

The Ultimate C1 Writing Guide for LanguageCert

Writing for C1

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C1
Expert

✓ Articles

✓ Emails

✓ 500+ phrases

✓ Reports

✓ Stories

✓ Marksheet

✓ Essays

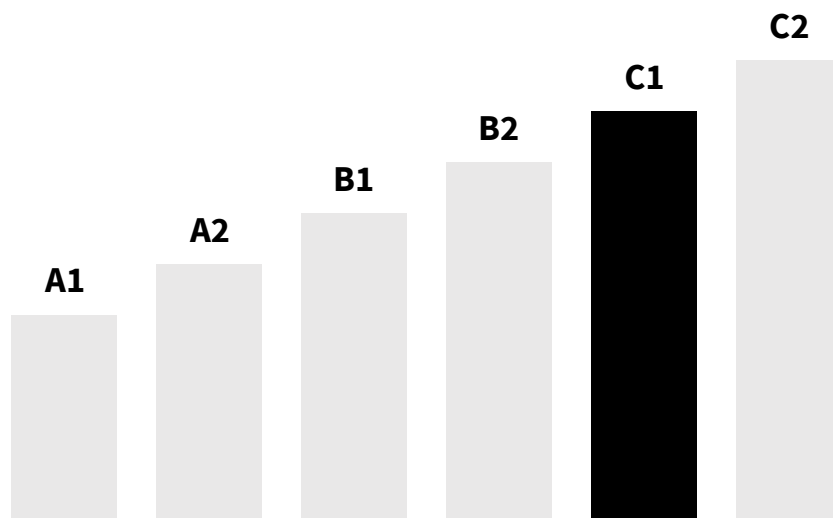
✓ Reviews

✓ Strategy

Luis Porras Wadley

Writing for C1

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KSE Academy®

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Introduction

Welcome to *LanguageCert C1 Writing: The Ultimate Writing Guide for C1 Expert*.

This guide covers the main writing tasks that appear in the LanguageCert ESOL examination C1 Expert. These tasks are: articles, formal letters/emails, reports, reviews, personal letters/emails, stories, argumentative essays, and descriptive compositions. This book provides three sample tasks and answers for each type of writing, plus a whole set of useful expressions for each type of task that candidates can use in their writing tasks. Ideally, students should use these samples as models for their own writing tasks, making use of the helpful expressions provided at the end of each section.

Besides the sample tasks and useful expressions, this guide also contains a description of Writing Part 1 and Writing Part 2, a full description of every task type, answers to candidates' frequently asked questions (FAQ), guidance on developing an appropriate writing strategy, a description of how writing is assessed and a sample mark sheet which can be used to assess students' performance or as a self-assessment tool.

This writing guide is aimed at students of English as a foreign language who are interested in improving their writing skills with a view to obtaining their LanguageCert C1 Expert certificate, and at teachers who want support writing material to use with their own students.

About the author

Luis Porras Wadley is the owner and director of KSE Academy, an online English academy, LanguageCert Partner Centre and former official Cambridge Exam Preparation Centre. As an English teacher, Luis has been preparing Cambridge candidates successfully for over ten years. He is the author of other successful test preparation books, including *Use of English B2*, *Use of English C1*, *Writing B1*, *Writing B2*, *Writing C1* and *Writing C2*, among others.

C1 Writing: Level Description by LanguageCert

Overview

At the C1 Expert exam, candidates demonstrate advanced writing skills that allow them to produce sophisticated, well-structured texts on complex subjects. This level represents proficient language use, where writers can express themselves with clarity, precision, and stylistic awareness across various text types and communicative purposes.

Writing Competencies at C1 Expert Level

Content and Task Achievement

Candidates at this level can:

- Write well-structured, detailed texts on complex subjects.
- Clearly communicate ideas, impressions, feelings, and opinions.
- Compose complex narratives and descriptions, varying style appropriately to suit context.
- Develop well-structured, detailed arguments that emphasise important points.
- Expand and support relevant ideas with appropriate examples and evidence.
- Write formal letters, reports, or articles fulfilling a wide range of functions, including those requiring tact and diplomacy.

Language Range and Accuracy

C1 Expert writers demonstrate:

- Consistent control of grammar with few errors, even when employing complex structures.
- Accurate and effective use of all punctuation marks.
- Correct spelling of words used in work, study, and daily life contexts, including specialised technical vocabulary.
- Command of a wide range of vocabulary suitable for various purposes.

C1 Writing: Level Description by LanguageCert (cont.)

- Appropriate and natural use of idiomatic expressions.
- Confident handling of a wide range of complex grammatical structures.

