

# CONTENTS

Wow!

## INTRODUCTION

INTRODUCTION TO B2 EXAM WRITING	p. 4
INTRODUCTION TO INFORMAL EMAILS/LETTERS	p. 5
INTRODUCTION TO ESSAYS	p. 10
INTRODUCTION TO FOR & AGAINST ESSAYS	p. 12
INTRODUCTION TO OPINION ESSAYS	p. 16

## LINKING WORDS/PHRASES

p. 21

## LESSONS

LESSON	TOPIC	TITLE	TYPE	PAGE
Lesson 1A	Sports & Leisure	A sport I like doing	INFORMAL EMAIL	22
Lesson 1B		An activity I enjoy doing		26
Lesson 2A	Education & School life	An inspiring teacher	INFORMAL LETTER	28
Lesson 2B		A new friend at school		32
Lesson 3A	Culture & History	Attending a festival	INFORMAL EMAIL	34
Lesson 3B		Visiting a museum		38
Lesson 4A	Travelling	A weekend in your town/village	INFORMAL EMAIL	40
Lesson 4B		A week at your favourite summer destination		44
Lesson 5A	Shopping & Money	Shopping in malls	FOR & AGAINST ESSAY	46
Lesson 5B		Online shopping		50
Lesson 6A	Entertainment & the Arts	A book I've read	ARTICLE	52
Lesson 6B		A film I've watched		56
Lesson 7A	Health & Illness	Building a stronger immune system	ESSAY MAKING SUGGESTIONS	58
Lesson 7B		Improving your health and fitness		62
Lesson 8A	Science & Technology	Children and smartphones	OPINION ESSAY	64
Lesson 8B		Social media		68

LESSON	TOPIC	TITLE	TYPE	PAGE
Lesson 9A	Crime & Punishment	Types of crime punishment	OPINION ESSAY	70
Lesson 9B		Discipline policies at school		74
Lesson 10A	Employment	Making a career choice	OPINION ESSAY	76
Lesson 10B		Professional requirements		80
Lesson 11A	The Environment	Using cars in big cities	ESSAY DISCUSSING REASONS & CONSEQUENCES	82
Lesson 11B		Recycling		86
Lesson 12A	The Media	Participating in talent shows	OPINION ESSAY (HYPOTHETICAL SITUATION)	88
Lesson 12B		Watching series on streaming services		92

## EXTRA LESSONS

### INTRODUCTION TO STORIES

LESSON	TITLE	TYPE	PAGE
Extra Lesson 1A	The lost wallet	STORY	96
Extra Lesson 1B	An adventure in the park		100
Extra Lesson 2A	A different day at school	STORY	102
Extra Lesson 2B	A different Saturday		106

### INTRODUCTION TO FORMAL EMAILS/LETTERS

LESSON	TITLE	TYPE	PAGE
Extra Lesson 3A	Applying for a job at a local restaurant	FORMAL LETTER OF APPLICATION	116
Extra Lesson 3B	Applying for a summer English course		120
Extra Lesson 4A	A disappointing hotel	FORMAL EMAIL OF COMPLAINT	122
Extra Lesson 4B	A faulty tablet		126

## EXTRA WRITING TASKS

p. 128

## GLOSSARY

p. 134



# INTRODUCTION TO B2 EXAM WRITING

Στις εξετάσεις επιπέδου B2, μπορεί να συναντήσεις τα παρακάτω είδη γραπτού λόγου:

- informal emails/letters
- essays
- articles
- stories
- formal emails/letters

**Before teaching the main and extra lessons in the book, do the corresponding introductions.**



**LET'S  
WRITE**

## ΣΤΑΔΙΑ ΤΟΥ WRITING

Όταν γράφεις ένα κείμενο, καλό είναι να ακολουθείς τα εξής στάδια:

### • Πριν ξεκινήσεις να γράφεις:

1. διάβασε προσεκτικά το writing task και προσπάθησε να κατανοήσεις πλήρως τι σου ζητάει.
2. υπογράμμισε λέξεις/φράσεις κλειδιά.
3. σκέψου ιδέες και λεξιλόγιο σχετικά με το writing task.
4. κάνε ένα πλάνο για να οργανώσεις τις παραγράφους σου.
5. σκέψου σε ποιον απευθύνεσαι.
6. διάλεξε τι γλώσσα θα χρησιμοποιήσεις (επίσημη ή ανεπίσημη).

### • Ενώ γράφεις:

7. μην αντιγράφεις το writing task, αλλά προσπάθησε να χρησιμοποιήσεις δικά σου λόγια.
8. κάνε απλές προτάσεις χρησιμοποιώντας τη γραμματική που ξέρεις.
9. ανάπτυξε τις ιδέες σου με επεξηγήσεις, παραδείγματα κλπ.
10. χρησιμοποίησε ποικιλία λεξιλογίου για να εκφράσεις τις ιδέες σου.

### • Αφού τελειώσεις το γράψιμο:

11. διάβασε ξανά προσεκτικά το κείμενο που έχεις γράψει.
12. διόρθωσε τυχόν λάθη απροσεξίας.

1

**READ  
THE  
TASK**

2

**UNDERLINE  
KEY  
WORDS/  
PHRASES**

3

**BRAINSTORM  
IDEAS**

4

**MAKE A  
PLAN**

5

**THINK  
ABOUT  
YOUR  
READER**

6

**FORMAL OR  
INFORMAL  
LANGUAGE?**

7

**DON'T  
COPY THE  
WRITING  
TASK**

8

**WRITE  
SIMPLE  
SENTENCES**

9

**DEVELOP  
YOUR IDEAS**

10

**AVOID  
REPETITION**

11

**PROOFREAD  
YOUR  
WRITING**

12

**CORRECT  
MISTAKES**



# INTRODUCTION TO INFORMAL EMAILS/LETTERS

Τα **informal emails/letters** είναι ηλεκτρονικά μηνύματα ή γράμματα που στέλνουμε σε πρόσωπα που γνωρίζουμε καλά, π.χ. φίλους ή συγγενείς. Γι' αυτόν τον λόγο, χρησιμοποιούμε φιλική και ανεπίσημη γλώσσα (σύντομους τύπους ρημάτων, μικρές προτάσεις, απλό ή καθημερινό λεξιλόγιο και εκφράσεις). Τα informal emails/letters γράφονται για διάφορους λόγους, π.χ. για να περιγράψουμε μία δραστηριότητα ή ένα πρόσωπο, να προσκαλέσουμε έναν φίλο στην πόλη μας, να προτείνουμε ιδέες σε έναν φίλο. Η έκταση ενός informal email/letter είναι περίπου 180 λέξεις. Ωστόσο, αυτό εξαρτάται από το εκάστοτε πιστοποιητικό.

## ΠΡΙΝ ΞΕΚΙΝΗΣΕΙΣ

- Διάβασε προσεκτικά το writing task μέχρι να το κατανοήσεις πλήρως.
- Απάντησε στις εξής ερωτήσεις και υπογράμμισε λέξεις/φράσεις κλειδιά:
  1. Σε ποιον γράφεις; (*to a friend, to my cousin, ...*)
  2. Γιατί γράφεις; (*to talk about my favourite hobby, to describe a person, to invite a friend to my country, ...*)
  3. Ποιες συγκεκριμένες πληροφορίες πρέπει να περιέχει το email/letter που γράφεις; (*when I started this hobby, what I like about this person, what activities I can do with my friend, ...*)

Ακολουθώντας αυτά τα βήματα, θα κάνεις μία πολύ καλή αρχή για ένα σωστό informal email/letter.



**Exercise 1:** Read the following writing tasks, answer the questions and underline key words/phrases.

## WRITING TASK 1

Write an email to <sup>1</sup>a friend<sup>2</sup> telling him/her about a trip you have taken recently. Write about <sup>3</sup>when you took the trip, where you went, who you went with, what activities you did during the trip and why you enjoyed it.

1. Who are you writing to? a friend
2. Why are you writing? to tell him/her about a trip I have taken recently
3. What specific information should your email include? when I took the trip, where I went, who I went with, what activities I did during the trip and why I enjoyed it

## WRITING TASK 2

Write a letter to <sup>1</sup>your cousin<sup>2</sup> telling him/her about a famous person you admire. Tell your cousin <sup>3</sup>who this person is, what he/she is famous for, what he/she is like and why you admire him/her.

1. Who are you writing to? my cousin
2. Why are you writing? to tell him/her about a famous person I admire
3. What specific information should your letter include? who this person is, what he/she is famous for, what he/she is like and why I admire him/her



# INTRODUCTION TO INFORMAL EMAILS/LETTERS

## ΤΙ ΠΕΡΙΕΧΕΙ ΕΝΑ INFORMAL EMAIL/LETTER

Για να απαντήσεις ολοκληρωμένα στο writing task του informal email/letter, καλό είναι να ακολουθήσεις τα παρακάτω βήματα για κάθε μέρος του γραπτού σου.

