

ABOUT THIS BOOK

HOW “B2 WRITING FOR ALL” IS DESIGNED

B2 Writing for all aims at familiarising students with all letter and essay types typically encountered in B2-level exams. Upon completion of this book, students will have acquired a thorough foundation for writing, before they choose which type of exam suits them best. More specifically, they will have learned how to deal with guided and non-guided tasks, use texts creatively and paraphrase information. At the same time, they will enhance their brainstorming, technical and organisational skills and enrich their vocabulary.

INTRODUCTION

The first part of the book consists of three introductory lessons, each one devoted to 1) informal letters / emails, 2) essays and 3) formal & semi-formal letters / emails respectively. Each lesson provides a thorough analysis of issues related to organisation, structure and register. Basic theory and practice are included to ensure consolidation. The theory is in Greek so that it can be clear and understandable for all students, while practice and instructions are in English. The introduction also includes presentations of all types of letters, essays and descriptions typically encountered in a B2 exam, accompanied by useful expressions, suggested writing plans and linking words / phrases.

UNITS 1 - 4 (LESSONS 1 - 12)

The main part of this book is divided into 4 units, covering 1) informal letters / emails, 2) essays, 3) formal & semi-formal letters / emails and 4) descriptions. Each unit consists of 3 lessons.

- The first lesson of each unit presents two similar writing tasks. The first one is accompanied by a model and relevant exercises while the second one is assigned for homework. These lessons focus on basic technical and organisational skills.
- The second lesson of each unit features a guided task, accompanied by one or two relevant texts. These lessons focus on using and paraphrasing information from texts and also contain technical and organisational exercises.
- The third lesson of each unit presents less guided or non-guided tasks, accompanied by lead-in, brainstorming, technical and organisational exercises. These lessons focus on developing students' critical thinking and autonomous writing. In addition, for each 3rd lesson, there is an extra text with accompanying exercises at the end of the book, to be used at the teacher's discretion, in class or as homework.

EXTRA LESSONS

Extra lessons 1 - 3 present letters of invitation, of complaint and reviews. They all feature two similar tasks. The first one is developed in a model and the second one is assigned for homework.

All lessons also contain useful expressions, relevant vocabulary and suggested writing plans. It is not compulsory to follow these plans. Students can provide their own plan for each topic as long as it makes sense. Teachers are provided with indicative models for all tasks to photocopy at their own discretion, whereas students are provided with space to rewrite their corrected essays / letters.

EXTRA TOPICS

At the end of the book there are extra topics (informal letters / emails, essays, formal & semi-formal letters / emails and descriptions) both guided and non-guided, which can be used throughout the year, as a form of revision and consolidation.

PROPOSED TEACHING PLAN

B2 Writing for all is designed to cover a period of approximately six months, leaving ample time to focus on specific exam preparation. Each teacher, student and class has specific needs and the teaching of writing cannot be formulated in the same way as the teaching of other skills. However, here are some general suggestions regarding the order of teaching this book:

1. Introductory lesson 1: Informal letters/emails
 2. Unit 1: Informal letters/emails + Extra text (Unit 1, Lesson 3)
 3. Introductory lesson 2: Essays
 4. Unit 2: Essays + Extra text (Unit 2, Lesson 3)
 5. Introductory lesson 3: Formal & Semi-formal letters/emails
 6. Unit 3: Formal & Semi-formal letters/emails + Extra text (Unit 3, Lesson 3)
 7. Unit 4: Descriptions + Extra text (Unit 4, Lesson 3)
 8. Extra Lessons
- The sections of the introduction entitled “Types of letters”, “Types of essays”, “Types of descriptions” and “Useful linking words & phrases” can be used for a reference during the course of the year.
 - The “Extra topics” section can be used either throughout the year or after completion of this book.
 - Teachers are recommended to allocate one teaching period each week to writing.

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	TOPIC	AIM	FURTHER PRACTICE	PAGE
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1. INFORMAL LETTERS / EMAILS

Ένα ανεπίσημο / φιλικό γράμμα ή email απευθύνεται σε κάποιο φιλικό ή οικείο πρόσωπο. Μπορεί να ευχαριστεί τον παραλήπτη για κάτι, να τον συμβουλεύει, να τον ενημερώνει, να τον προσκαλεί κτλ.