Register and Style

At this level, candidates can:

- Adapt register effectively and appropriately according to purpose in most contexts.
- Adjust tone and formality to suit different audiences and text types.
- Select language that conveys precise meaning and creates the desired impression.
- Demonstrate awareness of conventional features of different text types.

Organisation and Cohesion

C1 Expert writers are able to:

- Link and organise ideas using a range of connecting words and cohesive devices.
- Organise text effectively to reflect the structure of ideas expressed.
- Create coherent, unified texts with clear progression of thought.
- Use paragraphing and other organisational features to enhance readability and impact.
- Structure arguments logically, guiding the reader through complex ideas.

In conclusion, this level represents the ability to write with confidence and flexibility across different contexts, approaching the linguistic competence of an educated native speaker in formal writing situations.

LanguageCert C1 Expert: Writing

In the C1 Expert Writing exam, candidates have to prove that they can write different types of texts in English using linguistic resources which show that they have a C1 level of written English. The Writing exam is part of the Reading & Writing paper, which is 2 hours and 40 minutes long. Therefore, candidates should have around 1 hour and 30 minutes to spend on this part, but it depends entirely on how they distribute their time and effort.

C1 Expert: Writing Part 1

What's in Writing Part 1?

In C1 Expert Writing Part 1, candidates are required to respond formally to written, graphic, or visual input. The input material could take various forms such as a letter, poster, diary, timetable, leaflet, graph, table, email, or schedule. This task assesses the candidate's ability to process information from the provided input and produce a formal written response appropriate to the context and intended audience.

Candidates must produce one of several possible text types: **a formal letter, an article, a formal email, a report or a review**. The style required is always formal, and the intended audience is clearly stated in the instructions, typically being public or formal in nature. This part tests the candidate's ability to adapt their writing to suit specific communicative purposes while maintaining appropriate register and formality.

The task requires candidates to demonstrate their ability to extract relevant information from the input, organise it effectively, and present it in a coherent and well-structured text that fulfills the specified purpose. Candidates need to show they can communicate complex ideas clearly and accurately using a range of advanced language features appropriate to C1 level.

What do candidates need to practise?

- Interpreting different types of input material (written, graphic, and visual).
- Identifying key information from the input that is relevant to the task.
- Planning and organising formal written responses of different types.
- Using appropriate register and tone for formal writing contexts.
- Adapting writing style to different text types (letters, articles, reports, etc.).

LanguageCert C1 Expert: Writing (cont.)

- Developing content fully while remaining within the word limit.
- Using a wide range of vocabulary and complex grammatical structures accurately.
- Employing effective cohesive devices to create a well-structured text.
- Addressing all aspects of the task requirements.
- Proofreading to eliminate errors in spelling, grammar, and punctuation.

How many tasks are there?

There is one compulsory task in Writing Part 1. Candidates must respond to the input material according to the specific instructions provided.

How many words do candidates have to write?

Candidates are required to write **150-200 words** for Writing Part 1. It is important for candidates to adhere to this word count as writing significantly under or over the specified length may affect their score. The word limit requires candidates to be concise yet comprehensive in their response, demonstrating their ability to communicate effectively within constraints.

LanguageCert C1 Expert: Writing (cont.)

C1 Expert: Writing Part 2

What's in Writing Part 2?

In C1 Expert Writing Part 2, candidates are required to produce a longer piece of writing that is typically more personal or creative in nature. This part asks candidates to write one of several possible text types: **a personal letter/email, a review, a story, an argumentative essay or a descriptive composition.**

Unlike Part 1, the style required in Part 2 may be formal, semi-formal, casual, or neutral, depending on the specific task. The intended audience is clearly stated in the instructions, helping candidates to adapt their tone and register appropriately. The task instructions also specify particular functions that need to be covered in the response, which may include persuasion, argument, hypothesis, expressing mood or opinion, justifying, evaluating, and others.

This part assesses the candidate's ability to communicate effectively in less formal contexts, demonstrate a wide range of vocabulary and structures, develop ideas fully, and organise their writing coherently. It tests their capacity to engage the reader through appropriate style and content while fulfilling specific communicative functions.

What do candidates need to practise?

Candidates should practise:

- Writing different text types (letters, emails, stories, reviews, blog posts, etc.).
- Adapting writing style to formal, neutral or casual contexts.
- Addressing specific communicative functions (persuading, arguing, hypothesising, etc.).
- Developing content fully with appropriate examples and details.
- Using a wide range of vocabulary including idiomatic expressions.
- Employing varied and complex grammatical structures accurately.
- Creating cohesive and well-structured texts with clear organisation.