### 1. ΠΡΟΣΦΩΝΗΣΗ

Τα informal emails/letters απευθύνονται σε πρόσωπα που γνωρίζουμε καλά. Γι' αυτόν τον λόγο, πρέπει να ξεκινήσεις με μία **φιλική προσφώνηση**:

#### EMAIL:

Hi/Hello/Hey + (first name),  
*Hi Cathy,*

#### LETTER:

Dear + (first name),  
*Dear Cathy,*

### 2. ΠΡΟΛΟΓΟΣ (INTRODUCTION)

Ένας ολοκληρωμένος πρόλογος μπορεί να περιλαμβάνει:

- **μία ή δύο opening phrases**, με τις οποίες χαιρετάς τον φίλο/συγγενή σου ή/και αναφέρεσαι στο email/letter που έλαβες από αυτόν.
- **τον λόγο για τον οποίο γράφεις το email/letter** (για να δώσεις πληροφορίες, για να περιγράψεις κάποιον ή κάτι, για να προσκαλέσεις κάποιον, για να προτείνεις ιδέες, ...).

## USEFUL EXPRESSIONS

### OPENING PHRASES

- How are you? / How's everything going?
- Things are fine with me.
- Sorry I haven't written for so long, but I've been very busy.
- Sorry for not writing sooner, but I've been quite busy.
- I was really happy to get your email/letter.
- It was such a nice surprise to hear from you.
- Thanks for your email/letter. I was glad / It was great to hear your news.
- I've just read your email/letter. It was great to hear from you after such a long time.

### WHY YOU ARE WRITING

- I'm writing to ...
- The reason I'm writing is to ...
- Now, let me tell you about ...
- I just wanted to tell you about ...
- Now that I've got some free time, I'd like to tell you about ...
- Well, you asked me to ..., so I'm writing to give you some ideas.
- I've got some great news!

⚠ Στον πρόλογο, **μην αντιγράφεις το writing task** αλλά **προσπάθησε να χρησιμοποιήσεις όσο το δυνατόν δικά σου λόγια**, αλλάζοντας έστω μία ή δύο λέξεις. Αυτό δείχνει ότι έχεις κατανοήσει πλήρως το writing task.

### TIP

Μπορείς να προσθέσεις κάποιες πιο **προσωπικές λεπτομέρειες** στον πρόλογο. Έτσι θα κάνεις το informal email/letter σου να φαίνεται πιο φυσικό.

*Since we haven't seen each other for ages, I just wanted to tell you about a bazaar we're organising at school next week.*



# INTRODUCTION TO INFORMAL EMAILS/LETTERS

**Exercise 2:** Read the following writing task and the introduction, and underline the different parts (1-2).

1. opening phrase(s)    2. reason for writing

## WRITING TASK

Write an email to a friend telling him/her about a fun activity you did last weekend. Tell your friend what activity you did, where you did this activity, who you were with and why you enjoyed it.

### Introduction

Hi Max,

How's everything going? Sorry for not writing sooner, but I've been quite busy. Now that I've got some free time, I'd like to tell you about flying fox, an amazing activity that I tried last weekend.

**Exercise 3:** Write an introduction for the following writing tasks. Use one or two opening phrases and say why you are writing. Paraphrase as much as possible. (indicative answers)

## WRITING TASK 1

Write a letter to a friend telling him/her about your summer plans. Write about where you are planning to go, how long you are going to stay there, who you are going to be with and what activities you are planning to do.

### Introduction

Dear Sally,

Thanks for your letter. I was glad to hear your news. Now, let me tell you what I'm planning to do this summer.

## WRITING TASK 2

Write an email to your cousin suggesting ways in which he/she can improve his/her school performance. You could write about what he/she should do, what habits he/she should change and why you think this advice will help him/her.

### Introduction

Hey Paul,

I've just read your email. It was great to hear from you after such a long time. Well, you asked me to tell you how you can do better at school, so I'm writing to give you some ideas.

## 3. ΚΥΡΙΟ ΜΕΡΟΣ (MAIN BODY)

Το κύριο μέρος ενός informal email/letter χωρίζεται σε **2-3 παραγράφους**, στις οποίες πρέπει να αναπτύξεις τις **πληροφορίες που ζητάει το writing task**, δηλαδή αυτά που θέλεις να πεις σε αυτόν/αυτήν που στέλνεις το email/letter.

### ΠΩΣ ΝΑ ΧΩΡΙΣΕΙΣ ΤΙΣ ΠΑΡΑΓΡΑΦΟΥΣ:

- Διάβασε ξανά το writing task και **τις πληροφορίες που σου ζητάει να αναφέρεις** στο email/letter που θα γράψεις.
- Χώρισε τις πληροφορίες σε παραγράφους **ανάλογα με το πώς συνδυάζονται καλύτερα**.



Δεν είναι απαραίτητο όλες οι πληροφορίες να αναφερθούν στο κύριο μέρος του email/letter. Κάποιες πληροφορίες μπορεί να αναφερθούν στον πρόλογο (π.χ. το όνομα ενός ανθρώπου) ή στον επίλογο (π.χ. τα συναισθήματά σου).

# INTRODUCTION TO INFORMAL EMAILS/LETTERS

**Exercise 4:** Read the following writing tasks and write what information could be included in the main-body paragraphs.  
(indicative answers)

## WRITING TASK 1

Write an email to your cousin telling him/her about your last birthday party. Write about where and when the party was held, who you invited, what you did during the party and what presents you received.

Main body

Para 1: where and when the party was held and who I invited

Para 2: what we did during the party and what presents I received

## WRITING TASK 2

Write an email to a friend telling him/her about a concert you could attend together next weekend. Tell your friend who is performing in the concert, where it will take place, what time you could meet and why you want to attend it.

Main body

Para 1: who is performing in the concert and where it will take place

Para 2: what time we could meet and why I want to attend it

## WRITING TASK 3

Write a letter to a friend inviting him/her to stay at your house next Saturday. Tell your friend what time he/she can come, what you are planning to do together, what you can have for dinner and what he/she should bring.

Main body

Para 1: what time he/she can come and what we are planning to do together

Para 2: what we can have for dinner and what he/she should bring

## WRITING TASK 4

Write an email to a friend telling him/her about a gadget you have bought recently. Write about how much this gadget cost, where you bought it, how you managed to buy it, how often you use it and what you use it for.

Main body

Para 1: how much this gadget cost, where I bought it and how I managed to buy it

Para 2: how often I use it and what I use it for

## 4. ΕΠΙΛΟΓΟΣ (CONCLUSION)

Στον επίλογο ενός informal email/letter, μπορείς:

- να κάνεις **ένα σχόλιο** ή/και να χρησιμοποιήσεις **μία ή δύο closing phrases** για να κλείσεις το email/letter.
- να **ζητήσεις από το πρόσωπο** στο οποίο στέλνεις το email/letter **να σου απαντήσει**.



# INTRODUCTION TO INFORMAL EMAILS/LETTERS

## USEFUL EXPRESSIONS

### PHRASES MAKING A COMMENT & CLOSING PHRASES

- I really wish ...
- I really hope ...
- I feel ...
- I think ...
- I'm sure ...
- That's all for now.
- Anyway, I have to go now.

### ASKING YOUR FRIEND/RELATIVE TO WRITE BACK

- What about you?
- What do you think?
- Do you like my idea(s)?
- Please write back soon.
- Write back and tell me ...
- Write back and let me know ...
- Drop me a line when you get the chance.

**Exercise 5:** Read the following writing task and the conclusion, and underline the different parts (1-2).

1. comment or closing phrase(s)    2. asking your friend/relative to write back

### WRITING TASK

Write an email to a friend telling him/her about your dream job. Write about what your dream job is, what skills and qualities it requires, why you think you will be good at it and why you would like to do this job.

#### Conclusion

I'm sure I can make my dream come true and become a successful engineer one day. Anyway, I have to go now. What about you? Write back and tell me about your dream job.

**Exercise 6:** Write a conclusion for the following writing tasks. Make a comment and/or use one or two closing phrases. Ask your friend/relative to write back. (indicative answers)

### WRITING TASK 1

Write an email to your cousin inviting him/her to a fancy-dress party you are organising next week. Write about where and when the party will be held, who the guests are, what activities you have organised and what you would like your cousin to bring to the party.

#### Conclusion

I really hope you can make it to the party! I'm sure we'll have lots of fun! Write back and let me know.

### WRITING TASK 2

Write a letter to a friend telling him/her about your new school. Write about where your school is located, what the teachers are like, the new friends you have made and what you like about your new school.