ΔΟΜΗ ΚΑΙ ΟΡΓΑΝΩΣΗ

1. ΠΡΟΣΦΩΝΗΣΗ (SALUTATION)

informal letter: *Dear Mike,*

email: *Hi Mike!*

2. ΕΙΣΑΓΩΓΗ (INTRODUCTION)

Κάθε εισαγωγή είναι διαφορετική ανάλογα με την περίπτωση. Γενικότερα όμως μια εισαγωγή μπορεί να περιέχει όλα ή κάποια από τα παρακάτω στοιχεία αν και εφόσον εξυπηρετούν το θέμα:

- χαιρετισμό - **greeting:** *How are you? I hope you are well.*
- μια αναφορά στο γράμμα / email στο οποίο απαντάς - **a reference to the letter you are replying to:** *I got your letter asking..., I was glad to hear that...*
- το σκοπό για τον οποίο γράφεις - **purpose of writing:** *I'm writing to inform you about...*
- την άποψή σου - **thesis statement:** *I believe that you should...*

Exercise: Read the introduction below and identify each separate part.

How have you been? I got your letter a few days ago, but I was too busy with my exams to write back. Anyway, I've been thinking about your argument with your sister and I have a few suggestions to help improve things between you two.

greeting
reference to the letter you have received
purpose of writing

TIP:
Προσπάθησε ο **λόγος σου να είναι φυσικός**. Μπορεί ακόμη και να προσποιηθείς ότι είσαι κάποιος άλλος ή να εκφράσεις απόψεις με τις οποίες δεν συμφωνείς για να αντιμετωπίσεις το θέμα πιο εύκολα.

3. ΚΥΡΙΩΣ ΣΩΜΑ (MAIN BODY)

Στο κυρίως σώμα αναπτύσσεται το θέμα. Το πόσο μεγάλο θα είναι το κυρίως σώμα καθορίζεται από το όριο λέξεων που ορίζει το θέμα. Αν π.χ. το όριο λέξεων είναι 150 λέξεις, προφανώς θα αποτελείται από μία παράγραφο. Αν όμως το όριο είναι 180-250 λέξεις θα αποτελείται από 2-3 παραγράφους.

ΠΩΣ ΝΑ ΧΩΡΙΣΩ ΤΙΣ ΠΑΡΑΓΡΑΦΟΥΣ;

A. Όταν το θέμα με καθοδηγεί

Μπορεί στο θέμα να είναι ξεκάθαρο το πώς να χωρίσεις τις παραγράφους. Π.χ. αν το θέμα σου λέει "discuss the problem and suggest solutions" είναι φανερό ότι θα αφιερώσεις μια παράγραφο για να περιγράψεις το πρόβλημα και άλλη μία (ή δύο) για να προτείνεις λύσεις.

B. Όταν το θέμα δεν με καθοδηγεί

Αν το θέμα είναι πιο "ελεύθερο" και δεν σε κατευθύνει, τότε πρέπει να αποφασίσεις μόνος/η σου πώς θα οργανώσεις την κάθε παράγραφο. Ακολούθησε τα εξής βήματα:

- σκέψου 2-3 ιδέες που απαντούν στο θέμα
- ξεχώρισε ΚΑΘΕ ΙΔΕΑ ΣΕ ΜΙΑ ΞΕΧΩΡΙΣΤΗ ΠΑΡΑΓΡΑΦΟ
- αν 2 ή παραπάνω ιδέες είναι παρόμοιες, ομαδοποίησέ τες

Γ. Όταν το θέμα έχει πολλά ερωτήματα

Αν το θέμα έχει παραπάνω από 2-3 ερωτήματα και δε γίνεται να απαντήσεις το καθένα σε ξεχωριστή παράγραφο, κάνε τα εξής βήματα:

- σκέψου απαντήσεις για όλα τα ερωτήματα
- βάλε τις απαντήσεις που είναι παρόμοιες ή έχουν λογική σειρά στην ίδια παράγραφο



2. ESSAYS

Σ'αυτήν την κατηγορία ανήκουν όλα τα είδη γραπτού λόγου που δεν είναι γράμματα (compositions, articles, accounts, stories). Τα articles όμως έχουν και τίτλο.

