

Note:

- We also use *such* (+ noun) to mean 'of a similar type':
When the owners of vicious dogs take them out without a lead, parents of small children are often alarmed, but fortunately such behaviour is not widespread.

TOO AND ENOUGH

- too** means 'more than is needed or wanted':
She's too qualified for that unchallenging office job.
- enough** means 'as much as is necessary or needed':
I don't think the company has enough staff with the necessary technical skills.

PRACTICE**1 Choose the correct option in *italics*.**

- So much / many acid rain fell that the leaves on the trees became damaged.
- He made so few / little mistakes when he spoke German that he did very well in the oral exam.
- He's so / such an imaginative artist that his paintings are in very big demand.
- He had such a lot of / so many success with his latest invention that he has made a fortune.
- Most of the dishes were such / so spicy that the children wouldn't even try them.
- He ran so / too quickly in the marathon that he beat some of the elite runners.

2 Tick the correct sentences. Correct the sentences with mistakes.

- They were such thrilled that he had graduated with a very good degree.
- The neighbours' music was so loud that she reported them to the police.
- He's to exhausted to row in that boat race.
- She hadn't got enough stamina to complete the last circuit of the track.
- At the end of the exam, she had much little time left that she didn't tackle the last question.
- She designed so fabulous clothes that she was offered permanent employment with one of the well-known fashion houses in Paris.

3 Choose a sentence from the box to match each sentence 1-6.

- The dark chocolate filling in the cream cake tasted too bitter for most guests at the wedding celebration.
- The beef stew smelled good, but the meat was tough.
- She couldn't bite into the pear because it was too firm.

- The curry was meant to be hot, but I found it too mild.
- The hot chocolate drink from the machine looked good at first sight, but it was just too weak.
- The salad bowl had stood on the counter for several hours and the lettuce, in particular, was a bit off.

- It was not fresh enough.
- It was not strong enough.
- It was not tender enough.
- It was not spicy enough.
- It was not ripe enough.
- It was not sweet enough.

5**ZERO, FIRST AND SECOND CONDITIONALS****Conditionals**

Conditional sentences express a condition (*If ...*) and the consequence of the condition. The consequence can be expressed before or after the condition:

If you win a sport scholarship, you can study at that American university.

You can study at that American university if you win a sport scholarship.

Note: If the condition comes first, a comma is used.

Zero conditional

We use the zero conditional to express things that are generally or always true (e.g. scientific facts):

If you heat water to 100 degrees centigrade, it boils.

Most people tend to be extremely aggressive if you accuse them of lying.

Note: In zero conditionals, *when* and *if* are often interchangeable. The present simple is used in both clauses.

First conditional

We use the first conditional to express a future situation which we think is real or possible:

I'll research that topic today, if I remember to take my laptop with me.

If it's not raining, we will go to the beach.

If there isn't a sandstorm again tomorrow, we'll go hiking in the desert.

Unless my local team loses their next match, they'll be top of the championship league.

Note: In first conditional sentences, it's not important which clause comes first.

The structure is usually *if* + present simple and *will* + infinitive.

We can often use *unless* instead of *if not*:

I won't be able to go snowboarding unless I get all my gear sorted out.

(If I don't get all my gear sorted out, I won't be able to go snowboarding.)