#### Conclusion

That's all for now. I think I'll get used to my new school very soon. Drop me a line when you get the chance.

## USEFUL EXPRESSIONS

### 5. ΧΑΙΡΕΤΙΣΜΟΣ/ΑΠΟΦΩΝΗΣΗ

Για να κλείσεις το informal email/letter, χρησιμοποίησε μία φιλική αποφώνηση και το μικρό σου όνομα.

- Best wishes,
- Take care,
- Bye for now,
- Love,
- Kisses,

Best wishes,  
Bill

Take care,  
Vicky

# INTRODUCTION TO OPINION ESSAYS

Ένα **opinion essay** σου ζητάει να εκφράσεις την άποψή σου πάνω σε ένα συγκεκριμένο ζήτημα και να πείσεις τον αναγνώστη με τα επιχειρήματά σου.

## ΤΙ ΠΕΡΙΕΧΕΙ ΕΝΑ OPINION ESSAY

Για να απαντήσεις ολοκληρωμένα στο writing task του opinion essay, καλό είναι να ακολουθήσεις τα παρακάτω βήματα για κάθε μέρος του γραπτού σου.

### 1. ΠΡΟΛΟΓΟΣ (INTRODUCTION)

Ένας ολοκληρωμένος πρόλογος περιλαμβάνει:

- ένα **general comment**, δηλαδή ένα γενικό σχόλιο για το ζήτημα που θίγεται.
- ένα **thesis statement**, δηλαδή την άποψή σου πάνω στο ζήτημα που θίγεται.

❗ Στον πρόλογο ενός opinion essay, **μην αντιγράφεις το writing task** αλλά **προσπάθησε να χρησιμοποιήσεις όσο το δυνατόν δικά σου λόγια**, αλλάζοντας έστω μία ή δύο λέξεις. Επίσης, **μην αναλύεις την άποψή σου**, απλά πες σύντομα και ξεκάθαρα τι πιστεύεις.

### TIP

Όταν καλείσαι να γράψεις ένα essay, **μπορεί να εκφράσεις απόψεις με τις οποίες στην πραγματικότητα δε συμφωνείς** προκειμένου να απαντήσεις στο writing task πιο εύκολα.

## USEFUL EXPRESSIONS

### MAKING A GENERAL COMMENT

Nowadays,  
Today,  
These days,  
In this day and age,

many people/teenagers ...  
most people/teenagers ...  
the majority of people/teenagers ...  
a large number of people/teenagers ...  
an increasing number of people/teenagers ...

it is true that ...  
it is often claimed that ...  
it is generally believed that ...  
it is a (well-known/sad) fact that ...  
it is common knowledge that ...

### GIVING YOUR OPINION (THESIS STATEMENT)

I believe that ...  
In my opinion/view, ...  
To my mind, ...  
From my point of view, ...  
As far as I am concerned, ...

**Exercise 1:** Read the following writing tasks and the introductions, and underline the different parts (1-2).

1. general comment 2. thesis statement

Which words/phrases has the writer paraphrased?

### WRITING TASK 1

Today, some educators suggest that high school students take final exams online. Do you think that this is a good idea? Write an essay giving your views.

#### Introduction

These days, some experts believe that final exams in high school should be carried out over the Internet. In my opinion, this type of assessment should not be applied in high schools for various reasons.

## WRITING TASK 2

Nowadays, a large number of people go on a camping trip during their summer holidays, while others choose to stay in luxurious hotels. Which type of holiday do you think is more enjoyable? Be sure to support your answer with examples, reasons and explanations.

### Introduction

<sup>1</sup>In this day and age, many people spend their summer holidays at a campsite, whereas others prefer to book an expensive hotel room for accommodation.<sup>2</sup>To my mind, going camping is preferable for a number of reasons.

**Exercise 2a:** Write an introduction for the following writing tasks. Make a general comment and give a thesis statement. Paraphrase as much as possible. (indicative answers)

## WRITING TASK 1

Today, some parents insist on monitoring teenagers' activity on social media because they consider it dangerous. Do you think that this is a good idea? Be sure to support your answer with examples, reasons and explanations.

### Introduction

Nowadays, it is often claimed that parents should have access to their children's social media accounts for safety reasons. As far as I am concerned, this is not the right way for parents to protect adolescents from the dangers of the Internet.

## WRITING TASK 2

Nowadays, many teenagers prefer playing team sports to individual sports. Which type of sports do you think is better for young people? Be sure to support your answer with examples, reasons and explanations.

### Introduction

These days, a large number of adolescents decide to take up a team sport, while others are keener on individual sports. From my point of view, team sports have more benefits to offer young people for several reasons.

### 2Α. ΚΥΡΙΟ ΜΕΡΟΣ (MAIN BODY)

Το κύριο μέρος ενός opinion essay χωρίζεται σε 2-3 παραγράφους, στις οποίες αναπτύσσονται οι ιδέες, δηλαδή τα επιχειρήματα που τεκμηριώνουν την άποψή σου.

#### ΠΩΣ ΝΑ ΧΩΡΙΣΕΙΣ ΤΙΣ ΠΑΡΑΓΡΑΦΟΥΣ:

- Σκέψου 2-3 ιδέες που στηρίζουν την άποψή σου.
- Ξεχώρισε κάθε ιδέα σε μία ξεχωριστή παράγραφο.





# INTRODUCTION TO OPINION ESSAYS

**Exercise 2b:** Read the writing tasks and the introductions you have written in exercise 2a again. Then, write ideas that could be included in the main-body paragraphs. (indicative answers)

## WRITING TASK 1

Main body

Para 1: privacy is a very important matter for teenagers

Para 2: parents may damage their relationship with their children

## WRITING TASK 2

Main body

Para 1: teenagers learn to cooperate with others

Para 2: young people have the opportunity to make new friends

## 2B. ΤΙ ΠΕΡΙΕΧΕΙ Η ΚΑΘΕ ΠΑΡΑΓΡΑΦΟΣ ΤΟΥ ΚΥΡΙΟΥ ΜΕΡΟΥΣ ΕΝΟΣ OPINION ESSAY

### 1. ΘΕΜΑΤΙΚΗ ΠΡΟΤΑΣΗ (TOPIC SENTENCE)

Είναι η πρώτη πρόταση της παραγράφου και διευκρινίζει την ιδέα που θα αναπτυχθεί στη συγκεκριμένη παράγραφο, δηλαδή συνοψίζει το νόημά της.

### 2. ΛΕΠΤΟΜΕΡΕΙΕΣ (SUPPORTING SENTENCES)

Είναι οι προτάσεις που αναλύουν την ιδέα λεπτομερώς.

Αυτές οι προτάσεις συνήθως είναι τριών ειδών:

- **Επεξήγηση (Explanation):** Εξηγεί πιο αναλυτικά την ιδέα.
- **Παράδειγμα (Example):** Κάνει πιο παραστατικό το νόημα της ιδέας.
- **Αποτέλεσμα (Result):** Παρουσιάζει τις συνέπειες της ιδέας.

❗ Δεν είναι απαραίτητο να υπάρχουν και τα τρία είδη των supporting sentences σε μία παράγραφο.



Linking words/phrases on page 21

**Exercise 3:** Read the following main-body paragraphs for Writing Task 1 in exercise 2a and underline the different parts (1-2).

1. topic sentence    2. supporting sentences

What kind of supporting sentences does each paragraph include?

Main body – Para 1

To begin with, privacy is a very important matter for teenagers.<sup>2</sup>That is to say, when adolescents grow up, they do not feel comfortable about sharing their personal issues or discussions with older people. As a result, they may feel extremely embarrassed if their parents check their social media accounts. a. explanation (That is to say, when ...), b. result (As a result, they may ...)

## Main body – Para 2

<sup>1</sup>In addition, by following their children's social media activity, parents may damage their relationship with them. <sup>2</sup>For example, teenagers may get angry or feel betrayed. Consequently, they will not trust their parents anymore and they will become distant.  
a. example (For example, teenagers ...), b. result (Consequently, they will not ...)

**Exercise 4a:** Match the topic sentences with the supporting sentences to form paragraphs for Writing Task 2 in exercise 2a.

### TOPIC SENTENCES

1. First of all, by playing team sports, teenagers learn how to cooperate with others. **b** **f**
2. What is more, young people who play team sports have the opportunity to make new friends. **c** **e**
3. Finally, through team sports, adolescents learn how to accept defeat more easily. **a** **d**

### SUPPORTING SENTENCES

#### EXPLANATIONS

- a. That is to say, they share feelings of sadness and disappointment with their teammates and their coach.
- b. In other words, in this type of sports, all players have to work together in order to win.
- c. This is because they usually get closer to their teammates and build strong relationships with them.

