p>	<p><b>Consistently maintains a high degree of grammatical accuracy</b>; occasional errors in grammar, collocations and idioms.</p>	<p>Has <b>a good command of a broad range of language</b> 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 <b>controlled use of organisational patterns, connectors and cohesive devices</b>.</p>



## 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.

#### 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** persuading your friend to go somewhere you'd prefer.*

#### TIP #3

Don't waste time with letter headings as it is not a requirement. 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 4 content points** given in the instructions (if they are given). 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:*

- *whether you agree that the title of the graph is accurate*
- *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 to 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. You will probably get 1 or 0 marks for Task Fulfilment if your piece is much shorter than the minimum and if it is longer, you might get 1 mark less 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 answer the questions and write down **brief** points on what you are going to say to answer each point. 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.*
- *Make sure your handwriting is legible.*
- *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.*
- *Watch your time.*

## 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 our Qualifications Handbook 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 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.

B2	C1
<b>Relative clauses</b> eg: My neighbour, who was good friends with my father at the time, was knocking on the door.	
<b>Participle clauses - Present</b> Opening the window, I accidentally cut my finger.	<b>Participle clauses - Past</b> When taken twice, this pill can reduce anxiety.
<b>Present perfect simple and continuous</b> I have been working for this company for 5 years. This is the first time I have flown on an aeroplane.	
<b>Past perfect</b> They had already left by the time I realised this.	<b>'Would' expressing past habit</b> 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.
<b>0, 1st, 2nd, 3rd conditionals</b> If I knew him, I'd call him. If I had studied harder, I would have passed the exam.	<b>All conditionals including mixed conditionals</b> 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.
<b>Simple passive with a number of tenses</b> This book was written by Jane Austen.	<b>All passive structures</b> This book is said to be good.
<b>Question tags</b> You love him, don't you?	
<b>Causative with have and get</b> I got my uncle to fix my car.	
<b>Verb + infinitive or gerund</b> I suggest going to the cinema. I want to go home.	
<b>Reported speech</b> He said he would do it. He asked me to go with him.	
<b>Range of modals</b> should/might/may/needn't/need to/I'd rather/ought to/must/mustn't/can't	<b>Range of modals, past and present</b> 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**<sup>1</sup> with Mot and he told me about our holiday. I am really **looking forward to spend**<sup>2</sup> 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.

<sup>1</sup>: speak (spoke, spoken)

<sup>2</sup>: 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 (e.g.: 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.

<b>Formal style</b>	<b>Informal style</b>
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 it, 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 at 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 (e.g.: '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 (e.g.: 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 <b>weather</b>
	a cosy/a comfortable/an attractive/bright <b>room</b>
	a pleasant/an interesting/an enjoyable <b>experience</b>
	expensive/fashionable/smart <b>clothes</b>
	a kind/a charming/an interesting <b>man</b>
	delicious/tasty/spicy <b>food</b>
bad	terrible/horrible/awful/dreadful
	an unpleasant/a foul/a disgusting <b>smell</b>
	appalling/dreadful/severe <b>weather</b>
	an unpleasant/a frightening/a traumatic <b>experience</b>
	a terrible/serious/horrific <b>accident</b>
	a wicked/an evil/an immoral <b>person</b>
	an awkward/an embarrassing/a difficult <b>situation</b>

	We were working in difficult/appalling <b>conditions</b>
	I <b>feel</b> 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 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 available on our website.

### 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 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 below table 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 have 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 essay.

#### 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 differently, 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 conclude or summarise**

To conclude, in conclusion, to close, last of all, finally, to end, to complete, to bring to an end, thus, hence, therefore, as a consequence of, as a result, in short, to sum up, to summarise, in conclusion

### **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
<b>Most linking adverbs providing a logical link between sentences</b> First of all, Secondly, Furthermore, Initially	<b>Adverbs of frequency</b> always sometimes often never	<b>Adverbs of time</b> yesterday every year
<b>Comment and viewpoint adverbs</b> Luckily, Presumably, Personally,	<b>Adverbs of degree</b> probably obviously clearly completely	<b>Adverbs of manner</b> 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.

#### Marked writing tasks with tips from the examiners

B1 – Sample #1

Writing Part 3

Write a letter to a friend in Britain describing a new person you have met recently. Explain how you met. Write between 100 and 120 words.