Grammar

too and enough

▶ Page 168 Grammar reference

- 1 Complete the sentences from Listening Part 4 with *too*, *too many*, *too much* or *enough*.
- 1 She said she didn't feel brave to go along by herself.
 - 2 I added water ...
 - 3 ... and the pastry got sticky and impossible to work with.
 - 4 There were talks, and they weren't always very interesting.
- 2 Complete the sentences with *too*, *too many*, *too much* or *enough*.
- 1 I really enjoyed the meal, although I thought there were chips and not fresh vegetables.
 - 2 Few schools spend time teaching students about nutrition.
 - 3 A lot of people eat quickly to enjoy their food properly.
 - 4 The school canteen is small for everyone to eat lunch at the same time.
 - 5 I spent time researching my project and not time writing it.
- 3 Students often make mistakes with *too*, *too many*, *too much* or *enough* and *very*. Choose the correct option in *italics*.
- 1 I liked the restaurant but *the food wasn't enough* / *there wasn't enough food*.
 - 2 Experts say that fast food is *not very* / *not too much* good for you.
 - 3 I don't have *money enough* / *enough money* to pay for your dinner.
 - 4 We didn't like the bread because it wasn't *fresh enough* / *enough fresh*.
 - 5 The food takes *too much long* / *much too long* to prepare, so customers become impatient.
 - 6 The food was not *too much* / *very* tasty.
 - 7 I'm afraid the meal was *too much* / *much too* expensive.

- 4 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- 1 Few people can afford to eat in that restaurant.

TOO

That restaurant
most people to eat there.

- 2 We can't make the cake because we've just about run out of sugar.

ENOUGH

We haven't got
make the cake.

- 3 'Sorry, we haven't got any more chocolate ice cream,' said the waiter.

RUN

'Sorry, we
chocolate ice cream,' said the waiter.

- 4 We didn't go for a picnic because of the cold weather.

WARM

The weather us to
go for a picnic.

Reading and Use of English Part 1

- Read the whole text before you look at the options.
- The options will be similar in meaning, but only one will fit correctly into the gap.
- Look at the words before and after the gap and check that the word you have chosen fits with them. Sometimes one of the options has the right meaning, but does not fit the grammar of the sentence.

Exam advice

- 1 You are going to read a short text about how to eat sushi. Read the text on the next page quickly. Don't worry about the gaps at the moment. Are the following sentences true or false?
- 1 You can use your hands to eat some kinds of sushi.
 - 2 It is important to dip the rice into the soy sauce correctly.
 - 3 It's a good idea to mix wasabi with soy sauce.
 - 4 Ginger should only be eaten at the end of the meal.
- 2 Read the text again and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

THE WEEK

Tips of the week

How to eat sushi

HOW TO EAT SUSHI



The taste and flavour of sushi is influenced not only by how it's prepared but also by how you eat it. Read the tips below to help you know what to expect and how to enjoy it!

- At most sushi restaurants, you should be able to order basic kinds of sushi such as sashimi (sliced raw fish or meat without any rice) and nigiri (a (0) of pressed rice topped with a slice of fish). Use chopsticks for sashimi, but for the other (1) of sushi, it's acceptable, and even (2), to use your hands. Hold it between your thumb and first two fingers.
- Dip nigiri into the soy sauce fish-side first and do this only (3). If you dip the rice side into the sauce, the sushi may (4) apart. Nigiri should also be eaten fish-side down.
- As a (5) rule, pieces of sushi should be eaten in a single bite – that's the traditional way. But don't attempt that with larger sushi rolls, such as California rolls.
- Sushi chefs tend to put wasabi (a green ball of paste) on the sushi when they're preparing it, but if you want to (6) more, you can simply put it onto your fish using chopsticks. Never mix it with soy sauce as the (7) flavours will overpower the sushi.
- Don't treat pickled ginger as something to put on the dish. It is (8) to be eaten between servings.

- | | | | |
|--------------|-------------|--------------|---------------|
| 0 A portion | B share | C slice | D part |
| 1 A makes | B groups | C types | D sets |
| 2 A expected | B required | C supposed | D recommended |
| 3 A shortly | B briefly | C directly | D immediately |
| 4 A become | B fall | C get | D go |
| 5 A general | B broad | C normal | D familiar |
| 6 A spread | B place | C add | D lay |
| 7 A gathered | B joined | C united | D combined |
| 8 A proposed | B suggested | C instructed | D meant |

3 Work in groups.

- Have you ever tried sushi? Did you like it? / Would you like to try it? Why? / Why not?
- Which food from your country do you enjoy? Why?
- Are there any dishes from other countries that you enjoy or that you would like to try?
- How important do you think it is for people to try food from different countries?