#### EXAMPLES/RESULTS

- d. In this way, they develop skills that will help them to handle failure later in life.
- e. Therefore, they become more outgoing and sociable.
- f. For instance, in basketball, they must be able to pass the ball to each other before they can score a point.

**Exercise 4b:** Combine the sentences from exercise 4a to write complete paragraphs.

### COMPLETE PARAGRAPHS

1. First of all, by playing team sports, teenagers learn how to cooperate with others. In other words, in this type of sports, all players have to work together in order to win. For instance, in basketball, they must be able to pass the ball to each other before they can score a point.
2. What is more, young people who play team sports have the opportunity to make new friends. This is because they usually get closer to their teammates and build strong relationships with them. Therefore, they become more outgoing and sociable.
3. Finally, through team sports, adolescents learn how to accept defeat more easily. That is to say, they share feelings of sadness and disappointment with their teammates and their coach. In this way, they develop skills that will help them to handle failure later in life.

**Exercise 5:** Read the following topic sentences and write supporting sentences to develop them.  
(indicative answers)

Topic sentence 1: The bicycle is the most eco-friendly means of transport.

Explanation: This is because it does not emit any gases or dangerous chemicals.

Result: As a result, if more citizens start cycling on a daily basis, pollution in big cities will be reduced.



# INTRODUCTION TO OPINION ESSAYS

Topic sentence 2: Art lessons at school can help young people develop their creativity.

Explanation: In other words, students can learn how to use different kinds of materials in order to produce something new.

Example: For instance, they can draw nice paintings or make room decorations.

Topic sentence 3: Children will not be bored at a summer camp as there are plenty of things to do.

Example: For example, they can do different types of activities, such as dancing or water sports.

Result: In this way, they will enjoy exciting experiences and, at the same time, they will entertain themselves.



## 3. ΕΠΙΛΟΓΟΣ (CONCLUSION)

Ένας ολοκληρωμένος επίλογος συνήθως αναφέρει ξανά την άποψή σου σύντομα και με διαφορετικά λόγια.

### GIVING YOUR OPINION

All in all,  
In conclusion,  
To conclude,  
To sum up,

it seems/appears to me that ...  
it is my belief/opinion/view that ...  
I am (not) convinced that ...

### TIP

Στον επίλογο:

- μην αντιγράφεις το writing task ή τον πρόλογο.
- μην προσθέτεις καινούριες ιδέες.

Θα ήταν καλό, πριν γράψεις τον επίλογο, να ξαναδιαβάσεις τον πρόλογο για να θυμηθείς τι ακριβώς έχεις πει.

**Exercise 6:** Read the writing tasks and the introductions you have written in exercise 2a again. Then, write a conclusion based on your opinion. Paraphrase as much as possible. (indicative answers)

## WRITING TASK 1

### Conclusion

In conclusion, it is my belief that parents should not have the right to invade their children's privacy on the Internet as this can have negative effects on teens' psychology and harm the relationship between children and parents.

## WRITING TASK 2

### Conclusion

To sum up, it seems to me that team sports are more beneficial for teenagers as they help them develop social skills and teach them the value of team work.



# LESSON 3A

## CULTURE & HISTORY ATTENDING A FESTIVAL

### INFORMAL EMAIL

#### WARM-UP

1. Look at the pictures and answer the following questions.

- What kind of festivals do the pictures show?
- What can you see and do in these festivals?

film festival



food festival



music festival



#### WRITING TASK A

Write an email to <sup>1</sup>a friend<sup>2</sup> telling him/her about a local festival you can attend together next weekend. Tell your friend <sup>3</sup>what the name of the festival is, what you can see and do there, as well as where and when you can meet.

COOL!

#### ANALYSING THE TASK

1. Read the task, answer the questions and underline key words/phrases.

- Who are you writing to? a friend
- Why are you writing? to tell him/her about a local festival we can attend together next weekend
- What specific information should your email include? what the name of the festival is, what we can see and do there, as well as where and when we can meet

#### MODEL EMAIL

1. Read the model email and fill in with the words/phrases from the box.

according to    set up    experience    considered    massive    exhibition

To: Mark Smith

Hi Mark,

How's everything going? If you're free next weekend, why don't you join me at a local festival? It's called the Ethnic Festival and it's 1. considered to be a major event in our town.

This year, the festival will be a(n) 2. massive cultural celebration with a wide variety of activities for visitors. For example, <sup>1</sup>there will be a folklore 3. exhibition of people's customs and traditions around the world. Also, we'll be able to <sup>2</sup>listen to live ethnic music and <sup>3</sup>watch folk dances from various countries. And finally, we'll have the chance to <sup>4</sup>buy handmade souvenirs or <sup>5</sup>taste traditional dishes at special stalls that will be 4. set up all around the venue.

The Ethnic Festival is held in a vast outdoor area on the outskirts of the town. 5. According to its website, it starts at 9 am on Saturday morning and it lasts all day long. So, if you can make it, how about meeting in the main square at 8 am and getting there by bus?

I think we should definitely attend this event because it'll be an unforgettable 6. experience. Write back and tell me what you think.

Bye for now,  
Andrew

Send



## 2. Match each paragraph with its content.

- |                       |          |          |          |
|-----------------------|----------|----------|----------|
| 1. Introduction       | <b>c</b> | <b>d</b> | <b>f</b> |
| 2. Main body – Para 1 | <b>e</b> |          |          |
| 3. Main body – Para 2 | <b>b</b> |          |          |
| 4. Conclusion         | <b>a</b> | <b>g</b> |          |

- finish off with a comment about the festival
- say where and when you can meet your friend
- greet your friend
- suggest attending a festival with your friend
- say what you can see and do at the festival
- mention the name of the festival for the first time
- ask your friend to write back

### TIP 1

In the introduction of an informal email/letter in which you **suggest doing something with a friend** or you **invite a friend to a place**, use:

- one or two opening phrases (see page 6)
- one phrase to suggest something or invite your friend:
  - *If you're free next weekend, why don't you join me at the Arts Festival?*
  - *Since we haven't seen each other for ages, how about visiting the Arts Festival with me next weekend?*
  - *If you feel like doing something fun next weekend, why don't you visit me in Edinburgh?*
  - *If you don't have any plans for the weekend, would you like to come and stay with me in Edinburgh?*

## 3. Read the model email again and answer the following questions.

- Which five things can Andrew and his friend see and do at the Ethnic Festival? Underline them in the model email.
- Where and when does Andrew suggest he meet his friend? in the main square at 8 am
- What extra details does Andrew add in the second main-body paragraph? where the festival is held, when it starts, how long it lasts and how they can get there

## BUILDING WRITING SKILLS

### 1. Find words/phrases from the model email that mean:

- do sth with sb (para 1)  
join sb
- very important (para 1)  
major
- large tables where food is sold (para 2)  
stalls
- the place where an event happens (para 2)  
venue
- take place (para 3)  
be held
- an area on the edge of a town (para 3)  
outskirts

### 2a. Fill in box A1 with the words/phrases from box A2 to form collocations. Refer to the model email for help.

**A1**

- (para 2) a wide variety of
- (para 2) folk dances
- (para 2) have the chance
- (para 2) handmade souvenirs
- (para 2) traditional dishes
- (para 4) attend an event

**A2**

- dishes
- an event
- the chance
- variety of
- dances
- souvenirs

**Note:**  
You can ask students to form their own sentences using the collocations from exercise 2a.

### 2b. Fill in with the collocations you formed in exercise 2a.

- At the film festival, we will have the chance to listen to a live interview with a famous director.
- On my trip to Morocco, I bought some amazing handmade souvenirs from a street market.
- If you attend an event at the Music Hall, you have to dress formally.
- Every night, tourists can watch folk dances at the main square of the village.
- In the museum, you can see a wide variety of ancient artefacts.
- Daniel likes ethnic food, so he always tastes traditional dishes when he travels to a foreign country.

## TIP 2

### Making suggestions (informal)

You can use the following phrases to make suggestions in an informal email/letter:

- **How about going** on a trip next weekend?
- **Why don't we go** on a trip next weekend?
- **Why not go** on a trip next weekend?
- **Let's go** on a trip next weekend!
- **I suggest going / we go** on a trip next weekend.
- **We can/could/should go** on a trip next weekend.
- **It would be a great idea to go** on a trip next weekend.

! Pay attention to the **verb form** that follows each phrase as well as the **punctuation** at the end of the sentence.