LanguageCert C1 Expert: Writing (cont.)

- Maintaining consistent register appropriate to the audience and purpose.
- Using narrative and descriptive techniques effectively (for stories and descriptive compositions, respectively).
- Expressing opinions, feelings, and arguments convincingly.
- Managing longer texts while maintaining reader interest.
- Proofreading to eliminate errors in spelling, grammar, and punctuation.

How many tasks are there?

There is one compulsory task in Writing Part 2. Candidates must respond to the input material according to the specific instructions provided.

How many words do candidates have to write?

Candidates are required to write **250-300 words** for Writing Part 2. This longer word count (compared to Part 1) allows candidates to demonstrate their ability to develop ideas more fully and showcase their range of language. Candidates should aim to write within this word limit, as writing significantly under or over the specified length may impact their score. The task tests candidates' ability to express themselves at length while maintaining coherence, accuracy, and appropriate style.

Writing Strategy for C1 Expert

The aim of this section is to provide you with the best strategy to approach any regular C1 Expert writing task. This approach can be divided into the following steps:

1. Analysis
2. Structure
3. Brainstorming
4. First draft
5. Editing
6. Final piece
7. Final check

So let us take a sample task to illustrate this process step by step:

Writing Part 2

Write an essay for a university magazine about a public space that you find inspiring. Describe what makes this space special and explain how communal areas affect social interaction and well-being.

Write between 250 – 300 words.

Writing Strategy for C1 Expert (cont.)

Step 1: Analysis

After careful consideration of the task at hand, the following elements can be identified:

- **What to write:** A descriptive essay
- **What about:** Describing an inspiring public space and explaining how communal areas affect social interaction and well-being
- **Target audience:** Readers of a university magazine.
- **Key aspects to cover:**
 - Description of a specific public space that you find inspiring.
 - Explanation of what makes this space special.
 - Discussion of how communal areas affect social interaction and well-being.

Step 2: Structure

Determining the structure of an essay can be as crucial as the content itself. By reading the task instructions, we can draw the the following outline:

- **Title:** Yes: *The Riverside Cultural Quarter*
- **Paragraphs:** 4 – 5
 - **Introduction:** Brief overview of the importance of public spaces in communities, mention of the specific space you find inspiring.
 - **Description:** Detailed description of the public space you've chosen, highlighting its most distinctive and impressive features.
 - **Special qualities:** Explanation of what makes this space particularly special or inspiring (design, atmosphere, historical significance, etc.).
 - **Impact analysis:** Discussion of how communal areas like this one influence social interaction and well-being.
 - **Conclusion:** Summarise key points, reiterate the importance of quality public spaces in our society, and maybe suggest how more such spaces could be created.

Writing Strategy for C1 Expert (cont.)

Step 3: Brainstorming

Now that we know the structure we are going to follow, we need to brainstorm ideas for each paragraph and make sure that these ideas show a logical progression.

At this point, writing proper, full sentences is not necessary, as our aim is simply to get ideas to write about in the following step. It is advisable, however, to divide these ideas into the paragraphs that our text is going to have. This can be done as follows:

Introduction	<i>Riverside Cultural Quarter in Bristol, post-industrial transformation, multifunctional public spaces, heritage and modernity balance</i>
Description	<i>Converted warehouses with glass extensions, central amphitheatre, pedestrian bridges, sustainable materials, ambient lighting, art installations</i>
Special qualities	<i>Industrial heritage reuse, indoor-outdoor flow, acoustic design, accessibility features, water elements, community murals, seasonal adaptability</i>
Impact analysis (social interaction and well-being)	<i>Outdoor reading rooms, multi-generational areas, stress reduction in green spaces, increased local business, community events, improved physical activity, reduced social isolation</i>
Conclusion	<i>Model for urban regeneration, heritage-contemporary blend, design-wellbeing connection, replication potential</i>

Next, it might be of use to brainstorm advanced vocabulary associated with the topic. This would serve as an anchor to elevate the language to a suitable level for C1 Expert. We could look at words and phrases related to urban development, environmental impact, social connections and mental well-being.

Writing Strategy for C1 Expert (cont.)

Step 4: First Draft

Only when we have a clear idea of what we are going to write should we actually start to do so. This first piece of writing is commonly known as the first draft, which acts as a provisional version of the final result.

The Riverside Cultural Quarter

The Riverside Cultural Quarter in Bristol exemplifies transformed post-industrial space, balancing heritage preservation with modern needs. I find this space inspiring because of how it influences social interactions and wellbeing.