Speaking Part 4

Page 199 Speaking bank

- In Speaking Part 4 the examiner asks you questions to find out your opinions on general topics related to Part 3.
- The examiner may also ask you to react to ideas and opinions which the other candidate expresses.
- This part tests your ability to express and justify opinions, agree and disagree.

Exam advice

- 1 Marina and Pablo are answering an examiner's question in Speaking Part 4. Read their answers, ignoring the gaps, and match the words and phrases in bold with the definitions a–g.



Examiner: Do you think fast food is bad for you?

Marina: I think it depends. I think the most important thing is to have a **balanced diet**, (1) you eat a variety of vegetables, meat, cereals and so on. I'm not sure it matters so much how long it takes to prepare, (2) I think fast food is just food which is prepared quickly. (3), if you just **live on**, what's it called, **junk food**, for instance hamburgers and pizzas and things like that, (4) you probably need to **cut down on** those and have a more balanced diet.



Examiner: And Pablo, what do you think?

Pablo: I agree with Marina. I think it's fine to eat fast food occasionally, (5) you have to balance it with other things like fresh fruit and vegetables (6) are in season and cut down on **dairy products** and **fat**. Also, I think that (7) you eat is only one part of a healthy **lifestyle**.

- a a solid or liquid substance obtained from animals or plants and used especially in cooking **fat**
- b a combination of the correct types and amounts of food
- c do or use less of something
- d food that is unhealthy but is quick and easy to eat
- e foods made from milk, such as cream, butter and cheese
- f only eat a particular type of food
- g someone's way of living; the things that a person or particular group of people usually do

Complete Marina's and Pablo's answers with a word or phrase from the box. Then listen to check your answers.

because but in other words
on the other hand then
what which

Find words or phrases in Marina's and Pablo's answers where they:

- 1 explain what they mean using different words
- 2 give a reason
- 3 give examples
- 4 balance one idea or opinion with another.



4 Pronunciation: grouping words and pausing (1)

When we speak, we say words in groups which form a meaning together, almost like one word, and we pause slightly between these groups of words.

4.1 Listen to Pablo answering the examiner's next question and use a (/) to mark where he pauses.

Well, the important thing is not eating, it's spending time together so that they can talk about what they've been doing during the day. They get the chance to exchange opinions and make plans as well, because everyone can contribute and that's what makes a rich, meaningful family life.

4.2 Work in pairs. Read Pablo's answer aloud. While your partner is speaking, check where they pause and if the pause sounds natural.

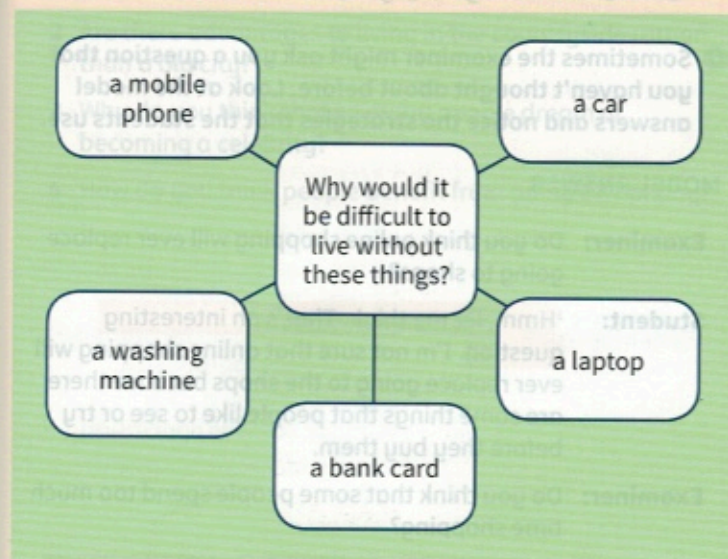
5 Read the questions and think about how you might answer them. Write a few sentences for one of them and mark where you need to pause when you speak.

- What, for you, is a healthy diet?
- How are the things we eat nowadays different from the things our grandparents used to eat when they were young?
- Do you think young people should learn to cook at school? Why? / Why not?