3. Which phrases does Andrew use to make suggestions? Circle them in the model email.

4. Write sentences to make suggestions using the prompts and the phrases in brackets.

- watch / a film / at the cinema / tonight (Let's)  
Let's watch a film at the cinema tonight!
- visit / the Science Museum / next Saturday (How about)  
How about visiting the Science Museum next Saturday?
- have lunch / at an Italian restaurant / tomorrow (We could)  
We could have lunch at an Italian restaurant tomorrow.
- go / on a cruise / this summer (Why don't we)  
Why don't we go on a cruise this summer?
- make / the birthday cake / on our own (I suggest)  
I suggest making / we make the birthday cake on our own.
- go to / the festival venue / by taxi (Why not)  
Why not go to the festival venue by taxi?
- organise / an end-of-year celebration / at school (It would be a great idea)  
It would be a great idea to organise an end-of-year celebration at school.

## TIP 3

### Prepositions

When you write an informal email/letter, you may often have to use **prepositions** to give information about **place** and **time**.

#### Place

- **in** my town (towns, cities, countries)
- **at** the bus stop (specific places)  
**at** the festival (events)
- **on** the island (surfaces including islands, hills and mountains)

! Let's **meet at** the festival!  
BUT Let's **go to** the festival!

! **by** train (means of transport) BUT **on** foot

#### Time

- **at** 10 o'clock (time)
- **on** Saturday(s) (days of the week)  
**on** Monday morning
- **in** the morning/afternoon/evening (parts of the day)

BUT **at** night



5. Choose the correct option.

- The British Museum is one of the most popular museums **in** / **at** London.
- According to the website, the play starts **at** / **on** half past eight tonight.
- The best way to get to the concert venue is **by** / **on** bus.
- We can meet **in** / **at** the entrance to the underground station.
- The archaeological site is closed **on** / **at** Sundays.
- The gallery is open from 7 to 9 **on** / **in** the evening.
- Why don't we go to the street market **on** / **by** foot?
- There will be lots of guests **at** / **in** the restaurant's opening party.
- Will you join me **to** / **at** the school prom?
- This year, the firework show will take place **in** / **on** the beach.
- Let's go **to** / **at** the art exhibition together!



**NOW WRITE YOUR OWN EMAIL IN ANSWER TO WRITING TASK A  
AND COMPLETE THE CHECKLIST.**

**CHECKLIST**

- |  |                          |  |                          |
|--|--------------------------|--|--------------------------|
| • Does my email answer the task?   | <input type="checkbox"/> | • Have I used linking words/phrases correctly in my email? | <input type="checkbox"/> |
| • Does my email start appropriately?   | <input type="checkbox"/> | • Does my email end appropriately?                         | <input type="checkbox"/> |
| • Does my email have a clear introduction, main body and conclusion?             | <input type="checkbox"/> | • Is my email written in informal language?                | <input type="checkbox"/> |
| • Have I included all the specific information required by the task in my email? | <input type="checkbox"/> | • Have I proofread my email?                               | <input type="checkbox"/> |

**SUGGESTED PLAN**

**INTRODUCTION**

- greet your friend and/or refer to the email you are replying to
- suggest attending a festival with him/her and mention the name of the festival

**MAIN BODY**

**Para 1:**

- say what you can see and do at the festival

**Para 2:**

- say where and when you can meet your friend

**CONCLUSION**

- finish off with a comment about the festival
- ask your friend to write back

**COPY YOUR CORRECTED EMAIL HERE**

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# LESSON 3B

## CULTURE & HISTORY VISITING A MUSEUM

### INFORMAL EMAIL

#### WARM-UP

##### 1. Answer the following questions.

1. Do you enjoy visiting museums? Why? / Why not?
2. What can you see and do in a museum?



#### WRITING TASK B

Write an email to <sup>1</sup>a friend <sup>2</sup>telling him/her about a museum you could visit together next weekend.

In your email, you could write about:

- <sup>3</sup>what the name of the museum is
- what you can see and do there
- where and when you can meet your friend

#### ANALYSING THE TASK

##### 1. Read the task, answer the questions and underline key words/phrases.

1. Who are you writing to? a friend
2. Why are you writing? to tell him/her about a museum we could visit together next weekend
3. What specific information should your email include?  
what the name of the museum is, what we can see and do there, as well as where and when I can meet my friend

#### PREPARING TO WRITE

1. Brainstorm the following questions. You can use ideas from the boxes, from Lesson 3A and/or your own ideas. (indicative answers)

#### TIP

Remember to use **the** before the name of the museum you suggest visiting together with your friend.  
**the** Acropolis Museum, **the** Science Museum

#### Museums:

- the Archaeological Museum
- the Art Museum
- the Natural History Museum
- the Folklore Museum
- the Science Museum

#### Things you can see and do in a museum:

- see fascinating exhibits: dinosaur skeletons / animal fossils / ancient statues / everyday objects / handmade artefacts / traditional costumes
- admire famous paintings/sculptures/inventions up close
- learn about our ancestors and their way of life / prehistoric times / ancient civilisations / the history of our planet
- watch videos / do interactive or hands-on activities / use VR technology
- visit the museum gift shop
- have lunch / a snack at the museum restaurant

1. Which museum would you like to visit with your friend?  
the Natural History Museum
2. What can you see and do there?
  - a. see fascinating exhibits, such as dinosaur skeletons and animal fossils
  - b. learn about our ancestors and their way of life
  - c. do interactive or hands-on activities
3. Where and when can you meet your friend?  
at the entrance to the central underground station at ten o'clock



## NOW WRITE YOUR OWN EMAIL IN ANSWER TO WRITING TASK B AND COMPLETE THE CHECKLIST.

### CHECKLIST

- Does my email answer the task? ☐
- Does my email start appropriately? ☐
- Does my email have a clear introduction, main body and conclusion? ☐
- Have I included all the specific information required by the task in my email? ☐

- Have I used linking words/phrases correctly in my email? ☐
- Does my email end appropriately? ☐
- Is my email written in informal language? ☐
- Have I proofread my email? ☐

### SUGGESTED PLAN

#### INTRODUCTION

- greet your friend and/or refer to the email you are replying to
- suggest visiting a museum with him/her and mention the name of the museum

#### MAIN BODY

##### Para 1:

- say what you can see and do at the museum

##### Para 2:

- say where and when you can meet your friend

#### CONCLUSION

- finish off with a comment about the museum
- ask your friend to write back

### COPY YOUR CORRECTED EMAIL HERE

Hi Beth,

How are you? Since we haven't seen each other for ages, how about visiting a museum with me next Saturday? I was thinking of the Natural History Museum, which is considered one of the best museums in our country.

There's a lot to see and do in this historic building. First of all, there is a wide variety of fascinating exhibits which show the history of our planet. For example, we can see dinosaur skeletons and animal fossils that date from prehistoric times! Also, we can learn a lot about our ancestors and their way of life. Finally, there is a special section with interactive activities for teenagers! Did you know that we can experience a volcano eruption with the aid of VR technology?

If you want to come, let's set off early on Saturday morning so we can have the whole day together. I suggest we meet at the entrance to the central underground station at ten o'clock. Let me know if this suits you.

I think the Natural History Museum is worth visiting because it'll be an exciting experience. Write back and tell me if you can make it.

Love,

Angie



# LESSON 8A

## SCIENCE & TECHNOLOGY CHILDREN AND SMARTPHONES

### OPINION ESSAY

#### WARM-UP

##### 1. Answer the following questions.

- At what age do you think people should get their first smartphone? Why?
- Are there any dangers when using a smartphone?



#### WRITING TASK A

<sup>1</sup>Nowadays, more and more children own a smartphone from a very young age. Do you agree or disagree with this trend? Write an essay expressing your views.



#### ANALYSING THE TASK

##### 1. Read the task and answer the questions.

- What is the issue raised? Underline it in the writing task.
- What is the purpose of your essay?

to express my views/opinion about whether children should own a smartphone from a very young age

#### MODEL ESSAY

##### 1. Read the model essay and fill in with the words/phrases from the box.

likely    tend    like    various aspects    lead    harmful consequences

In this digital age, an increasing number of children are given their first smartphone during their primary school years. To my mind, this tendency should be discouraged (because) it can have 1. harmful consequences on children.

To begin with, <sup>1</sup>using a device of this kind from a very young age can 2. lead to addiction. In fact, most youngsters are easily hooked on their phones for hours and end up not caring about anything else. As a result, they 3. tend to lose track of time and neglect their schoolwork, as well as other responsibilities.

Furthermore, <sup>2</sup>(due to) the numerous entertainment options that a smartphone offers, many children follow an inactive lifestyle. For example, they generally spend their free time playing games or watching films online instead of doing outdoor activities, 4. like sports. Unfortunately, this bad habit may lead to weight problems or poor body posture.

Finally, <sup>3</sup>although these innovative gadgets have made communication much easier, in the long run, they are 5. likely to make children unsociable. (This is because) kids get used to communicating through the Internet and have limited face-to-face interaction with others. Consequently, they may find it hard to make new friends.