The Quarter features converted warehouses with glass extensions, a central amphitheatre, and connecting pedestrian bridges. Sustainable materials, ambient lighting and seasonal art installations create a dynamic atmosphere.

It's special because of the thoughtful integration of old and new. The adaptive reuse of industrial buildings, indoor-outdoor flow, acoustic design and accessibility features all contribute to its uniqueness. Water elements and community murals reflect local identity.

The impact on society is significant. Reading rooms encourage conversation, while multi-generational areas bring diverse groups together. Green sections reduce stress, and community events foster connections, reducing isolation among elderly residents.

In conclusion, the Riverside Quarter demonstrates how design transforms communities, providing a model for urban regeneration elsewhere.

The purpose of writing a draft is no other than to have the base of our final text. This will now be edited and improved until we are satisfied with the result. Without editing and improvements, the result is usually not the best we can achieve. That is the reason why this draft is very simple and contains several intentional mistakes.

Writing Strategy for C1 Expert (cont.)

Step 5: Editing

The editing step consists simply in rereading the task several times to spot mistakes and elements that can be improved. In this case, we could make some of the following changes and improvements:

More advanced lexical structures:

- **Draft:** *“transformed post-industrial space”, “create a dynamic atmosphere”*
- **Final:** *“former industrial spaces can be transformed into lively public areas”, “impressive glass extensions”, “clever lighting”, “keep the space interesting throughout the year”*

More advanced grammatical structures:

- **Draft:** Simple sentences like *“The impact on society is significant.”*
- **Final:** More complex structures like *“Studies show that thoughtfully designed spaces like this have positive effects on community life and personal wellbeing.”*

Add advanced connectors:

- **Draft:** Few connectors, mostly simple sentence transitions.
- **Final:** Add *“Additionally”, “while”, “particularly”* to create more sophisticated connections between ideas.

Correct typos and other mistakes:

- **Draft:** *“presevation”, “materiels”, “instalations”, “it's”* (meant to be possessive)
- **Final:** *“preserve”, “materials”, “installations”, “its”* (possesive)

Add the “expert element”:

- **Draft:** Limited reference to research or expert opinion.
- **Final:** Add phrases like *“Studies show...”, “Research has found...”* to support claims with evidence.

Writing Strategy for C1 Expert (cont.)

Adapt to formal language:

- **Draft:** More personal tone with phrases like “*I find this space inspiring*”.
- **Final:** Make tone more objective with “*This essay explores why this particular space is inspiring*”.

Expanded content and detail

- **Draft:** Brief descriptions with limited specifics.
- **Final:** More detailed explanations with specific examples (e.g., “*performances without sound systems*”, “*tactile paths*”).

Improve paragraph coherence and cohesion:

- Add clear topic sentences to each paragraph.
- Ensure smoother transitions between paragraphs.
- Better flow between sentences and paragraphs, creating a more cohesive argument.

Other improvements:

- Add more specific examples of social interaction.
- Include a brief counterpoint to demonstrate critical thinking.
- Strengthen the conclusion with broader implications for urban planning.

By carrying out this editing process, you will ensure that your writing is not only mistake-free, but also at an appropriate linguistic level for the C1 Expert Writing paper.

Taking the time to edit your essay carefully will pay off in the form of a higher grade. So, if you want to ensure that your writing is of the best possible standard, make sure to edit it thoroughly before submission.

Writing Strategy for C1 Expert (cont.)

Step 6: Final Piece

Below you will find the final piece of writing, ready for submission, after all the planning and editing process.

The Riverside Cultural Quarter

The Riverside Cultural Quarter in Bristol shows how former industrial spaces can be transformed into lively public areas. There is growing recognition of the value of versatile public spaces that preserve heritage while meeting modern needs. This essay explores why this particular space is inspiring and how such communal areas affect social interactions and wellbeing.

The Quarter features converted 19th century warehouses with impressive glass extensions that contrast with the original brickwork. A central amphitheatre overlooking the river serves as the heart of the area, while several footbridges link different sections. Sustainable materials and clever lighting create a welcoming atmosphere, and seasonal art installations keep the space interesting throughout the year.

What makes this space special is how it blends old and new. The repurposing of industrial buildings creates a unique character, while the smooth flow between indoor and outdoor areas provides flexibility. Additionally, the well-designed acoustics allow for performances without sound systems, and accessibility features such as tactile paths show consideration for all visitors. The water features and community murals reflect local culture and help people feel connected to the space.

Studies show that thoughtfully designed spaces like this have positive effects on community life and personal wellbeing. The outdoor reading areas naturally encourage conversations between strangers, while play areas designed for all ages bring different generations together. Research has found that people experience less stress in the green spaces, and regular community events strengthen neighbourhood bonds, particularly helping older residents feel less isolated.