6 Work in pairs and take turns to ask and answer the questions.

- 11 Read an exam task and practise answering it with a partner. Listen and compare your ideas.

Examiner: I'd like you to imagine that some people are discussing modern technology. Here are things that some people say it would be difficult to live without. Talk to each other about why it would be difficult to live without these things.



- 12 Read the second part of the exam task and practise answering it with a partner. Listen and compare your ideas.

Now you have about a minute to decide which thing people would find it the most difficult to live without.

SPEAKING PART 4

- 1 Read about Part 4 of the Speaking paper.

Part 4 of the Speaking paper lasts for about four minutes, and you work with a partner. In Part 4:

- the examiner will ask you questions on the general topic that you have talked about in Part 3
- the questions ask you to express your opinion rather than give information
- the examiner will ask you questions individually, but they may also bring your partner into the discussion after you have answered a question
- the examiner may also ask you to reply to your partner's opinions.

- 2 Read the tips.

To get a good mark in Part 4 of the Speaking paper:

- you should express your opinions and give reasons and examples to support your opinions
- you should avoid giving short answers and should always give more information to expand your answers
- you should listen carefully when your partner is speaking, so that you can give your opinion on what they have said if you are asked.

- 3 Read some typical Part 4 questions on the topic of travel and holidays. Do all the questions ask about opinions?

- 1 What is the advantage of going on holiday with friends, rather than with family?
- 2 Some people say that tourism is bad for an area. What do you think?
- 3 What places are popular for holidays in your country?
- 4 Some people say travel is bad for the environment. Do you agree?
- 5 What do you think young people can learn by going travelling?

- 4 Read and listen to Alex and Nicola discussing two of the questions in Exercise 3. Choose the sentence which describes how they answer.

- A They each give their own opinions, but don't listen to each other.
- B They listen to each other and respond to what the other says.

Examiner: Alex, some people say that travel is bad for the environment. Do you agree?

Alex: Yes, I do, because ¹I think that when people travel they use fuel, for example in a plane or a car, and that's very bad for the environment. ²They also create a lot of rubbish, for example if they have a picnic on the beach, and that's bad for the environment too.

Examiner: What do you think, Nicola?

Nicola: Well, I agree with Alex that travel can be bad for the environment, but on the other hand, I'd say that you can be a responsible tourist.³ For example, I prefer to travel by train because it's better for the environment, and I never leave rubbish. So I think it's possible to travel in a way that isn't bad for the environment.

Examiner: OK. Alex, what do you think young people can learn by going travelling?

Alex: Oh, I think they can learn a lot. For example, they can learn about other cultures and ways of life, and they can also see some of the problems that exist in other parts of the world. I think that travelling is very good for young people.

Examiner: What do you think about this, Nicola?

Nicola: I completely agree with Alex, and I also think that young people can benefit personally by becoming more independent when they go travelling. For example, when you're travelling you might have to deal with some difficult situations, and if you do this successfully, it can give you a lot of confidence.

¹ Express your own opinions.

² Give reasons and examples to support your opinions.

³ Talk about your own likes, dislikes and preferences.

⁴ Agree and disagree with your partner, and respond to what they say.

Remember:

- to listen carefully when your partner is answering their questions because you might be asked to give your opinion on the same question
- to use polite expressions if you want to disagree with your partner
- there are no right and wrong answers to the questions in Part 4. You will be marked on how well you express your opinions, not on the opinions themselves.

5 Listen to three more pairs of students answering Part 4 questions. What mistakes do the students make? Match each pair (1–3) with a common mistake (A–D). There is one mistake you don't need.

- A** The students' answers are too short, and they don't add more information.
- B** The students don't listen to each other, so they can't respond to what the other says.
- C** The students talk about things that are not relevant to the task.
- D** The students interrupt each other.

6 Read the tip. Then listen to three students answering Part 4 questions on the topic of food. What extra question does each student have in their mind?