To conclude, I am convinced that buying young children smartphones is not a wise option (as) these devices can affect 6. various aspects of their lives negatively.



## 2. Read the model essay again and answer the following questions.

- What is the writer's opinion (thesis statement) about whether children should own a smartphone from a very young age?  
This tendency should be discouraged because it can have harmful consequences on children.
- What arguments does the writer give to justify his/her opinion in the main-body paragraphs? Underline them in the model essay.

## REMEMBER

In an opinion essay, each **topic sentence** of the main-body paragraphs presents an **argument**, which is an idea that justifies your opinion (thesis statement). You can develop each topic sentence using **supporting sentences** (explanations/ examples/results).

## 3. Read the following ideas and tick (✓) the correct option according to their use in the model essay.

	Explanation	Example	Result
1. Most youngsters are easily hooked on their phones for hours and end up not caring about anything else.	✓		
2. Spending too much time on a smartphone may lead to weight problems or poor body posture.			✓
3. Kids get used to communicating through the Internet and have limited face-to-face interaction with others.	✓		
4. Children tend to lose track of time and neglect their schoolwork, as well as other responsibilities.			✓
5. Children generally spend their free time playing games or watching films online instead of doing outdoor activities, like sports.		✓	

## BUILDING WRITING SKILLS

### 1. Find words from the model essay that mean:

- trend (para 1)  
tendency
- a harmful habit you can't quit or stop (para 2)  
addiction
- children (para 2)  
youngsters
- duties (para 2)  
responsibilities
- new and different (para 4)  
innovative
- not friendly (para 4)  
unsociable

### 2. Fill in box A1 with the words/phrases from box A2 to form collocations. Refer to the model essay for help.

#### A1

- (para 1) digital age
- (para 2) lose track of time
- (para 2) neglect my schoolwork
- (para 3) follow an inactive lifestyle
- (para 3) do outdoor activities
- (para 4) face-to-face interaction

#### A2

my schoolwork	age	an inactive lifestyle
track of time	interaction	outdoor activities

**Note:** You can ask students to form their own sentences using the collocations from exercise 2.

### 3. Fill in with the correct preposition. Refer to the model essay for help.

- Most kids are familiar with technology because they start using several devices from a very young age.
- These days, many people are **hooked** on watching films or series on streaming platforms.
- Thanks to social media, more individuals **care** about important issues, such as climate change or animal abuse.
- Young people should interact more with each other **instead** of scrolling on their smartphones when they go out.
- Reducing screen time may sound difficult, but in **the long run**, it can have a positive impact on a person's life.
- Nowadays, we feel closer to people who live far away as we can communicate through **the Internet**.

## TIP 1

### Clauses of reason

In an essay, you can use clauses of reason to give an explanation and support your opinion or develop an argument.

- Some websites can harm children's well-being **because/as/since** they have inappropriate content.
- Some websites can harm children's well-being **because of / on account of / due to / owing to** their having inappropriate content / their inappropriate content.
- Some websites can harm children's well-being **because of / on account of / due to / owing to the fact that** they have inappropriate content.
- Some websites can harm children's well-being. **This is because / The reason for this is that** they have inappropriate content.



Pay attention to what follows each word/phrase.

4. Which words/phrases does the writer use to introduce clauses of reason? Circle them in the model essay.

5. Choose the correct option.

1. Nowadays, young people can easily become addicted to online gaming **this is because** / **because** / **because of** it is an exciting form of entertainment.
2. Some businessmen choose to buy an expensive smartphone **due to** / **because of the fact that** / **as** their professional needs.
3. Adolescents enjoy spending time on social media **this is because** / **since** / **on account of** they can communicate easily with their friends.
4. Youngsters may become aggressive **since** / **because of** / **as** playing violent online games for hours.
5. Today, technology is widely used in schools. **Because** / **Due to the fact that** / **This is because** it gives students access to many learning opportunities.
6. More and more people are choosing to read the news online **on account of** / **owing to the fact that** / **the reason for this is that** they can learn what is happening around the world in a matter of seconds.



## TIP 2

### Giving examples

Another way to develop an argument is to give an example.

- Smartphones offer numerous entertainment options, **such as** games and funny videos.
- Smartphones offer numerous entertainment options, **like** games and funny videos.
- Smartphones offer numerous entertainment options. **For example / For instance**, you can play games or watch funny videos online.

6. Read the sentences and give examples using the ideas from the box and the words/phrases in brackets.

- |  |   |
|--|---|
| • crossword puzzles                      | • we can learn about the weather all around the world |
| • we can chat online or make video calls | • drones or smartwatches                              |

1. We can have access to a wide variety of information online. **For example, we can learn about the weather all around the world.** (for example)
2. Young children should spend some time doing problem-solving activities, **like crossword puzzles.** (like)
3. These days, many teenagers are buying electronic gadgets, **such as drones or smartwatches.** (such as)
4. There are a lot of different ways to keep in touch with a person who lives abroad. **For instance, we can chat online or make video calls.** (for instance)



**NOW WRITE YOUR OWN ESSAY IN ANSWER TO WRITING TASK A  
AND COMPLETE THE CHECKLIST.**

**CHECKLIST**

- |  |                          |  |                          |
|--|--------------------------|--|--------------------------|
| • Does my essay answer the task?                                     | <input type="checkbox"/> | • Have I used linking words/phrases correctly in my essay? | <input type="checkbox"/> |
| • Does my essay have a clear introduction, main body and conclusion? | <input type="checkbox"/> | • Is my essay written in formal language?                  | <input type="checkbox"/> |
| • Does each main-body paragraph have a clear topic sentence?         | <input type="checkbox"/> | • Have I proofread my essay?                               | <input type="checkbox"/> |
| • Have I developed my arguments using explanations/examples/results? | <input type="checkbox"/> |  |                          |

**SUGGESTED PLAN**

**INTRODUCTION**

- make a general comment on the topic
- give your opinion on the topic (thesis statement)

**MAIN BODY**

**Para 1:**

- give the 1<sup>st</sup> argument and supporting sentences

**Para 2:**

- give the 2<sup>nd</sup> argument and supporting sentences

**Para 3 (optional):**

- give the 3<sup>rd</sup> argument and supporting sentences

**CONCLUSION**

- summarise your ideas by restating your opinion

**COPY YOUR CORRECTED ESSAY HERE**

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# LESSON 8B

## SCIENCE & TECHNOLOGY SOCIAL MEDIA

### OPINION ESSAY

#### WARM-UP

##### 1. Answer the following questions.

1. Do you have a social media account? Why? / Why not?
2. Do you prefer to chat with your friends online or face-to-face? Why?



#### WRITING TASK B

<sup>1</sup>Social media have brought people closer to each other as they have made communication so much easier. Do you agree or disagree with this statement? Write an essay expressing your views.

#### ANALYSING THE TASK

##### 1. Read the task and answer the questions.

1. What is the issue raised? Underline it in the writing task.
2. What is the purpose of your essay?

to express my views/opinion about whether social media have brought people closer to each other (as they have made communication so much easier)

#### PREPARING TO WRITE

1. Make a general comment and give your opinion (thesis statement) on the topic of Writing Task B. Paraphrase as much as possible. (indicative answers)

##### INTRODUCTION

**General comment:** In this day and age, <sup>1</sup>many people feel more connected thanks to social media.

**Thesis statement:** In my opinion, <sup>2</sup>social media have indeed managed to help people come together in many different ways.

#### TIP 1

In the introduction of an opinion essay, you should express your opinion briefly, without giving a detailed justification.

*To my mind, this tendency should be discouraged because it can have harmful consequences on children.*

*(NOT To my mind, this tendency should be discouraged because using a device of this kind from a very young age can lead to addiction.)*

2. Brainstorm two or three arguments that justify your opinion (thesis statement) in exercise 1. Then, develop these arguments using explanations, examples and/or results. (indicative answers)

#### TIP 2

Don't repeat ideas from one main-body paragraph in the other(s).

##### MAIN BODY

###### Para 1:

**Topic sentence (1<sup>st</sup> argument):** First of all, <sup>1</sup>social media enable us to contact anyone, anywhere in the world, in a matter of seconds.

**Explanation/Example/Result:** <sup>2</sup>For instance, we can chat, make video calls or share photos with friends and family whenever we like.

###### Para 2:

**Topic sentence (2<sup>nd</sup> argument):** What is more, <sup>3</sup>thanks to these networks, we can broaden our social circle.

**Explanation/Example/Result:** <sup>4</sup>What I mean is that we have the chance to search for and reunite with people that we have lost touch with.

###### Para 3 (optional):

**Topic sentence (3<sup>rd</sup> argument):** Finally, <sup>5</sup>social media have actually turned the world into a global community.

