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# About this book

## HOW 'B1 WRITING FOR ALL' IS DESIGNED

### AIM

The aim of this book is to introduce students to the variety of tasks they are likely to encounter in any B1-level examination and train them to deal with those task requirements.

### SERIES

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

### STRUCTURE

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

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

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

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

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

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

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

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




# Lesson 1

## Shopping

An article describing habits



### Task and model text



**TEEN INTERNATIONAL MAGAZINE WEBSITE**

Dear friends,  
I found this announcement on the Teen International Magazine website and I would like to hear what you have to say about my favourite subject: shopping!  
Karen

**Shopping Habits**

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

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

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

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

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

Amanda, 13, Athens



### Analysis

1

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

- Do you enjoy *shopping* .....
- Where* ..... and *when* ..... do you go shopping?
- Who *do you go shopping with* .....
- What *do you spend your money on / do you buy* .....
- Who *pays for your shopping* .....
- What other *activities are included / do you do* .....

2

Match the titles to the paragraphs in Amanda's article.

- Who pays for my shopping and how I spend my money 3
- Where and when I go shopping, and with whom 1
- What else I do when I go shopping 4
- What I like buying 2

**3** Answer the questions about Amanda's shopping habits using full sentences.

- |   |  |
|---|--|
| 1. Where does Amanda go shopping?             | <i>She goes to shopping malls in her city.</i>                 |
| 2. Who does she usually go shopping with?     | <i>She usually goes with her friends.</i>                      |
| 3. How often does she go shopping?            | <i>She goes shopping once or twice a month.</i>                |
| 4. What does she prefer buying?               | <i>She prefers buying T-shirts and earrings.</i>               |
| 5. Who usually pays for her shopping?         | <i>She usually pays with her allowance.</i>                    |
| 6. Does she buy expensive items? Why/Why not? | <i>No, she doesn't, because she can't afford them.</i>         |
| 7. What else does she do on a shopping spree? | <i>She usually goes to a fast-food place with her friends.</i> |

**4** Find words/phrases in Amanda's article which mean:

- |                               |                         |                                  |                           |
|-------------------------------|-------------------------|----------------------------------|---------------------------|
| 1. huge shopping centres (§1) | — <i>shopping malls</i> | 5. good, cheap items (§3)        | — <i>bargains</i>         |
| 2. ready for you to use (§1)  | — <i>available</i>      | 6. have the cash to buy sth (§3) | — <i>afford</i>           |
| 3. a day out shopping (§1)    | — <i>shopping spree</i> | 7. very tiring (§4)              | — <i>exhausting</i>       |
| 4. money you are given (§3)   | — <i>allowance</i>      | 8. spending time with (§4)       | — <i>hanging out with</i> |

**5** Read Amanda's article again and mark the following statements as true (T) or false (F).

- |  |                            |
|--|----------------------------|
| 1. When you write an article, you usually start with "Dear ...."                                       | <input type="checkbox"/> F |
| 2. You don't need a new paragraph for each task question. You can group them into 3-4 paragraphs.      | <input type="checkbox"/> T |
| 3. Your language is semi-formal; that is, not too formal or too informal.                              | <input type="checkbox"/> T |
| 4. If you write an article for a contest, you shouldn't write your personal details (name, age, town). | <input type="checkbox"/> F |

**➤** What about you?

**1** Make notes answering the following questions about you.

- |   |  |
|---|--|
| 1. Do you like shopping? How would you describe it? | <i>Yes/No, exciting, interesting, boring, exhausting ... *</i> |
| 2. Where do you usually go shopping?                | <i>shopping mall, local shops, department stores ...</i>       |
| 3. Who do you go shopping with?                     | <i>mum, friends, alone, sisters/brothers, cousins ...</i>      |
| 4. When / How often do you go shopping?             | <i>every Saturday, whenever I need something ...</i>           |
| 5. What do you usually buy?                         | <i>clothes, jewelry, books, CDs, makeup ...</i>                |
| 6. Who pays for what you buy? How?                  | <i>my parents, my allowance, credit cards, cash ...</i>        |
| 7. What else do you do on that day?                 | <i>go out for lunch/coffee ...</i>                             |

*\*sample answers*

**2** Look at the example and turn your notes into complete sentences.

- No: boring* — *I don't like shopping. I think it's boring.*
- I usually go shopping .....
- I go shopping .....
- I go shopping .....
- .....
- .....
- ..... *check students' individual answers*