- Sometimes it can be difficult to think of things to say in answer to a Part 4 question. To help, it can be useful to keep question words in your mind: *Why? How? When? Where?* Asking these questions to yourself can help you think of extra things to say.

7 Sometimes the examiner might ask you a question that you haven't thought about before. Look at the model answers and notice the strategies that the students use.

MODEL ANSWER

Examiner: Do you think online shopping will ever replace going to shops?

Student: ¹ Hmm, let me think. That's an interesting question. I'm not sure that online shopping will ever replace going to the shops because there are some things that people like to see or try before they buy them.

Examiner: Do you think that some people spend too much time shopping?

Student: ² Well, it's true that some people spend quite a lot of time shopping. I guess for some people shopping is almost like a hobby. But I think that if they've got plenty of money to spend, then it isn't a problem for them to spend a lot of time in the shops. But I think it's a problem for people who don't have much money, because they might spend too much if they spend a lot of time shopping.

Examiner: Is it better to go shopping alone or with friends?

Student: ³ I think that there are some advantages to shopping alone, for example you can find things more quickly and you probably don't spend as much money. On the other hand, shopping with friends is more fun because you can chat about things and go for a coffee together. So I think I would probably say that shopping with friends is better for this reason.

¹ Use expressions to give yourself time to think about your ideas, then give your opinion.

² Start with a general statement about the topic of the question, then develop the idea and give your opinion.

³ Give one point of view and then the opposite point of view, then give your own opinion.

Writing Part 2

A review

▶ Page 210 Writing bank

- 1 Work in pairs. Read the writing task and note down the points you must deal with.

- In a review you need to show your ability to describe and give your opinion about something you have experienced, for example a restaurant or a concert.
- Think about what people will want to know when they read the review. For example: What sort of restaurant is it? What is the food like? Is it expensive?
- Make a recommendation to the reader: Is it a good place to go? Is there something you particularly enjoyed?

Exam advice

You see this announcement in your local English-language newspaper.

- Do you know a local restaurant, café or snack bar?
- If so, why not write a review for our Food section? Tell our readers what the place and the food are like, and say whether you think everyone in the family would enjoy eating there.
- All reviews published will receive vouchers for a free meal for all the family in a place of your choice.

Write your **review**.

- 2 Answer these questions with a partner.

- Which features (a-j) do you think a review of a café or restaurant should cover?
- Which features does the review opposite cover?
 - the type of restaurant, café or snack bar
 - the writer's general opinion of the restaurant, café or snack bar
 - a description of its design and surroundings
 - a description of the food
 - a description of the other customers
 - a description of the service
 - an explanation of how to get there
 - a recommendation
 - an indication of the price
 - the location



I visited the Cherry Blossom restaurant recently with my family to celebrate my sister's graduation from university. It is a Japanese restaurant, decorated in Japanese style, with some beautiful paintings of Japan on the walls. The style is modern and elegant, but it still felt warm and welcoming.

The service was excellent, and the waiters were very helpful. They explained the menu to us and suggested dishes that we might like. As there were eight of us, we managed to try a good variety of food. Everything was very tasty, and the seafood in particular was delicious – it was so fresh. I can personally recommend the sushi. Try the sashimi and the nigiri – the flavours are amazing!

We ended the meal with Japanese tea, which we found very refreshing. The beautiful ceramic teapots it was served in made it seem even more special. All in all it was a very satisfying experience, and we will certainly come again. It isn't the cheapest place to eat, but on the other hand we felt the cost was reasonable, and it was good value for money. We had a wonderful evening. I highly recommend it.

- 3 A review is a good opportunity to show your range of vocabulary. Complete the table with the adjectives in the box. You can write some adjectives in more than one row.

delicious elegant fresh helpful modern
reasonable refreshing satisfying tasty
welcoming wonderful

the waiters / the service

the interior

the food

the price

the restaurant in general

- 4 Now add these adjectives to the table. You can add some of them to more than one row.

attractive colourful competitive cosy
exceptional exclusive expensive limited
old-fashioned original poor rude
satisfactory (a bit) slow upbeat

- 5 Read this writing task and note down the points you must deal with.