*Dear Fred*

*I'm writting to you to teel I have got a new friend. She is very friendly and so good looking. I met with her in a disco after we got out to talk. After it we went out in a fastfood restaurant and we told about four hours it was good. After the dinner we went up to me and drink some orange juice and after she left. She is my new friend.*

*By: Lucy*

*See you soon.*

Task Fulfilment	Grammar	Vocabulary	Structure	Total marks
1	2	2	1	6

The task is to write to a friend in Britain. The letter might start with a few polite sentences to catch up a little bit. The candidate should then describe the new person in detail, elaborating on their physical appearance and personality. The next step could be the description of the way they met. Finally, there should be a few sentences that finish the letter, summing up what this new person means for the candidate. In the letter to Fred, there is no introduction at all. Too many insignificant details are described in sentences which are not quite clear. The end is abrupt and there is no proper ending.

There are a lot of spelling mistakes in the letter. The sentence structures are not clear enough. There are problems with articles, plurals and prepositions. It is important to check your letter for any possible mistakes before handing it in.

As the topic is personality and friendship, candidates are expected to use vocabulary items connected to the topic. In this letter, the words are rather simple, and there are not too many adjectives that might describe such an event or a person.

As the task is to write a letter to a friend, candidates are supposed to write an informal letter.

This letter does not have any introductory phrases. There are no paragraphs at all. The candidate should have started with a few sentences that greet the British friend, then, in a new paragraph, go on to write about the person they met, and say goodbye in the final paragraph.

Corrected version:

*Dear Fred*

*How are you? I'm writing to you to tell I have got a new friend. She is very friendly and pretty. She has blonde hair and blue eyes. I met her in a disco. I was dancing and she came up to me and asked about my shoes. She said she liked them. After this, we got out to talk. After it we went out to a fast food restaurant and we talked for four hours. It was so good. After the dinner we went up to my place and drank some orange juice and after she left. She is my new friend.*

*I hope you can visit me soon or if not, please write to me.*

*Bye, Lucy*

B1 - Sample #2

Writing Part 2

Read the letter to a newspaper about a new car park. Write a **letter** to the editor saying

- if it is necessary
- how it will help your area
- if you like the idea
- whether you agree with the suggestion given in the letter below.

Write between 70-100 words. Do not write an address.

„Dear Sir,

I saw yesterday's article about the new car park which will be built in our area. I believe it's not the best choice.

Our neighbourhood needs trees and a park. A playing ground would be a better idea. What do other readers think?

Yours faithfully,

Andrea Lomelli.”

„ Dear Andrea Lomelli,

*Thank you for your letter and for your suggestion what you sheering with me. We discous about a lot of time wich solution is will be the best for everyone. At the moment the cars have to parking in near the road, it is very deangeorous for the drivers, they not able to see if the children suddenly want to go after the bod. It is necessary to make a safety car park. But it will be helpfull for everyone who lives in this area. We have to focus for the children as well. Your idea to do a playing ground for the children is very good, and I glad to write to you that the plan is allready. If is will be able to use for 2 mont's leater, around big park, with lot of treas, beanches, where the pareants com talk with each other and the same time the children cam enjoy the now playground.*

*Best wishes*

*Krisztina Patakfalvi”*

Task Fulfilment	Grammar	Vocabulary	Structure	Total marks
1	1	1	1	4

### Comments

The candidate has addressed only one content point and has used a very narrow range of grammar with some impeding errors in basic structures. Moreover, she did not address the letter to the correct person.

Regarding vocabulary, the candidate has made very basic errors in spelling which impede understanding.

As for structure, the text is incoherent with punctuation wrongly used in some cases.

The candidate should have focused on all four content points. She should have used more complex sentences and a variety of complex structures including a wider range of grammar and vocabulary. The use of some linguistic devices would have made the text more coherent.

### Corrected version:

*„ Dear Editor,*

*I am writing with regards to the letter you published. With my friends, we talked about which solution will be the best for everyone.*

*At the moment cars have to park on the curb next to the road. It is very dangerous for the drivers, since they cannot see if the children suddenly want to go after a ball or something. It is necessary to make a safe car park, and it would be helpful for everyone who lives in this area.*

*We have to focus on the children as well. The reader's idea to create a playing ground for the children is very good, and I will be glad to see it.*

*I think the space should be divided so we can have both. It would help everyone.*

*Yours sincerely,*

*Krisztina Patakfalvi*

B2 – Sample #1

Writing Part 2

Write a letter to a foreign friend inviting him to attend your sister's wedding next month. Tell him what the wedding traditions are in your country and what guests will be wearing, eating, etc.