## Perfecting your writing

1 Can you say it better? Use the words given to rephrase the following sentences.

- |   |   |
|---|---|
| 1. I'm always there for my friends. <b>(count on)</b>               | My friends ..... <i>can always count on me</i> .....            |
| 2. My room is full of posters. <b>(covered with)</b>                | My room is ..... <i>covered with posters</i> .....              |
| 3. I often visit stores in my neighbourhood. <b>(local)</b>         | I often ..... <i>visit local stores</i> .....                   |
| 4. She is unhappy if she doesn't get what she wants. <b>(sulks)</b> | ..... <i>She sulks</i> ..... if she doesn't get what she wants. |
| 5. Everyone has to try to agree with others. <b>(compromise)</b>    | Everyone has to ..... <i>(try to) compromise</i> .....          |
| 6. Eating out on Sundays is a habit for us. <b>(tradition)</b>      | Eating out on Sundays is ..... <i>a tradition for us</i> .....  |
| 7. Let's ask the woman who works in the shop. <b>(assistant)</b>    | Let's ask ..... <i>the shop assistant</i> .....                 |
| 8. I really enjoy hanging out with you. <b>(company)</b>            | I really enjoy ..... <i>your company</i> .....                  |

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

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

3 Linking words. Fill in the following sentences with the linking words in the box. Each will be used once.

like - and - if - but - so - although

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

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

- |   |   |
|---|---|
| 1. My mum usually pay for everything when we go shopping.   | ..... <i>pays (3rd person singular)</i> .....                       |
| 2. I always make my shoppings in a shopping mall.           | ..... <i>do my shopping (expression)</i> .....                      |
| 3. I go shopping usually with my friends.                   | ..... <i>usually go (adv. of frequency before main verb)</i> .....  |
| 4. After our shopping spree, we are going out for coffee.   | ..... <i>we go out (Present Simple - wrong tense)</i> .....         |
| 5. I love jeans. I buy a new jean every time I go shopping. | ..... <i>a new pair of jeans / new jeans (plural noun)</i> .....    |
| 6. I usually am happy with the items I buy.                 | ..... <i>I am usually (adv. of frequency after verb 'be')</i> ..... |
| 7. I love the T-shirts and I collect them.                  | ..... <i>I love T-shirts (wrong use of definite article)</i> .....  |
| 8. I go shopping one time the week.                         | ..... <i>once a week (translation from Greek)</i> .....             |





# Lesson 6

## If I were you ...

### A letter giving advice



#### Task

Read the following writing task and model letter and answer the questions that follow.

Your friend Jason has written you this letter asking for your advice. Read Jason's letter and write a reply with your advice. You should write 120-180 words.

Dear Leo,

I have a problem I hope you can help me with. Lately, my mum and I are always fighting, even about the silliest things. She keeps complaining about the state of my room and the way I leave my things lying around the house. I try to please her but she is never happy.

When I go out with my friends she tells me that I should study more and focus on my homework instead of wasting my time. Last night I was ten minutes late and she told me off and kept going on about the dangers of hanging out with the wrong people. I really can't stand it much longer. What do you think I should do? I'd appreciate any ideas you might have.

Best wishes,  
Jason



#### Analysis

1 Answer the following questions.

1. Who is writing the letter and to whom?

*Jason to his friend Leo*

2. What is Jason's problem?

*He fights a lot with his mum about his untidiness, his friends and the fact that he seems to neglect his schoolwork.*

3. What would you advise Jason to do?

- a. talk to his mum about their problems
- b. ask his dad to support him
- c. stop going out with his friends
- d. help more around the house
- e. keep doing whatever he is doing



#### Model text

Now, read Leo's reply to Jason. Does he use any of the advice in exercise 3?

Dear Jason,

I'm sorry to hear that you have such problems with your mother. Your problems are not new to me, as I sometimes have similar ones with my parents as well.

First of all, it looks like your mother is not happy with your contribution around the house. If I were you, I would talk to her and decide on the things she wants you to do, like keeping your room clean or taking out the garbage. If you keep your part of the deal, she won't have any reason to complain about everyday things.

I also think it would be a good idea to introduce your mum to your friends. It sounds to me like she doesn't trust you when you go out. Meeting your friends and realizing that they're OK will help her worry less and trust you more when you're with them. As for neglecting your schoolwork, maybe your mum has a point there after all!

I hope my advice helps. Let me know how it works out.

Take care,  
Leo

## Analysis

1 Answer the following questions.

- What does Leo advise Jason to do?
  - talk about what he should do in the house
  - introduce his mother to his friends
- Find and underline the expressions Leo uses to introduce his advice.
- What will the result of each piece of advice be?
  - his mother will stop complaining
  - she will trust him more and worry less
- Find and underline the fixed expressions Leo uses to start and finish his letter.