You see this announcement in your school magazine.

Have you been to a restaurant, café or snack bar in your area?

- If so, why not write a review for our 'Free Time' section, telling us what it is like and whether you would recommend it to our students.
- The three best reviews will receive a prize of €50.

Write your **review**.

- 6 Write a plan for your review and make notes on what you will put in each paragraph. Here are some things you can cover:
- introduction – the name and type of place and where it is situated
 - your overall opinion of the place
 - particular dishes the place serves (and your opinion of them)
 - the décor, the service, etc.
 - things you particularly like and/or dislike, such as the price or the atmosphere.



- 7 Work in pairs. Compare your plans.
- 8 Write your review. Write 140–190 words.

REVIEW

1 Read about the review in Part 2 of the Writing paper.

In Part 2 of the Writing paper, you choose a task from three possible ones. One of the tasks might be a review. The task will give details about what you should review and what aspects of it you should discuss. It will also say where people will read your review, e.g. on a website or in a magazine or newspaper. You should make sure you cover all the points in the task, and structure your review in a suitable way. You should talk about your personal experience of a product or experience, give your own opinion of it clearly, and make a recommendation for your reader. You should write 140–190 words.

2 Read the exam task. What should you write a review of? What points should you include? Where will people read your review?

You see this notice in an English-language magazine.

Film reviews wanted

What films have you seen recently? Write a review of a film you have seen, explaining what it was about and whether you enjoyed it or not. Tell us whether or not you think other people would enjoy it.

The best reviews will be published in next month's magazine.

Write your **review**.

3 Study the model answer and answer the questions.

- Does the review cover all the points in the task?
- Did the writer enjoy the film?
- Who does the writer think will enjoy the film?
- Is the language in the review formal and neutral, or informal and friendly?

MODEL ANSWER

¹Black Panther

I watched the film *Black Panther* for the first time last week. ²It's a superhero film, in the same genre as *Superman* and *Spider-Man*, and has been extremely popular around the world.

³Although I am not usually a big fan of superhero films, ⁴I was really impressed with this one. The story is fairly traditional, with the hero T'Challa (Black Panther) defeating the evil Killmonger, who is trying to gain power over the whole world. ⁵But the action is gripping and the special effects are spectacular. Chadwick Boseman, who plays T'Challa, acts superbly, and really brings the comic-book character to life. The brilliant costumes and music also really help make the film a real spectacle.

³On the negative side, ⁶I felt that there was sometimes a bit too much violence, which makes it unsuitable for young children, and of course you have to accept that the plot is slightly predictable because the good guy will always win.

In spite of this, ⁷I loved the film and ⁸anyone who enjoys fantasy movies will definitely like it.

¹ includes the name of the film as the title

² briefly describes the film in the introduction

³ is organised into clear paragraphs, which focus on positive and negative aspects

⁴ uses a range of phrases to express a personal opinion

⁵ praises positive features and says why the film is good

⁶ includes some negative features, to give a balanced view

⁷ clearly states the writer's opinion in the conclusion

⁸ includes a recommendation, saying who would enjoy the film

4 Read the tips.

Remember, to get a good mark for your review:

- you must include all the points in the input
- your ideas should be organised into clear paragraphs, which each focus on a clear topic
- you should state clearly whether you liked or didn't like the product or experience
- you should include a recommendation
- you should use descriptive language to make your review interesting
- you should use an informal, friendly style.

5 Read the review task. Then look at the two student plans. Which plan is better? Why?

Reviews wanted!

What shopping websites have you used recently? Write a review of a shopping website that you have used. Say what you bought, how pleased you were with the product, and talk about any problems you experienced. Say whether you would recommend the site to others.

A

Introduction

name of website TechWorld, and basic information (what they sell).