In conclusion, the Riverside Quarter demonstrates how good design can transform communities. By successfully combining historical elements with modern needs, it offers a model for similar projects in other post-industrial cities across the UK.

Articles

Writing Part 1: Articles

What is an article?

An article is a piece of writing published in newspapers, magazines, or online platforms that addresses a specific topic. In the C1 Expert exam, article tasks require candidates to respond to prompts by creating a 150-200 word piece that incorporates given information while adding personal analysis or observations.

Purpose of an article

Articles in the C1 Expert exam aim to communicate ideas clearly to a specific audience. They may raise awareness, analyse trends, or present a balanced discussion with the writer's perspective. Candidates must incorporate the provided information while adding personal observations or examples. The task tests the ability to synthesise information, develop coherent arguments, and engage readers through effective content presentation.

Register and style

C1 Expert articles typically require a semi-formal to formal register, depending on the specified audience. The language should be sophisticated yet accessible, with an engaging style that draws readers in through techniques like thought-provoking titles or rhetorical questions.

Structure

A well-structured C1 Expert article should ideally include an attention-grabbing title, an engaging introduction outlining the topic, body paragraphs developing distinct aspects while incorporating the prompt information, and a conclusion containing a final thought or recommendation. Throughout the article, appropriate linking devices should ensure cohesion and logical flow between ideas and paragraphs.

Common topics

C1 Expert article tasks typically address contemporary issues of social, environmental, technological, or cultural significance. Common topics include environmental concerns, technology's impact on society, health and wellbeing, education, and community initiatives. Candidates must interpret provided statistics or facts, relate them to personal experience or knowledge, and develop a coherent response.

Sample Article 1

Instructions

You read the following results taken from an online questionnaire. Write an article, incorporating the main findings, saying whether you agree or not according to your own experience. Add any other observations which would be relevant. Write between 150 – 200 words.

Are smartphones making us smarter?

- Nearly 70% of adults check their phones within 5 minutes of waking up.
- The average person spends over 4 hours daily on their smartphone.
- Two-thirds of teenagers admit that their academic performance has suffered due to smartphone distractions.
- Digital literacy rates are highest among 18-24 year-olds who use educational apps regularly.

Workplace impact

- Employees who have a “no phone” policy during meetings report 35% higher productivity compared to those who allow devices.

Sample Article 1

Answer

The Smartphone Paradox: Are We Really Getting Smarter?

Recent research suggests that smartphones have become an integral part of our daily routines, with a staggering 70% of adults checking their devices within just 5 minutes of waking up. As someone who reaches for my phone before even getting out of bed, I can certainly relate to this finding.

It is undoubtedly the case that we are spending significant amounts of time on our devices, with the average person dedicating over 4 hours daily to smartphone use. This raises the issue of whether this time is being used productively. In my experience, much of this time is often wasted on scrolling, usually referred to as “doomscrolling”, rather than meaningful engagement.

On the other hand, there are clear educational benefits. The high digital literacy rates among 18-24 year-olds who regularly use educational apps demonstrate that smartphones can enhance learning when used purposefully. However, I find it concerning that two-thirds of teenagers admit their academic performance has suffered due to smartphone distractions.

From the workplace perspective, the statistics are particularly revealing. The 35% higher productivity reported by employees with “no phone” policies during meetings aligns with my own observations. All things considered, I believe smartphones make us more connected but not necessarily smarter – it ultimately depends on how we choose to use them.

Useful Expressions for Articles

Other useful expressions

Talking about facts and trends

- *It is widely acknowledged that ...*
- *It is a matter of great debate whether ...*
- *It is often deliberated if ...*
- *... has been the subject of much scholarly debate.*
- *Drawing on extensive research, it is evident that ...*
- *Scholarly consensus suggests that ...*
- *Existing literature overwhelmingly indicates that ...*

- *Current trends seem to substantiate the idea that ...*
- *An emerging body of evidence confirms that ...*
- *A growing body of research supports the notion that ...*
- *Profound shifts in ... are becoming increasingly evident.*
- *The pendulum seems to be swinging towards ...*
- *There has been a discernible rise in ... over the past few years.*
- *Over the course of the last decade, there has been a steady increase in ...*

- *Numerous pundits contend that ...*
- *There is a growing consensus regarding ...*
- *Many academics ostensibly share the perspective that ...*
- *There is little to no contention over the fact that ...*
- *A notable consensus has emerged amidst scholars that ...*
- *The majority of scholars are of the conviction that ...*