Write between 150 and 200 words.

*How are you my friend? I know it is my fault because we lost the contact, but I would like to invite you to a party. I think you are surprised. Guess what my sister has found her love so she has organized a wedding party next month. I know you have never been to a party. This is a good time that we meet and you know my family. It will be a traditional Hungarian wedding party. Everybody will be in my grandparents' village where we have a party. We will have to wear traditional clothes and dance old dances. Then we will eat a lot of delicious food. For example, cabbage, chicken soup, roast pork chop. I hope you are free and you can travel here. My parents are waiting for the meeting for you and my sisters are too. I am looking forward to hearing from you.*

*Best wishes.*

*Andi*

Task Fulfilment	Grammar	Vocabulary	Structure	Total marks
1	1	1	1	4

**Task fulfilment**

Task fulfilment marks reflect how successfully candidates elaborate on the given topic. Guidelines must be followed.

In this letter the candidate failed to elaborate on the traditions, the dress code and the special dishes.

**Grammar**

The highest grades are granted to candidates who use grammatical structures appropriate at the given level.

This candidate not only had spelling mistakes, but also used basic structures as well as more complicated ones with frequent errors.

**Vocabulary**

As the candidate failed to elaborate on the topic guidelines, the range of vocabulary used was limited.

**Structure**

The task was to write an informal letter.

Although this is an informal letter, there are no paragraphs. Paragraphs are important, as they introduce new structural points and ideas. Link words should be used to connect ideas and points in a natural way.



Corrected version:

*Dear Janet,*

*How are you my friend? I know it is my fault that we lost contact, but I would like to invite you to a party. I think you will be very surprised. Guess what? My sister found her love and now she is having a wedding party next month.*

*I know you have never been to a wedding before. This is a good time for us to meet and you can get to know my family. It will be a traditional Hungary wedding party. Everybody will come to my grandparents' village where we take part in an excellent event. We will have to wear traditional clothes and dance old dances. Then we will eat lots of delicious food, for instance stuffed cabbage, chicken soup and roast pork chop. The bride will wear a white gown and the groom a black tuxedo and according to tradition, they will dance together and the party and make speeches.*

*I hope you are free and you can travel here. My parents are looking forward to meeting you and my sisters too.*

*Let me know if you can come and I'll arrange everything.*

*Best wishes,*

*Andi*

B2 – Sample #2

Writing Part 1

Write an email in answer to the advertisement below. Ask about

- the way English is taught.
- the activities offered
- the accommodation
- dates and prices.

Write between 100 and 150 words.

The Wild Wild West Experience.

Who says language learning is boring?

We here at WWW Experience can prove it isn't so. Join us to travel with the cowboys. Climb the Rocky Mountains. Herd those buffalo. Visit sacred Indian grounds and live the wilderness just like the early settlers. And all that while you are developing your English language skills.

Further information at: [info@thewwwexperience.com](mailto:info@thewwwexperience.com)

*„Dear Sir or Mamdame,*

*I read your advertisement so I would like to apply for this travel. I have been learning English for two years in a course. I would like to try an other way and learning English in abroad. I have never tried to the cowboys life so in my opinion that it is suitabe for me. I love mountains climbing, walking in theforest and living in the Indian willage. My first ask is the accommodation possibility. Are there different plan or everybody live together in a camp? My last question is the exactly dates and how does it cost the travel? I am looking forward to hearing from you as soon as is possible.*

*Yours sincerely*

*Andrea Koos”*

Task Fulfilment	Grammar	Vocabulary	Structure	Total marks
1	1	1	1	4

Comments

The candidate has hardly addressed two content points, has used a narrow range of grammar and has made some impeding errors.

Regarding vocabulary, the candidate has made some errors which, however, do not impede understanding.

As for structure, the text lacks coherence and does not follow the format and style of a formal letter.

The candidate should have focused on all four content points. He/she should have used more complex sentences and a variety of complex structures including a wider range of grammar and vocabulary. The use of some linguistic devices would have made the text more coherent.