What I bought (a new tablet)

My experience

The website - why I like it (easy to use - good prices)

The product - why I was pleased with it (good quality)

A few problems

slow delivery, missing case, but they dealt with this quickly

Recommendation

great website for anyone who is looking for a low-priced tablet or other device

B

Introduction

why I chose to use this website (looking for a cheap tablet, easier to buy online than go into town)

The website

how I found out about it, how I chose my tablet, problem of slow delivery

Games

why I like it (I needed a new tablet for playing games)

Conclusion

I'm very pleased with my new tablet and it was very cheap

6 Using descriptive adjectives and adverbs in a review makes it interesting to read. Choose the best adverbs to go with the descriptive adjectives.

- 1 The action scenes in the film were *a little* / *incredibly* gripping.
- 2 The food in the restaurant is lovely, but it is *absolutely* / *ridiculously* expensive.
- 3 The basic plot of the book is *rather* / *mildly* predictable.
- 4 This is a *completely* / *brilliantly* entertaining show.
- 5 The device that I bought is *totally* / *extremely* useful.
- 6 The holiday flat is small but *very* / *highly* well equipped.
- 7 Our hotel room was *absolutely* / *very* perfect.
- 8 All the staff were *a bit* / *really* welcoming.

7 We often use adjectives or phrases to give our opinion about something in an indirect way. Match the beginnings and endings of the sentences.

- | | |
|--------------------------------|---|
| 1 I was disappointed to | a my new camera. |
| 2 We were delighted that | b seats around the pool for all the guests. |
| 3 I'm absolutely thrilled with | c find that the screen was cracked. |
| 4 The tent isn't as big | d than I expected. |
| 5 The food was even better | e as it looked on the website. |
| 6 There weren't enough | f we had a room with a view of the sea. |

8 In a review we often use words to express contrast. Complete the sentences with words from the box.

although despite however spite though

- 1 The weather was terrible, but in of this, we thoroughly enjoyed our stay at the resort.
- 2 Even it was rather expensive, we really enjoyed our time at the museum.
- 3 I would advise anyone to check out this website, the problems that I experienced.
- 4 the service was quick and friendly, the food was a little disappointing.
- 5 The website stated that the bag was made of leather., when it arrived, it was clear that it was not genuine leather.

9 Study the words and expressions in the Key language box.

KEY LANGUAGE FOR REVIEWS

Praising something:

It is one of the best ... I have ever ...
the ... was absolutely perfect
the ... was even better than I expected
I was pleased/delighted to find that ...
It was a nice surprise to find that ...

Criticising:

The ... was rather disappointing
The advertisement said ..., but in fact ...
I was a little disappointed to find ...
There weren't enough ...

Recommending:

Anyone who likes ... will really enjoy ...
Don't miss the chance/opportunity to ...
I'm sure everyone will really enjoy ...
If you get the chance to see/buy/try ..., you should definitely do it
I would advise anyone to ...

Advising someone against something:

I would suggest finding a better ... than this.
I would strongly advise against eating/reading/watching/
buying this ...
My advice is to avoid this ...

paragraphs	ideas	useful phrases
Description of the resort		Remember, to get a good mark for your review, you must include all the points in the input.
Why I enjoyed/didn't enjoy it		Your ideas should be organized into clear topics, which each focus on a clear topic.
Good value for money?		You should state clearly whether you think the product or experience is good value for money.
Recommendation		You should include a recommendation, saying whether you would recommend the product or experience to others.

12 Write your review in 140–190 words. Use the checklist on page 213.

10 Choose the correct words in the sentences.

- This show was even better *than* / *as* I expected.
- The dessert was rather *disappointed* / *disappointing*.
- Anyone who enjoys crime novels *will* / *can* love this book.
- Don't *lose* / *miss* the opportunity to visit this theme park.
- I would suggest *using* / *to use* a different website.
- I would strongly *advise* / *suggest* against staying at this campsite.

11 Read the exam task and plan your review.

You see this advertisement on a travel website.

Reviews wanted!

What holiday resorts have you been to recently?
Write a review describing the resort, explaining why you did or didn't enjoy your stay there and saying if you would recommend it

The best reviews will be published on our website.

Write your **review**.