- *Those who challenge this notion argue that ...*
- *Naysayers might assert that ...*
- *Critics of this standpoint often argue that ...*
- *While some may dispute this claim, a wealth of evidence suggests that ...*
- *Those contesting this belief may argue that ...*
- *Those taking the opposing view might point out that...*

- *Taking into consideration another facet, ...*
- *Conversely, ...*
- *It is often posited that ...*
- *All evidence at our disposal points towards the fact that ...*

Useful Expressions for Articles

Stating your opinion

I/It + verb

- *I think/consider/find/feel/believe that ...*
- *I suppose/presume/assume that ...*
- *I would say that ...*
- *I have the feeling that ...*
- *I am led to believe that ...*
- *I have no doubt that ...*
- *I am compelled to think that ...*
- *I hold the opinion/view that ...*
- *I take the view that ...*
- *I am under the impression ...*
- *I am of the opinion that ...*
- *I am sure/certain that ...*
- *I would also say that ...*
- *I am convinced that ...*
- *I am inclined to believe that ...*
- *It goes without saying that ...*
- *It seems to me that ...*
- *It is my impression that ...*
- *It appears to me that ...*
- *It is evident to me that ...*

In/From/To my...

- *In my opinion, ...*
- *In my view, ...*
- *In my eyes, ...*
- *From my point of view, ...*
- *From where I stand, ...*
- *From my viewpoint, ...*
- *To my mind, ...*
- *To my understanding, ...*
- *To my way of thinking, ...*
- *To be honest, ...*
- *My opinion / view / belief / impression is that ...*
- *My own feeling on the subject is that ...*
- *My personal view is that ...*
- *My standpoint on the / this matter is ...*

Other

- *As I see it, ...*
- *The way I see it, ...*
- *As far as I'm concerned, ...*
- *As for/to me, ...*
- *Personally speaking, ...*
- *If you ask me, ...*
- *In my book, ...*
- *Speaking from experience, I would say that ...*
- *There is no doubt in my mind that ...*
- *There isn't a shred of doubt in my mind that ...*
- *My thought process leads me to believe that ...*

Arguments and causes in favour

- *One justification often given for ... is that ...*
- *Advocates for ... typically postulate that ...*
- *From the point of view of ...*
- *A common assertion for endorsing ... is that ...*
- *As viewed by ...*
- *As purported by ...*
- *One of the factors which has led to ... is ...*
- *One element with profound influence on ... is ...*
- *A causative factor instigating this change is ...*

Arguments and causes against

- *Advocates are opposed to ... on the grounds that ...*
- *Those who dissent against ... commonly contend that ...*
- *The situation has been exacerbated by ...*
- *An additional counter-argument is that ...*
- *Adversaries of ... fundamentally stand against it on the premise that ...*
- *Another issue contributing to the problem is ...*
- *One pivotal aspect that exacerbates the situation is ...*
- *A major contributory condition for ... is, indisputably, ...*
- *The problem often stems from ...*
- *Often times, the root issue emanates from ...*
- *The underlying catalyst prompting this shift is ...*

Useful Expressions for Articles

Concluding

- *In light of the above, I would say that ...*
- *In the context of the aforementioned factors, ...*
- *Taking all this into consideration/account, ...*
- *Reflecting on the entire discourse, it strikes me that ...*
- *All in all, it seems to me that ...*
- *All things considered, ...*
- *As far as I am concerned, ...*
- *The inevitable conclusion to be drawn from this is that ...*
- *On a holistic basis, my inclination is towards the belief that ...*
- *Given a choice between ... , I find myself gravitating towards ...*
- *Bearing the entire argument in light, I'd advocate for ...*
- *In terms of my personal disposition towards this matter, ...*
- *The most coherent conclusion to be arrived at is ...*
- *Weighing all the pros and cons, I would have to endorse ...*
- *... is the most effective way to ... due to the fact that ...*
- *Despite the fact that... undoubtedly plays a role in ... I firmly believe that ...*
- *The obvious conclusion to be drawn is that ...*
- *On balance, I tend to believe that ...*
- *The world would surely be a better place to live in if ...*

Formal Letters & Emails

Writing Part 1: Formal Letter/Email

What is a formal letter or an email?

A letter or email in the context of C1 Expert Writing is a formal written communication addressed to a specific recipient for a particular purpose. In this exam format, you'll typically be asked to compose a formal letter or email in response to a given situation, often including bullet points with key information that must be incorporated.