ΔΟΜΗ ΚΑΙ ΟΡΓΑΝΩΣΗ

1. ΕΙΣΑΓΩΓΗ (INTRODUCTION)

Κάθε εισαγωγή είναι διαφορετική ανάλογα με την περίπτωση. Γενικότερα όμως μια εισαγωγή μπορεί να περιέχει όλα ή κάποια από τα παρακάτω στοιχεία αν και εφόσον εξυπηρετούν το θέμα:

- ένα γενικό σχόλιο - **general comment** πάνω στο θέμα: It is a sad reality that...
- ένα balanced statement (for and against essays): Although the Internet is a miracle of modern technology, its dangers should not be ignored.
- την άποψή σου - thesis statement (opinion essays): I am of the opinion that the Internet is an invaluable tool.

Exercise: Look at the following introductions. Which one is from a for & against essay and which from an opinion essay? Underline the balanced statement and the thesis statement.

1. More and more teenagers today prefer spending their holidays with their friends, instead of with their family. Going on holiday without parental supervision has many benefits for teenage children, but its dangers should not be ignored. balanced statement: for & against essay

2. More and more teenagers today prefer going on holiday with their friends, instead of with their family. I feel this experience can be very beneficial for children of that age for many reasons. thesis statement: opinion essay

Exercise: Rewrite the following sentence to present a balanced statement, using the phrases given.

The Internet has both advantages and disadvantages.

a. While it cannot be denied that, it is true that as well.

.....
While it cannot be denied that the Internet has many advantages, it is true that it has some disadvantages as well.

b. No one can deny that, but cannot be ignored.

.....
No one can deny that the Internet has many advantages, but its disadvantages cannot be ignored.

c. Although has, its should also be taken into account.

.....
Although the Internet has many advantages, its disadvantages should also be taken into account.

Exercise: Read the first topic and introduction and underline the general comment and thesis statement. Then, read the second topic and general comment, and write an appropriate thesis statement.

Today, most people prefer watching DVDs at home to going to the movies. How do you feel about this trend?

Going to the cinema has gradually become outdated, as the majority of people today prefer staying in and renting a DVD instead. I feel that this is understandable, as DVDs have a number of advantages compared to the cinema.

Nowadays, littering is a common phenomenon in both urban areas and in the country. Do you think people who litter should be punished?

Not only in cities, but also in rural areas there are too many people who throw rubbish away in the streets. I believe that such behaviour should not remain unpunished and that strict measures should be taken to discourage those who litter.

TIP:

Ένα **balanced statement** παρουσιάζει και τις δύο πλευρές ενός ζητήματος με ουδέτερο ύφος. Μπορεί να χρησιμοποιηθεί στην εισαγωγή ή στον επίλογο, ιδιαίτερα όταν δεν ζητείται η άποψή μας.

TIP:

Ένα **thesis statement** είναι η θέση που παίρνεις στο ερώτημα του θέματος. Αποτελεί την κεντρική ιδέα της έκθεσης και όλη η έκθεση πρέπει να στηρίζει τη θέση αυτή.



3. FORMAL & SEMIFORMAL LETTERS / EMAILS

Ένα επίσημο γράμμα ή email απευθύνεται σε κάποιο ανώτερο πρόσωπο (editor, manager, head teacher). Μπορεί να ενημερώνει τον παραλήπτη για κάτι, να τον ευχαριστεί, να εκφράζει ένα παράπονο κτλ.

ΔΟΜΗ ΚΑΙ ΟΡΓΑΝΩΣΗ

1. ΠΡΟΣΦΩΝΗΣΗ (SALUTATION)

- αν γνωρίζεις το όνομα του παραλήπτη: *Dear Mr / Mrs / Miss Taylor*, ή *Dear Ms Taylor* αν δεν γνωρίζεις την οικογενειακή κατάσταση της γυναίκας
- αν δεν γνωρίζεις το όνομα του παραλήπτη: *Dear Sir / Madam*,

2. ΕΙΣΑΓΩΓΗ (INTRODUCTION)