Corrected version:

*Dear Sir or Madame,*

*I read your advertisement so I would like to apply to this course.*

*I have been learning English for two years in a course. I would like to try another way and learning English abroad. I have never tried the cowboys' lifestyle, but in my opinion it is suitable for me. I love mountain climbing, walking in the forest and living in the Indian village sounds like fun too. Can you give me some more information about the activities?*

*My other questions is about the accommodation. Are there separate tent or bungalows or does everybody live together in a camp? My last question is about dates and the cost. When are the courses and how much does it cost?*

*I am looking forward to hearing from you.*

*Yours sincerely*

*Andrea Koos*

C1 – Sample #1

Writing Part 2

Your friend is going on a camping holiday to a remote and dangerous area you visited recently. Write a letter to your friend, describing your experience and advising on what precautions to take before leaving. Write between 250 and 300 words.

*Dear Tom,*

*I'm glad to hear you are going to Galapagos. Last year I was there too. I think it's a lovely island but also dangerous. I share my experiences with you.*

*I love scuba diving, so I did. The water was fully clear, fairly warm and the environment was wonderful. There are a lot of fish species, sharks, squids, dolphins and so on. When one day I and my husband went to the seaside to scuba-diving. We went by boat further from the coast. When we were under the water suddenly I realized that 2 huge sharks were approaching us. I was really scared, but my husband calmed me down. These sharks were very scary and seemed like hungry so much. Luckily our driver was a shark expert who examines the water animals life. After a huge scare, we just arrived to the seaside, then I felt a big pain in my foot. That was a squid. I had to go to the hospital and I gave an injury against to the infections. So, you have to keep aware from squids and sharks and insects too. You should take an injection due to tropical diseases. Take a medicine bag with you. In the bag to be plasters, painkillers and something like that. The weather is hot, so not necessary the warm clothes. And there are a lot of mosquitoes so you have to protect against them.*

*I hope you have a good time. Send me a postcard, how you feel! Look after yourself!*

*Lots of love, Adri!*

Task Fulfilment	Grammar	Vocabulary	Structure	Total marks
1	1	2	1	5

**Task fulfilment**

The candidate failed to describe a camping holiday. The experience described is about a different kind of holiday. Precautions are only listed - these should be explained properly.

**Grammar**

The grammatical structures used in this letter are below the requirements of the level. At C1, candidates should opt for more complex structures rather than simple tenses.

**Vocabulary**

There are a lot of spelling mistakes in the letter. Some words are not used in an appropriate position or with the appropriate collocations.

**Structure**

There are no real paragraphs in this letter. Structural points and ideas should be marked with paragraphs. Appropriate link words should be used to compare and contrast ideas.

Your friend is going on a camping holiday to a remote and dangerous area you visited recently. Write a letter to your friend, describing your experience and advising on what precautions to take before leaving. Write between 250 and 300 words.

Corrected version:

*Dear Tom,*

*I'm glad to hear you are going on a camping holiday to a Pacific island. Last year I was there too. I think it's a lovely island but also dangerous. Let me share my experiences with you.*

*I love scuba diving, so I enjoyed it a lot and it was an unforgettable experience, but there are certain things you need to bear in mind. For one, don't drink tap water, because it might give you a stomach ache like it happened to me during my stay.*

*We also took a boat to go further away from the coast. We went scuba diving and when we came up for air, we realised that the boat has floated away and we had to swim a lot to catch up with it. I was really scared, but my husband calmed me down. So if you ever go diving by boat, remember to use the anchor.*

*Later, when we just arrived at the seaside, I felt a sharp, sudden pain in my foot. I've bitten by a squid. I had to go to the hospital and I was given an injection against the infections. So, you'll have to beware of squids and sharks and insects too. You should get vaccination against tropical diseases and don't forget to take a medicine bag containing plasters, painkillers. The weather is hot and humid there so it is not necessary to bring the warm clothes.*