Purpose of a formal letter or email

The primary purpose of a letter or email in the C1 Expert exam is to convey information, express opinions, make requests, or lodge complaints in a clear and persuasive way. These written communications aim to achieve specific outcomes, such as requesting compensation for poor service, challenging or supporting views presented in an article, or expressing opinions on policy proposals.

Register and style

Letters and emails in the C1 Expert Writing Part 1 require a formal register and style appropriate for professional communication. This includes using formal salutations and closings, avoiding contractions and colloquial expressions, and employing a range of sophisticated vocabulary and complex grammatical structures. The tone should be respectful yet assertive.

Structure

A well-structured letter or email for the C1 Expert exam typically follows a clear organisational pattern. It begins with a formal greeting followed by an introductory paragraph that establishes the purpose of the communication. The body paragraphs should develop each main point logically, and the letter or email must end with an appropriate formal closing and the writer's name.

Common topics

The C1 Expert exam frequently features letter and email tasks on contemporary issues relevant to professional and public life. Common topics include complaints about products or services, responses to published articles or proposals, communications with government representatives about policy matters, job applications, or requests for information. The tasks are designed to assess candidates' ability to engage with complex subjects while demonstrating sophisticated language use.

Sample Letter 1

Instructions

You recently stayed at a hotel that was advertised as a “luxury eco-friendly retreat” on its website. However, your experience did not match the description. Write a formal letter of complaint to the hotel manager detailing your concerns and requesting appropriate compensation. Write between 150 – 200 words.

Hotel Paradise: Issues Encountered During Stay

Environmental Practices:

- Plastic bottles provided instead of advertised filtered water stations
- Air conditioning running continuously in all areas despite moderate weather

Service and Facilities:

- “Organic local breakfast” consisted mostly of imported processed foods
- Spa facilities closed for maintenance despite being highlighted when booking

Sample Letter 1

Answer

Dear Sir or Madam,

I am writing to express my disappointment regarding my recent stay at Hotel Paradise from 15th to 18th May. Having booked based on your establishment's reputation as a "luxury eco-friendly retreat," I regret to inform you that my experience fell considerably short of expectations.

Firstly, I was surprised to find plastic water bottles in the room instead of the filtered water stations advertised on your website. Furthermore, the air conditioning was running continuously throughout the hotel despite the moderate weather, which contradicts your eco-friendly claims.

Secondly, the breakfast, described as "organic and local," primarily consisted of imported processed foods. I was looking forward to experiencing local cuisine, which was a key factor in my booking decision.

Additionally, I was tremendously disappointed to discover that the spa facilities, which were prominently featured in your promotional materials, were closed for maintenance during my entire stay. This information was not communicated to me prior to arrival.

Given these shortcomings, I believe I am entitled to appropriate compensation. I would be grateful if you could offer a partial refund to reflect the discrepancy between the advertised experience and the actual one.

I look forward to your prompt response.

Yours faithfully,

Maria Gonzalez

Useful Expressions for Letters/Emails

Other useful expressions

Opening formulas

- *Dear Mr/Mrs/Ms ... ,*
- *Dear Sir/Madam, → When you don't know the name of the addressee.*
- *Dear Sir or Madam, → When you don't know the name of the addressee.*
- *To whom it might concern, → When you don't know the name of the addressee.*

Introductory paragraph

- *I hope this email finds you well.*
- *It is a pleasure (for me) to ...*
- *I am writing with regard to the advertisement ...*
- *I am writing regarding your advertisement ...*
- *I am writing in order to complain about ...*
- *I am writing to complain about ...*
- *I am writing in relation to ...*
- *I am writing to enquire about ...*
- *I am writing to receive more/further information about I am writing to suggest ...*
- *I am writing to offer suggestions ...*
- *I am writing to inform you about ...*
- *I am writing to provide you with information about ...*
- *I am writing to let you know that ...*
- *I am writing to request permission to ...*
- *I am reaching out because...*
- *Might I take a moment of your time to ...*
- *The reason for my writing is to ...*

Replying to a previous message or situation

- *As we discussed during our interview/meeting, I would like to send you...*
- *Thank you for your email about ...*
- *Thank you for your constructive/valuable feedback ...*
- *Thank you for showing interest in ...*
- *Thank you very much for your prompt reply.*
- *I would like to thank you for getting back to me so shortly.*