Κάθε εισαγωγή είναι διαφορετική ανάλογα με την περίπτωση. Γενικότερα όμως μια εισαγωγή μπορεί να περιέχει όλα ή κάποια από τα παρακάτω στοιχεία αν και εφόσον εξυπηρετούν το θέμα:

- μια αναφορά στο γράμμα / email / advertisement στο οποίο απαντάς - **a reference to the letter/email/advertisement you are replying to**: *I am writing in reply to your letter... / in response to your advertisement...*
- μια αναφορά στη σχέση αποστολέα - παραλήπτη: *I recently bought a computer from your company...*
- το σκοπό για τον οποίο γράφεις - **purpose of writing**: *I'm writing to complain about...*
- την άποψή σου - **thesis statement**: *I believe that you should...*

Exercise:

Each of the following introductions has two sentences which are not necessary. Find these sentences and cross them out.

1. ~~I am a high school student and I recently read an article in your newspaper about the construction of a car park in the centre of our city. Is a car park what this city really needs?~~ I am writing to share my thoughts with you, as I am convinced that this plan will have a negative effect on our historical city centre. ~~Here are my arguments against it.~~

2. ~~My name is Susan Brown and I live in 54 West Lane, Exeter.~~ I am writing to complain about a DVD player I purchased at your store three days ago. ~~I liked your selection of DVD players very much and I believe I chose the best.~~ There are two problems with it which I would like to draw your attention to.

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3. ΚΥΡΙΩΣ ΣΩΜΑ (MAIN BODY)

Στο κυρίως σώμα αναπτύσσεται το θέμα. Το πόσο μεγάλο θα είναι το κυρίως σώμα καθορίζεται από το όριο λέξεων που ορίζει το θέμα. Αν π.χ. το όριο λέξεων είναι 150 λέξεις, προφανώς θα αποτελείται από μία παράγραφο. Αν όμως το όριο είναι 180-250 λέξεις θα αποτελείται από 2-3 παραγράφους.

ΠΩΣ ΝΑ ΧΩΡΙΣΩ ΤΙΣ ΠΑΡΑΓΡΑΦΟΥΣ;

- Όταν το θέμα με καθοδηγεί αφιερώνω μια παράγραφο για κάθε ερώτημα.
- Όταν το θέμα δεν με καθοδηγεί, σκέφτομαι 2-3 ιδέες που απαντούν στο θέμα, αφιερώνω για καθεμιά μια ξεχωριστή παράγραφο ή ομαδοποιώ 2 ιδέες αν είναι παρόμοιες στην ίδια παράγραφο.
- Όταν το θέμα έχει πολλά ερωτήματα, σκέφτομαι απαντήσεις για όλα και βάζω όσες ταιριάζουν λογικά στην ίδια παράγραφο.

ΤΙ ΠΕΡΙΕΧΕΙ Η ΚΑΘΕ ΠΑΡΑΓΡΑΦΟΣ;

Αν το όριο λέξεων είναι μικρό και το κυρίως σώμα αποτελείται από μία μόνο παράγραφο, ίσως και να μη χρειαστεί να αναπτύξεις λεπτομερώς τις ιδέες σου. Διαφορετικά η κάθε παράγραφος πρέπει να περιέχει:

A. TOPIC SENTENCE (ΘΕΜΑΤΙΚΗ ΠΡΟΤΑΣΗ) Είναι συνήθως η πρώτη πρόταση και μια περίληψη της παραγράφου.

B. SUPPORTING SENTENCES

- explanation (επεξήγηση): 1-2 προτάσεις που εξηγούν τη θεματική πρόταση
- example / result (παράδειγμα / αποτέλεσμα)

Unit 1 Lesson 1

Informal letters / emails

Lead-in: In-class discussion

- What is the difference between the two pictures?
- Where would you rather live? Why?
- What are some problems of living in the country / in a city?



Writing Task

Your friend Mark's family are thinking of leaving the big city and moving to the country. Your family has been living in the country for over ten years. Write a letter to your friend discussing the advantages and disadvantages of living in the country, to help him decide. Your letter should be approximately 200 words.