**Explanation/Example/Result:** <sup>6</sup>This is because citizens from different cultures have the opportunity to exchange ideas about important issues with each other.

## NOW WRITE YOUR OWN ESSAY IN ANSWER TO WRITING TASK B AND COMPLETE THE CHECKLIST.

### CHECKLIST

- |  |                          |  |                          |
|--|--------------------------|--|--------------------------|
| • Does my essay answer the task?                                     | <input type="checkbox"/> | • Have I used linking words/phrases correctly in my essay? | <input type="checkbox"/> |
| • Does my essay have a clear introduction, main body and conclusion? | <input type="checkbox"/> | • Is my essay written in formal language?                  | <input type="checkbox"/> |
| • Does each main-body paragraph have a clear topic sentence?         | <input type="checkbox"/> | • Have I proofread my essay?                               | <input type="checkbox"/> |
| • Have I developed my arguments using explanations/examples/results? | <input type="checkbox"/> |  |                          |

### SUGGESTED PLAN

#### INTRODUCTION

- make a general comment on the topic
- give your opinion on the topic (thesis statement)

#### MAIN BODY

##### Para 1:

- give the 1<sup>st</sup> argument and supporting sentences

##### Para 2:

- give the 2<sup>nd</sup> argument and supporting sentences

##### Para 3 (optional):

- give the 3<sup>rd</sup> argument and supporting sentences

#### CONCLUSION

- summarise your ideas by restating your opinion

### COPY YOUR CORRECTED ESSAY HERE

In this day and age, many people feel more connected thanks to social media. In my opinion, social media have indeed managed to help people come together in many different ways.

First of all, social media enable us to contact anyone, anywhere in the world, in a matter of seconds. For instance, we can chat, make video calls or share photos with friends and family whenever we like. In this way, we can easily keep in touch with our loved ones and maintain distant relationships.

What is more, thanks to these networks, we can broaden our social circle. What I mean is that we have the chance to search for and reunite with people that we have lost touch with. For example, we can catch up with old friends and relatives and develop new relationships with them.

Finally, social media have actually turned the world into a global community. This is because citizens from different cultures have the opportunity to exchange ideas about important issues with each other. As a result, they can work together and take action to support common causes, such as the protection of the environment.

All in all, it seems to me that social media have played a vital role in uniting people by completely transforming the way we interact and communicate.



# INTRODUCTION TO STORIES

Τα **stories** είναι μικρές ιστορίες που γράφουμε για ένα σχολικό περιοδικό, για έναν διαγωνισμό δημιουργικής γραφής κλπ. Ο σκοπός ενός story είναι να διηγηθούμε μία ιστορία που θα τραβήξει το ενδιαφέρον του αναγνώστη.

Στις εξετάσεις επιπέδου B2, το writing task σου δίνει μία πρόταση με την οποία πρέπει να ξεκινήσεις το story σου. Η έκταση ενός story είναι περίπου 180 λέξεις. Ωστόσο, αυτό εξαρτάται από το εκάστοτε πιστοποιητικό.

## ΠΡΙΝ ΞΕΚΙΝΗΣΕΙΣ

- Διάβασε προσεκτικά το writing task και ιδιαίτερα την πρόταση με την οποία σου ζητάει να ξεκινήσεις το story.
- Απάντησε στις εξής ερωτήσεις:

1. **Ποιος είναι ο βασικός χαρακτήρας της ιστορίας;** Είσαι εσύ ή κάποιο άλλο πρόσωπο; Αυτό θα το καταλάβεις από το αν η πρόταση που δίνεται στο writing task είναι γραμμένη σε **α' ή γ' πρόσωπο** (*It was a rainy Sunday morning and I was lying in my bed. / Helen was cooking dinner when suddenly the phone rang.*). Η πρόταση αυτή θα καθορίσει το περιεχόμενο της ιστορίας και τον τρόπο με τον οποίο θα την αφηγηθείς.

2. **Πού βρισκόταν ο βασικός χαρακτήρας στην αρχή της ιστορίας;** (*in my bed, in my bedroom, ... / at home, in the kitchen, ...*)

3. **Πότε ξεκίνησε η ιστορία;** (*on Sunday morning, ... / late at night, ...*)

4. **Τι συνέβαινε στην αρχή της ιστορίας;** (*I was lying in my bed, ... / Helen was cooking dinner when suddenly the phone rang, ...*)

5. **Πώς ένιωθε ο βασικός χαρακτήρας στην αρχή της ιστορίας;** (*excited, happy, lonely, ... / scared, curious, nervous, ...*)

- Σκέψου ιδέες για το πώς θα εξελίξεις την ιστορία σου:

6. **Τι συνέβη μετά;** (*ποιον συνάντησε ο βασικός χαρακτήρας της ιστορίας, πού πήγε, τι του ανέτρεψε τα σχέδια, ...*)

7. **Πώς αντέδρασε ο βασικός χαρακτήρας;**

8. **Τι έγινε στο τέλος της ιστορίας;**

9. **Πώς ένιωσε ο βασικός χαρακτήρας στο τέλος της ιστορίας;**

Ακολουθώντας αυτά τα βήματα, θα κάνεις μία πολύ καλή αρχή για ένα σωστό story.

### TIP

Μπορεί η πρόταση που δίνεται στο writing task να περιλαμβάνει **δύο ή περισσότερους βασικούς χαρακτήρες** (*my best friend and I, Mary and her sister*).

### TIP

Για να απαντήσεις σε αυτές τις ερωτήσεις, πρέπει να βασιστείς στην **πρόταση που δίνεται στο writing task** αλλά και να χρησιμοποιήσεις τη **φαντασία σου**.

**Exercise 1: Read the following writing tasks and answer the questions.** (indicative answers)

## WRITING TASK 1

Write a story that begins with "Jason was watching his favourite TV series when he heard a strange noise coming from downstairs."

1. Who is the main character of the story? **Jason**
2. Where was the main character at the beginning of the story? **at home, in his bedroom (upstairs)**
3. When did the story begin? **in the evening**
4. What was happening at the beginning of the story? **Jason was watching his favourite TV series when he heard a strange noise coming from downstairs.**
5. How did the main character feel at the beginning of the story? **scared but curious to see what the sound was**
6. What happened next? **He went downstairs and saw his neighbour's cat eating his dinner.**
7. How did the main character react? **He laughed out loud and stroked the cat.**
8. What happened at the end of the story? **He returned the cat to his neighbour and cooked another meal.**
9. How did the main character feel at the end of the story? **relieved, but at the same time a bit annoyed**

## WRITING TASK 2

Write a story that begins with "When I entered the basketball court, I knew that our team would win the school championship."

1. Who is the main character of the story? I am
2. Where was the main character at the beginning of the story? at a basketball court
3. When did the story begin? right before the school championship final
4. What happened at the beginning of the story? My teammates and I entered the court and got ready for the game.
5. How did the main character feel at the beginning of the story? excited and confident
6. What happened next? The game started, but we soon realised that our opponents were really strong.
7. How did the main character react? I encouraged my teammates to start playing better.
8. What happened at the end of the story? We managed to get ahead and win the school championship.
9. How did the main character feel at the end of the story? extremely proud and happy

## ΤΙ ΠΕΡΙΕΧΕΙ ΕΝΑ STORY

Για να απαντήσεις ολοκληρωμένα στο writing task του story, καλό είναι να ακολουθήσεις τα παρακάτω βήματα για κάθε μέρος του γραπτού σου και να οργανώσεις τις ιδέες που σκέφτηκες σε τρία μέρη: **introduction, main body, conclusion.**

### 1. ΠΡΟΛΟΓΟΣ (INTRODUCTION)

Ένας ολοκληρωμένος πρόλογος περιλαμβάνει:

- την πρόταση που δίνεται στο writing task χωρίς καμία αλλαγή.
- κάποιες επιπλέον βασικές πληροφορίες για να στηθεί το σκηνικό της ιστορίας (πού βρισκόταν ο βασικός χαρακτήρας στην αρχή της ιστορίας, πότε ξεκίνησε η ιστορία, τι συνέβαινε στην αρχή της ιστορίας, πώς ένιωθε ο βασικός χαρακτήρας στην αρχή της ιστορίας).

### 2. ΚΥΡΙΟ ΜΕΡΟΣ (MAIN BODY)

Το κύριο μέρος ενός story συνήθως χωρίζεται σε 2-3 παραγράφους, στις οποίες πρέπει να διηγηθείς τα **βασικά γεγονότα** της ιστορίας με **χρονολογική σειρά**.