Useful Expressions for Letters/Emails

Requests and enquiries

- *The first thing I would like to enquire about is ...*
- *First of all, if you do not mind, I would like to know ...*
- *I wonder if you would mind telling me ...*
- *I was hoping that you could tell me ...*
- *I would really appreciate it if you could ...*
- *I would be eternally grateful if you could ...*
- *It would be very helpful if you could send me ...*
- *I was wondering if you could/if you would be able to ...*
- *If possible, I would like to know (more) about ...*
- *Could you please let me know (if/whether) ... ?*
- *Could you also tell me ... ?*
- *Would you mind telling me ... ?*
- *I would also like to know if ... ?*
- *Could you please...?*
- *Could you possibly tell me...?*
- *Can you please fill out this form?*

Attachments and information

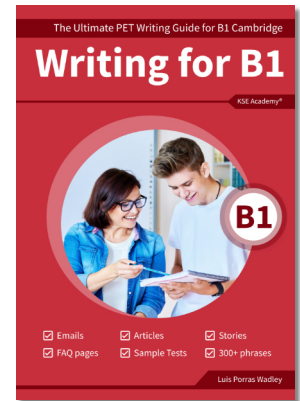
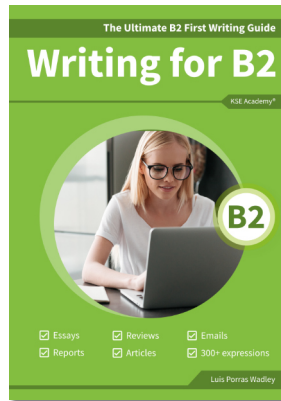
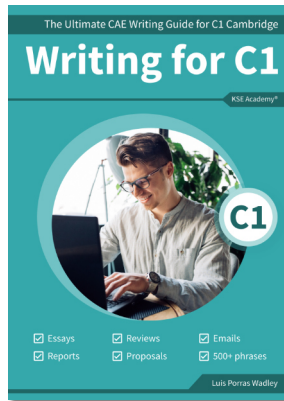
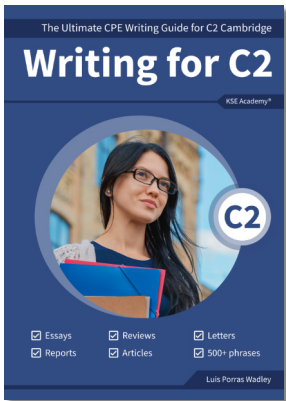
- *Please find [name of the file] attached.*
- *I am enclosing [name of the file].*
- *Please see the information below for more details about ...*
- *Please, find the document that you asked for as an attachment.*
- *I have attached my resume for your review.*
- *The attached file contains ...*
- *Please take a look at the attached file.*
- *Please note that ...*

Organising paragraphs

- *First of all, ...*
- *Firstly, ...*
- *In the first place, ...*
- *My first complaint is ...*
- *The first problem is ...*
- *My first concern is ...*
- *Secondly, ...*

More exam resources by the Author

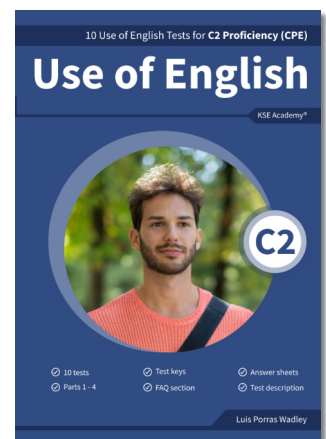
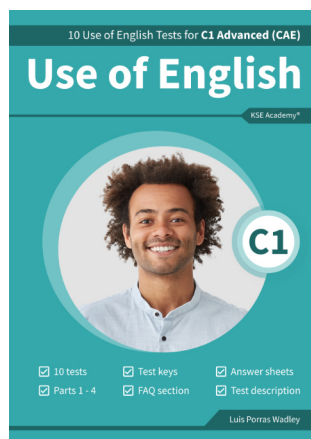
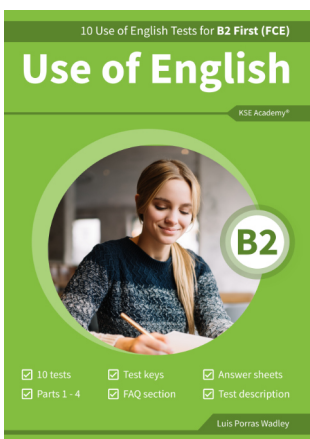
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About the author

Luis P. Wadley is the owner and director of KSE Academy®, an online English academy, LanguageCert Partner Centre and former official Cambridge Exam Preparation Centre. As an English teacher, Luis has been preparing Cambridge and LanguageCert candidates successfully for over ten years.

Luis is the author of other successful test preparation books, including *Use of English B2*, *Use of English C1*, *Use of English C2*, *Writing B1*, *Writing B2*, *Writing C1* and *Writing C2*.

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