- In your letter you should include:
- an introduction
 - the advantages and disadvantages of living in the country
 - a conclusion with your personal opinion

Topic Analysis

1. Who is the letter to?

- Mark's parents
- A friend who needs advice on moving house
- A friend who needs help deciding whether to move

2. What does the task ask you to do?

- To discuss the pros and cons of the country
- To describe the pros and cons of the city
- To give advice on how to travel to the country

Model Letter

Dear Mark,

I was happy to hear that your family are considering moving to the countryside. As I have been living here myself for many years, I can tell you all about its benefits and drawbacks.

First of all, nothing compares to living close to nature. There are trees, fields and forests everywhere, and we enjoy fresh produce, straight from the farm. Secondly, you have the opportunity to play outside and do many outdoor activities. My friends and I, for instance, go cycling every day and we often swim in the nearby lake.

That's not to say, of course, that living in the country doesn't have its drawbacks. To begin with, there is a lack of facilities and amenities, such as hospitals or a cinema. If there's a medical emergency or we want a night out, we have to travel to the nearest town. Moreover, it is difficult to get a job here, as most employment opportunities involve agriculture or animal farming.

All in all, despite its disadvantages, I believe that living in the country is a great choice and I wouldn't change it for the world. I hope you will come to see it my way.

Take care,
Sandra

1. Collocations - Fill in the expression with words from the model letter.

- **fresh** produce
- outdoor **activities**
- employment **opportunities**
- go **cycling**
- **animal** farming
- medical **emergency**

2. Derivatives - Find derivatives of the following words in the model letter.

- employ — **employment**
- cycle — **cycling**
- medicine — **medical**
- act — **activity**
- farm — **farming**
- live — **living**
- choose — **choice**

Describing pros and cons

1. Try to think of two advantages and two disadvantages of living in the city and write them down in sentences. Use the words given to start your sentences. You may use the NOTES space of this lesson to write down any additional ideas you may have.

ADVANTAGES 1. The main advantage of living in a city is that *there is a wide range of entertainment sources for you to enjoy in your free time.*

2. In addition, *there are plenty of job opportunities in many fields.*

DISADVANTAGES 3. One of the disadvantages of living in a city is that *there is serious pollution from the traffic.*

4. Besides, *there is a lack of parks and green spaces for outdoor activities. **

2. Write supporting sentences for each one of the advantages and disadvantages you have come up with above.

1. *You can enjoy, for example, going to the theatre or the cinema or visiting a museum as often as you like, (since everything is within easy reach).*

2. *No matter what you are interested in doing, the city offers a variety of jobs ranging from taxi-driving to advertising, thus providing work for everyone.*

3. *Unfortunately, cars not only pollute the air with their exhaust fumes, but they also cause considerable noise pollution, which may be difficult to get used to.*

4. *This means that children are mostly confined indoors, resorting to playing video and computer games. As a result, they lose contact with nature and do not get enough exercise. **

TIP:

To come up with an **advantage**, think of "what is good about...?"

To come up with a **disadvantage**, think of "what is bad about...?"

To come up with an **explanation**, think of "why is it good or bad?"

TIP:

To explain a point you can use expressions like **this means that, in other words, that is to say**, etc.

To give an example you can use **for example, such as, for instance**, etc. To show the result of an action you can use **as a result, this way**, etc. To express the reason you can use **as, because, since**, etc.

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Conclusions

1. Read the following conclusions. Which expresses an opinion and which a balanced statement?

1. *To sum up, although living in a flat has many advantages, I prefer the luxury of living in a house. I hope my letter helps you decide what would be best for you to buy.*

opinion

2. *All in all, both living in a house and living in a flat have their benefits and drawbacks. It is up to you to decide what your needs are and what is best for you in the long run.*

balanced statement

2. Now rewrite the conclusion of the model letter, so that it expresses a balanced statement.

*All in all, life in both the country and the city has its advantages and disadvantages. It is up to you to decide what your needs are (what your ideal living conditions are) and what is best for you in the long run. **

Writing on your own

Your friend Linda's father has accepted a job in the city and her family are leaving their house in the country in order to move there. You have been living in the city for many years. Write a letter to your friend discussing the advantages and disadvantages of living in the city. Your letter should be approximately 200 words.

In your letter you should include:

- an introduction
- the advantages and disadvantages of living in the city
- a conclusion



NOTES

Spiral notebook with horizontal lines for notes.