2 Put the following plan for Leo's letter of advice in the correct order.

- Use fixed expressions to finish your letter. 4
- Start by expressing your concern. 1
- Give your second piece of advice and the result you expect it to have. 3
- Give your first piece of advice and the result you expect it to have. 2

3 Find words/phrases in Leo's letter which mean:

- |                                 |                                     |                                    |                      |
|---------------------------------|-------------------------------------|------------------------------------|----------------------|
| 1. almost the same (\$1)        | — <u>similar</u>                    | 5. present sb to sb else (\$3)     | — <u>introduce</u>   |
| 2. what you do to help (\$2)    | — <u>contribution</u>               | 6. have faith in sb (\$3)          | — <u>trust</u>       |
| 3. do what you promised (\$2)   | — <u>keep your part of the deal</u> | 7. not doing what you should (\$3) | — <u>neglecting</u>  |
| 4. say you don't like sth (\$2) | — <u>complain</u>                   | 8. is right (\$3)                  | — <u>has a point</u> |

4 Read Leo's reply again and mark the following statements as true (T) or false (F).

- |   |   |
|---|---|
| 1. The language in a letter of advice should be formal.   | <span style="border: 1px solid black; padding: 2px;">F</span> |
| 2. You should address your friend as "Dear Sir/Madam".  | <span style="border: 1px solid black; padding: 2px;">F</span> |
| 3. You should write your friend a list of things you advise him/her to do.                      | <span style="border: 1px solid black; padding: 2px;">F</span> |
| 4. Every piece of advice you present should be followed by an explanation of how it might help. | <span style="border: 1px solid black; padding: 2px;">T</span> |
| 5. You should use appropriate expressions to start and finish your letter.                      | <span style="border: 1px solid black; padding: 2px;">T</span> |
| 6. Show you are interested to find out if you have been able to help.                           | <span style="border: 1px solid black; padding: 2px;">T</span> |

## Giving advice

1 The following expressions are frequently used in letters giving advice. Write B for 'beginning your letter', E for 'ending it', A for 'presenting your advice' and R for 'the results of your advice'.

- |                                 |   |   |   |
|---------------------------------|---|---|---|
| 1. Why don't you ...?           | <span style="border: 1px solid black; padding: 2px;">A</span> | 7. You could also ...                             | <span style="border: 1px solid black; padding: 2px;">A</span> |
| 2. If you do this ...           | <span style="border: 1px solid black; padding: 2px;">R</span> | 8. I understand your problem because ...          | <span style="border: 1px solid black; padding: 2px;">B</span> |
| 3. I hope my advice helps.      | <span style="border: 1px solid black; padding: 2px;">E</span> | 9. Let me know how everything turns out.          | <span style="border: 1px solid black; padding: 2px;">E</span> |
| 4. One thing you can do is ...  | <span style="border: 1px solid black; padding: 2px;">A</span> | 10. I've thought about your problem a lot and ... | <span style="border: 1px solid black; padding: 2px;">B</span> |
| 5. First of all, you should ... | <span style="border: 1px solid black; padding: 2px;">A</span> | 11. This way ...                                  | <span style="border: 1px solid black; padding: 2px;">R</span> |
| 6. I hope everything goes well. | <span style="border: 1px solid black; padding: 2px;">E</span> | 12. If I were you, I would ...                    | <span style="border: 1px solid black; padding: 2px;">A</span> |





## Perfecting your writing

1 Can you say it better? Use the words given to rephrase the following sentences.

- |   |  |
|---|--|
| 1. I'm not sure she is telling me the truth. ( <b>doubt</b> )       | <i>I doubt that</i> ..... she is telling me the truth.           |
| 2. You should explain it again and again. ( <b>over and over</b> )  | You should ..... <i>explain it over and over</i> .....           |
| 3. Can I give you an idea? ( <b>suggestion</b> )                    | Can I ..... <i>make a suggestion?</i> .....                      |
| 4. If you try more, you will succeed. ( <b>harder</b> )             | ..... <i>If you try harder</i> ..... you will succeed.           |
| 5. Friends play a big role in our lives. ( <b>considerable</b> )    | Friends play ..... <i>a considerable role in our lives</i> ..... |
| 6. If you don't sleep, you will get very tired. ( <b>wear out</b> ) | If you don't sleep, <i>you will wear yourself out</i> .....      |
| 7. Try to remember that you must stay calm. ( <b>keep in mind</b> ) | ..... <i>Keep in mind that</i> ..... you must stay calm.         |
| 8. Drinking coffee is related to your sleep. ( <b>can affect</b> )  | Drinking coffee ..... <i>can affect your sleep</i> .....         |