*I hope you'll have a good time. Send me a postcard and take care of yourself!*

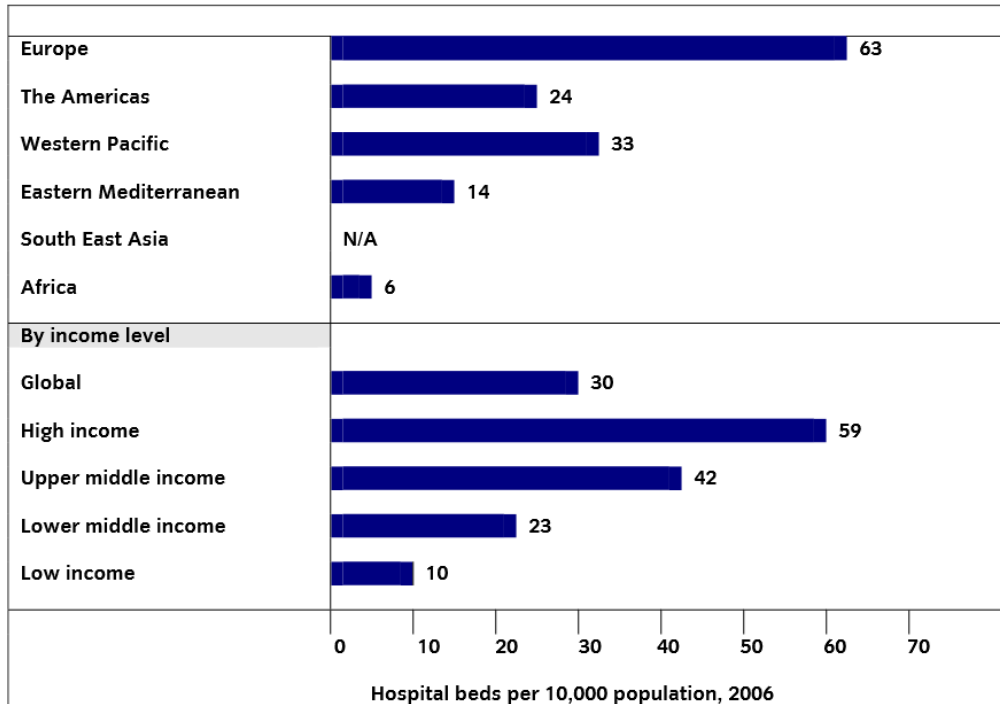
*Lots of love, Adri*

C1 – Sample #2

Writing Part 1

You have been asked to write an essay for your class teacher about the information on hospital beds from the graph below. Give your interpretation and draw a conclusion from the information provided. Write between 150 and 200 words.

**Graph showing number of hospital beds in relation to geographical location and income levels**



*„In our world, there are very rich and very poor places. It’s the greatest problems in our life. The differences of regions are about the environments and the way people live. For example, in the Americas, most of the people live in big houses, have two cars, but still not happy. In India people feel lucky if they have some hot place where they can sleep. The difference between the locations shows in the hospital cases too. The best situation is in Europe. 63 beds are for 10000 people, but on the other hand in South East Asia, there are none. It’s very sad, and something we should fix as soon as we can because in that region. Africa is the next place ewere we should help. Only 6 beds for 10000 people. It’s almost nothing. The numbers of hospital beds are so low everywhere. Even in Europe; we need to concentrate more on these stuff than about technology. If we won’t have a place to get better than why would it be important to make robots etc....?!”*

Task Fulfilment	Grammar	Vocabulary	Structure	Total marks
1	1	1	2	5

### Comments

The candidate has addressed only part of the topic with little expansion.

He/she has used a narrow range of grammar and even though the errors that he/she has made do not impede understanding, they are very basic.

Regarding vocabulary, the candidate has used a narrow range of vocabulary which includes basic lexical items. Some of the errors he/she has made are impeding ones.

As for structure, the text is coherent and cohesive and punctuation has been used correctly.

The candidate should have focused more on the graph and addressed most of its points. He/she should have used more complex sentences and a variety of complex structures including a wider range of grammar and vocabulary. The use of some linguistic devices would have made the text more coherent.

### Corrected version:

*„In our world, there are more developed and less developed places. It is one of the greatest problems in our modern life and this burning issue can be the underlying explanation in the situation described in the above graph. The graph shows big differences in hospital bed numbers in relation to their geographical location and income.*

*It clearly shows that the higher income areas benefit from the higher amount of hospital beds and lower income areas have much fewer hospital beds. It is not surprising since hospitals need to be built and are both labour and capital intensive investments.*

*In terms of geographical location, Europe enjoys the best situation with 63 beds per 10000 people, but on the other hand in South East Asia, this figure is only six. It's very sad, and it is something that we as a global community should fix as soon as we can.*

*In my opinion, the number of hospital beds is low everywhere. Even in Europe, we need to concentrate on this issue more than on technology since health care is of paramount importance.*