USEFUL EXPRESSIONS

One of the main benefits / drawbacks of... is

A major advantage / disadvantage of... is

The best / worst thing about... is



USEFUL VOCABULARY

FOR THE COUNTRY

live close to nature, breathe clean air, enjoy fresh produce, reconnect with nature, experience rural life, farming, cattle, forests, do outdoor activities, live in peace and quiet

FOR THE CITY

employment opportunities, job prospects, entertainment sources, medical / educational facilities, traffic jams / congestion, overcrowded streets, hustle and bustle, lose contact with nature, confined indoors, impersonal relationships, isolated people, alienation

FOR BOTH

there is a lack of, there are plenty of, there is a wide range of, offer a variety of, provide sb with the opportunity to, give sb the chance to, enable sb to



SUGGESTED PLAN

INTRODUCTION

1-2 sentences:

- greet
- make a reference to the letter you are replying to
- say why you are writing

MAIN BODY

1st paragraph

- 2-3 advantages
- + explanations / examples

2nd paragraph

- 2-3 disadvantages
- + explanations / examples

N.B. Order of paragraphs may be reversed

CONCLUSION

1-2 sentences:

- summarise
- say your opinion

SUPER COURSE

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Dear Linda,

I was glad to hear about your father's transfer. I know that the news about moving to the city came out of the blue for you, but I'm sure you'll get used to it, just like I did when my family first moved here.

Living in the city has many benefits for the whole family. The best thing is that there is a wide range of facilities and opportunities. You can enjoy the unlimited entertainment sources, such as cinemas, theatres or cafés. Schools and hospitals are also equipped with state-of-the-art technology. Needless to say, job prospects are much better here. Don't you think that finding a job would be easier for you later on?

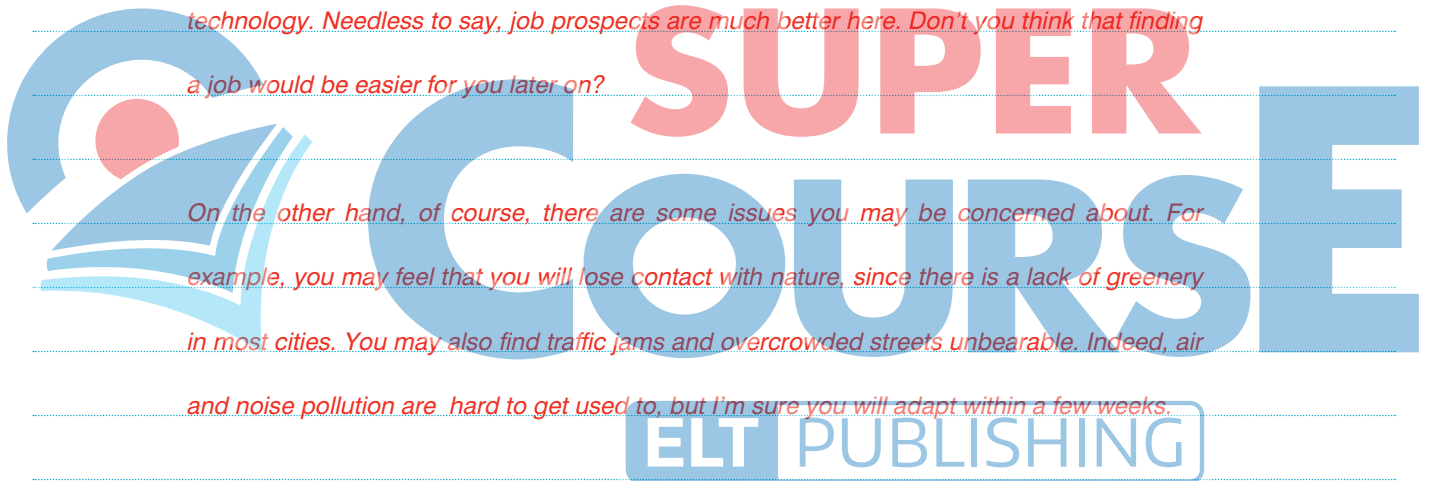
On the other hand, of course, there are some issues you may be concerned about. For example, you may feel that you will lose contact with nature, since there is a lack of greenery in most cities. You may also find traffic jams and overcrowded streets unbearable. Indeed, air and noise pollution are hard to get used to, but I'm sure you will adapt within a few weeks.