2 Match the problems 1-5 with the advice a-e.

- |                                       |                            |
|---------------------------------------|----------------------------|
| 1. I have put on weight lately.       | <input type="checkbox"/> b |
| 2. I don't have time for my hobby.    | <input type="checkbox"/> e |
| 3. My Maths teacher is too strict.    | <input type="checkbox"/> d |
| 4. My parents won't let me get a pet. | <input type="checkbox"/> a |
| 5. My best friend is avoiding me.     | <input type="checkbox"/> c |
- 
- |   |
|---|
| a. Why don't you explain to them that you will be taking care of it yourself? |
| b. You should start exercising more.  |
| c. If I were you, I would talk to her to find out what's going on.            |
| d. You should study harder.   |
| e. One thing you could do is organize your time and activities better.        |

3 Now, think of possible results for each of the pieces of advice in Exercise 2. Write one result for each, using the expressions given. The first one is an example.

- |  |
|--|
| 1. This will help you <i>lose weight more easily</i> .....                                       |
| 2. If you do this, ..... <i>you will be able to find some time for your hobby.*</i> .....        |
| 3. This way, ..... <i>you will be able to understand the lesson better.*</i> .....               |
| 4. This will make them ..... <i>realize that you know what a responsibility a pet is.*</i> ..... |
| 5. If you do this, ..... <i>you might realize that it was all a misunderstanding.*</i> .....     |
- \*check students' individual answers*

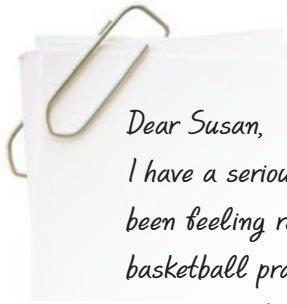
4 Can you find and correct the following mistakes students have made in their letters? Explain.

- |  |   |
|--|---|
| 1. I'm sure everything is going to be fine.                | ..... <i>everything will be fine (S.Future with 'I'm sure')</i> .....         |
| 2. Why don't you give them to understand your problem?     | ..... <i>help them/make them understand (translation from Greek)</i> .....    |
| 3. If I were you, I would tell to him the truth.           | ..... <i>tell him the truth (tell sb sth / say sth to sb)</i> .....           |
| 4. Stop complaining and do something about it!             | ..... <i>complaining (wrong spelling)</i> .....                               |
| 5. Brothers and sisters fight over and over.               | ..... <i>fight all the time (unnatural vocabulary choice)</i> .....           |
| 6. The most important is to be honest about your feelings. | ..... <i>The most important thing is to (expression - missing noun)</i> ..... |
| 7. It is a good idea also to join a gym.                   | ..... <i>It is also a good idea (word order)</i> .....                        |
| 8. To meet your friends will help your parents relax.      | ..... <i>Meeting your friends (gerund as subject)</i> .....                   |



## Your task

Your friend Angela has written you the letter below, asking for your help. Read her letter and write a reply giving her advice. Sign as Susan. You should write 120-150 words.



Dear Susan,

I have a serious problem and could use your help. For the last few weeks I have been feeling really tired. I have so much to do every day, what with school and basketball practice, that I feel exhausted by the end of the day. What is worse, exams are starting soon and I feel really stressed out.

The result is that I can't get a good night's sleep, even if I go to bed early. I lie there in my bed thinking and wanting to sleep, but I can't! No matter what I do, I feel even more sleepy and tired the next day.

Can you think of anything I could try? I look forward to your advice.

Love,

Angela



## Rewrite your corrected letter here

### SAMPLE ANSWER

Dear Angela,

I'm sorry to hear that you have such trouble sleeping. Your problem is not new to me, as I went through exactly the same thing myself last year.

First of all, you should try and relax before going to bed. You could, for example, write down all your thoughts before bedtime. This will clear your head and it will definitely help you relax. You could combine this with some breathing exercises. I have tried them and they really work!

Secondly, you shouldn't eat heavily for at least three hours before going to bed. If your body is busy digesting food at night, you will feel tired in the morning. By the way, you should definitely avoid drinking Coke in the evening. A warm cup of milk instead, will do wonders.

I hope everything goes well. Write back to let me know if you are sleeping any better.

Love,

Susan