To sum up, I guess moving away from the country will be a real challenge for you, but I know you'll come to see this change in your life as an opportunity you can take advantage of!

I can't wait to hear your news.

Bye for now,

Jack



Unit 1 Extra text & exercises

MOVING TO ANOTHER CITY - HOW TO HELP YOUR CHILD COPE

You have been handed a transfer order in your office or you have accepted a new job in a new city. When you break this news at home, you will face mixed reactions from the children. A move or relocation will not only affect parents but it will definitely affect the children seriously. For children, a large part of their world revolves around their school, teachers and friends. The unfamiliarity with the new place will give rise to certain apprehensions which should quickly be put to rest. Here are some tips:

Before the relocation

- Communicate the news to your child early on and explain why the decision to move is better for everyone
- Ask them to speak out about their apprehensions and try to clear them up
- Explain to them how they can help in the move and make the move fun
- Give your children an opportunity to meet and say goodbye to all their friends and teachers. Let them collect their contact numbers, email IDs, and addresses.
- Delegate responsibilities during the move - like keeping

a checklist of everyone who needs to be informed, or maintaining the packing list, or helping to pack some of their own things.

After the relocation - making friends

- After relocating to the new place, it is a good idea if parents consciously spend more time with children - playing, talking, being together, etc. This will help children adjust better, knowing that familiar interactions with parents are not affected by the move.
- Encourage them to enroll in extracurricular activities so that they make new acquaintances. Visit your local community centre for information on activities suitable for children.

After the relocation - school

- At the new school, put in a word with the teacher asking him/her to help the child settle in class. Encourage your child to participate in school clubs. Reassurance and support from the teacher will help the child to settle in.
- For the first few weeks, spend more time talking to your child when he/she comes home from the new school. This will help you isolate quickly any problems in adapting.

1. Find the collocations from the text.

1. break the *news*
2. *mixed* reactions
3. *delegate* responsibilities
4. keep a *checklist*
5. *making* friends
6. familiar *interactions*
7. *spend* time
8. *extracurricular* activities

2. Find words in the text which mean:

1. responses — *reactions*
2. moving to another place — *relocation (para 1)*
3. the state of not knowing sth — *unfamiliarity (para 1)*
4. worries, concerns — *apprehensions (para 1)*
5. duties — *responsibilities (para 2)*
6. on purpose *consciously (para 3)*
7. adapt — *adjust (para 3)*
8. not related to school — *extracurricular (para 3)*

3. Fill in the table with the missing verbs, adjectives or nouns from the text.

VERB / ADJ.	NOUN
react	<i>reaction</i>
decide	<i>decision</i>
<i>communicate</i>	communication
responsible	<i>responsibility</i>
<i>informed</i>	information

VERB	NOUN
interact	<i>interaction</i>
act	<i>activity</i>
reassure	<i>reassurance</i>
<i>collect</i>	collection
<i>isolate</i>	isolation

4. Read the following informal phrases and find the equivalent formal ones in the text. The first one is an example.

1. the usual relationship with parents hasn't changed — *familiar interactions with parents are not affected*
2. not knowing the new place — *the unfamiliarity with the new place*
3. will cause some fears — *will give rise to certain apprehensions*
4. tell your child the news — *communicate the news to your child*
5. talk about their fears — *speak out about their apprehensions*
6. assign duties — *delegate responsibilities*
7. take up new hobbies — *enroll in extracurricular activities*
8. get to know new children — *make new acquaintances*
9. notice if he / she has trouble getting used to the new school — *isolate any problems adapting*

Writing Task

Write a letter to a friend from another country inviting him or her to stay with you for the Christmas holidays. Make sure you include descriptions of your Christmas traditions as well as suggestions about what you can do together in your town. Your letter should be approximately 200 words.

Model Letter

1. Read the following model letter of invitation and fill in the missing phrases from the box below.

is really worth a visit / thanks so much for your last letter / I really hope you accept our invitation / say hi to your folks for me / there are a lot of things / another thing we could do is / let me tell you a couple of things about

Dear Sandy,

How are you? 1. *Thanks so much for your last letter* telling me about your life in England. Guess what? My mum suggested we invite you to Athens for Christmas. It'd be so great if you could come! 2. *Let me tell you a couple of things about* Christmas here in Greece as well as some things we could do.

Christmas in Greece is an important holiday, especially for students, as we don't have school for two weeks! We usually exchange gifts on New Year's Eve rather than on Christmas Day, and on Christmas Eve, my mother always cooks a huge dinner for all our relatives.

While you're here, 3. *there are a lot of things* I'd like us to do. The new Acropolis Museum 4. *is really worth a visit*, especially since I know you're interested in history. 5. *Another thing we could do is* go to our country house in the mountains, about two hours away from Athens. It's in an area that gets really crowded in the winter because of the ski season. We could go skiing or snowboarding there, if you like.

6. *I really hope you accept our invitation*! Please write back to tell me if there's anything else you want us to do and to ask me any other questions you may have. Take care for now!

Love,
Mary

P.S. 7. *Say hi to your folks for me* and tell them we'll take good care of you here!

2. Look at the model again and answer the following questions.

- Who is the letter from and to? *from Mary to Sandy*
- What is the purpose of the letter? *to invite Sandy to Athens for Christmas*
- What does Mary usually do during the Christmas holiday? *She exchanges gifts and has dinner with her relatives*
- What activities does Mary suggest doing? *Visiting the Acropolis Museum, going to her country house, going skiing or snowboarding*

Writing on your own

Write a letter to a friend inviting him or her for the summer holiday. Make sure you make some suggestions about what you can do together and what your friend should bring with him / her. Your letter should be approximately 200 words.

USEFUL EXPRESSIONS

it'd be great if we could, we would also be able to, you may also enjoy, ...is worth a visit, there are a lot of things to do / see, another thing we will, I will also show you, during the high / low season, if you come... we'll be able to

Copy your corrected letter here:

Dear Tim,

How are you? I was thrilled to hear you passed your driving test. Congratulations! I'm writing because I have some exciting news: my parents told me I should invite you to come to Greece during the summer!

If you come, we'll have a fabulous time. First of all, we'll definitely go to my country house by the sea. It's only an hour from Athens but it's got a breathtaking view of the sea and we could go swimming every day. Also, as summer is high season, there will be lots of other people so we'll certainly make new friends. Another thing I want us to do together is go to the local sports camp. It's only for five days but we'll play football for hours every day.

If you can come, there are a few things you should bring. First of all, you'll definitely need a swimsuit and swimming accessories like a scuba mask and flippers. Don't bother about towels or suntan lotion – my mum's got plenty. Also, if you like the idea of the sports camp, you'll have to bring a sleeping bag, a tracksuit, and proper trainers. Oh, and don't forget a good pair of sunglasses.

I really hope you'll be able to make it! I promise you we'll have the time of our lives.

Cheers for now!

Bill

P.S. Can you let me know by the end of the month? I want to register us for the sports camp as soon as possible!



USEFUL VOCABULARY

ELT

PUBLISHING

SUGGESTED

PLAN

FOR THINGS TO DO

go for a walk / drink / picnic, go to the beach / mountains, go on a trip, go swimming / hiking / cycling / sightseeing / camping, eat out, go shopping, buy souvenirs, taste traditional food / dishes, listen to local music, not much to do, quiet nightlife

FOR THINGS TO SEE

beautiful scenery, breathtaking view, archaeological sites, historic places, museums, zoo

FOR THINGS TO BRING

CLOTHING: swimsuit, flat shoes, sandals, sweater, jumper, shorts, T-shirts, beach bag / towel, goggles, trainers, slippers, tracksuit, outfit, tights high heel shoes

OBJECTS: camera, video camera, torch, sleeping bag, umbrella, sun glasses, binoculars, credit card, pass

INTRODUCTION

1-2 sentences:

- greet your friend
- make a reference to the letter you have received and say why you are writing

MAIN BODY

1st paragraph

- mention things you will do and see

2nd paragraph

- recommend things for him / her to bring

CONCLUSION

1-2 sentences:

- say that you hope he / she will accept your invitation and that you will have a great time

You may also add a **P.S.**