**ΠΩΣ ΝΑ ΧΩΡΙΣΕΙΣ ΤΙΣ ΠΑΡΑΓΡΑΦΟΥΣ:**

- Σκέψου ποια είναι τα **βασικά γεγονότα** που προωθούν τη δράση της ιστορίας.
- Χώρισε τα **βασικά γεγονότα** σε παραγράφους. Καλό είναι κάθε παράγραφος να περιγράφει μία ξεχωριστή σκηνή της ιστορίας.

### 3. ΕΠΙΛΟΓΟΣ (CONCLUSION)

Στον επίλογο ενός story, μπορείς να πεις:

- τι έγινε στο τέλος της ιστορίας (πώς λύθηκε το πρόβλημα, πώς εξομαλύνθηκε η κατάσταση για τον βασικό χαρακτήρα, ...).
- πώς ένιωθε ο βασικός χαρακτήρας στο τέλος της ιστορίας.



#### TIP

Όταν γράφεις μία ιστορία, μπορείς να εισάγεις ένα **πρόβλημα** ή να δώσεις μία **απρόσμενη τροπή** για να κάνεις την ιστορία σου πιο ενδιαφέρουσα. Στη συνέχεια, μπορείς να δημιουργήσεις **περισσότερη αγωνία** κάνοντας τα πράγματα ακόμα πιο δύσκολα για τον βασικό χαρακτήρα.

# EXTRA LESSON 1A

## THE LOST WALLET

## STORY

### WARM-UP

#### 1. Answer the following questions.

1. Have you ever lost something important? How did you feel?
2. What would you do if you found a wallet on the ground?



### WRITING TASK A

Write a story that begins with "I was walking to school when I saw something strange on the ground."

### ANALYSING THE TASK

#### 1. Read the task and answer the questions. (indicative answers)

1. What kind of text are you asked to write? a story
2. How should your story begin? with the sentence given / I was walking to school when ... ground.
3. Who is the main character of the story? I am
4. Where was the main character at the beginning of the story? in the street
5. When did the story begin? in the morning

### MODEL STORY

#### 1. Read the model story and fill in with the words/phrases from the box.

thrilled   out of curiosity   wondered   possible   looked around   to my surprise

I was walking to school when I saw something strange on the ground. It was a dirty brown object hidden under a pile of leaves. 1. Out of curiosity, I leaned down to take a closer look. 2. To my surprise, it was a beautiful old leather wallet.

(First) I picked it up and looked inside. I couldn't believe my eyes! The wallet was full of 50-pound notes! I 3. looked around to check if anyone was looking for it, but there was no one in the street. (Then) I put the wallet into my pocket and started thinking about all the things I could do with the money. "Is there enough to buy that new phone I want?" I 4. wondered, I was so 5. thrilled that I took the wallet out again to see how much money was inside.

As I was counting the notes, I came across a folded photo of an old man and his grandchildren, all smiling happily. "This must be the owner of the wallet," I whispered. I felt guilty, and so angry with myself. (Immediately) I put the wallet back into my pocket and headed for the local police station.

(In the end) the police officers thanked me and assured me that they would return the wallet to its owner as soon as 6. possible. I went into the street and took a deep breath. I was really late for school, but I also felt very proud of myself because I knew I had done the right thing.



## 2. Match each paragraph with its content.

- |                       |          |
|-----------------------|----------|
| 1. Introduction       | <b>a</b> |
| 2. Main body – Para 1 | <b>c</b> |
| 3. Main body – Para 2 | <b>d</b> |
| 4. Conclusion         | <b>b</b> |

- |   |
|---|
| <b>a.</b> begin with the sentence given and set the scene                 |
| <b>b.</b> say what happened in the end and how the main character felt    |
| <b>c.</b> describe what the main character did first and his/her feelings |
| <b>d.</b> describe what happened next                                     |

## 3. Read the model story again and answer the following questions.

- Which four words/phrases does the writer use to sequence the main events? Circle them in the model story.
- Which four adjectives does the writer use in the story to describe how the main character felt? thrilled, guilty, angry, proud

### REMEMBER

You should narrate the events of the story in **chronological order**. You can use the following linking words/phrases:

- In the beginning, / First, / At first, / First of all,
- Then, / Next, / Later (on), / After that, / A few moments later, / The next day,
- Previously, / But before all that,
- Suddenly, / All of a sudden, / Immediately,
- In the end, / Finally, / Eventually,

## BUILDING WRITING SKILLS

### 1. Find words from the model story that mean:

- |   |          |                    |
|---|----------|--------------------|
| 1. pieces of paper money                          | (para 2) | <u>notes</u>       |
| 2. find sth by chance                             | (para 3) | <u>come across</u> |
| 3. speak very quietly                             | (para 3) | <u>whisper</u>     |
| 4. ashamed because you've done sth wrong          | (para 3) | <u>guilty</u>      |
| 5. go to/towards                                  | (para 3) | <u>head for</u>    |
| 6. tell sb that sth is definitely going to happen | (para 4) | <u>assure</u>      |

### 2. Fill in box A1 with the words/phrases from box A2 to form collocations. Refer to the model story for help.

#### A1

- |                       |                        |
|-----------------------|------------------------|
| 1. (para 1) a pile of | <u>leaves</u>          |
| 2. (para 1) take      | <u>a closer look</u>   |
| 3. (para 3) count     | <u>the notes</u>       |
| 4. (para 3) smile     | <u>happily</u>         |
| 5. (para 4) take      | <u>a deep breath</u>   |
| 6. (para 4) do        | <u>the right thing</u> |

#### A2

- a deep breath
- happily
- leaves
- the right thing
- a closer look
- the notes

**Note:** You can ask students to form their own sentences using the collocations from exercise 2.

### 3. Fill in with the correct preposition. Refer to the model story for help.

- It was eight in the morning and the streets were **full** of people going to work.
- Julia was very **angry** with her brother because he had broken her new camera.
- The moment we **went** into **the street**, we realised that the shops were closed.
- Yesterday, my sister and I missed the bus and we were really **late** for school.
- When I saw my friend saving the little puppy, I felt really **proud** of her.



## TIP 1

### Using past tenses in a story

When you write a story, use the:

- **Past Simple:**
  - to talk about **an action completed** in the past.  
*I **leaned** down to take a closer look.*
  - to talk about **actions that happened one after the other** in the past.  
*I **put** the wallet back into my pocket and **headed for** the local police station.*
- **Past Continuous:**
  - to set **the scene of a story**.  
*It was Monday morning and I **was having** breakfast with my family.*
  - to talk about **two actions in progress at the same time** in the past.  
*As/While I **was counting** the notes, I **was thinking** about all the things I could do with the money.*
  - to talk about **an action in progress** in the past that was interrupted by another action (in the Past Simple).  
*As/While I **was counting** the notes, I **came across** a folded photo of an old man.*  
*I **was counting** the notes when I **came across** a folded photo of an old man.*
- **Past Perfect Simple:**
  - to talk about **an action or state that was completed before another action or a specified time** in the past.  
*I also felt very proud of myself because I knew I **had done** the right thing.*

### 4. Fill in with the Past Simple, Past Continuous or Past Perfect Simple of the verbs in brackets.

I <sup>1</sup> was chatting (chat) with my friends online when my brother <sup>2</sup> entered (enter) the room in panic. Without saying anything, he <sup>3</sup> started (start) searching for something anxiously. While he <sup>4</sup> was throwing (throw) his stuff all over the floor, he <sup>5</sup> was shouting (shout): "Where is my phone? Where is my phone?"

Then, I <sup>6</sup> asked (ask) him to calm down and <sup>7</sup> told (tell) him that I would help him find it. Unfortunately, we <sup>8</sup> made (make) a mess of the entire house, but we <sup>9</sup> didn't manage (not manage) to find his phone. I <sup>10</sup> felt (feel) sorry for my brother because he <sup>11</sup> had used (use) all his savings to buy it.

A few hours later, while I <sup>12</sup> was getting (get) ready to take our dog, Rex, out for a walk, I <sup>13</sup> noticed (notice) a dirty silver object inside his basket. I <sup>14</sup> turned around (turn around) and <sup>15</sup> saw (see) Rex looking at me with a guilty face. Immediately, I <sup>16</sup> called (call) my brother. "Hey, I've just found out who stole your phone," I <sup>17</sup> said (say) and <sup>18</sup> laughed (laugh) out loud.

## TIP 2

### Order of adjectives

When you use more than one adjective to describe a noun, you should write them in the following order:

Article	Opinion	Size	Age	Shape	Colour	Origin	Material	Noun
a	wonderful	small	old	square	brown	Persian	woollen	rug

It was a **dirty brown** object hidden under a pile of leaves. To my surprise, it was a **beautiful old leather** wallet.

### 5. Fill in with the adjectives in brackets in the correct order.

- Jennifer opened the parcel and saw a(n) elegant old gold (gold / old / elegant) bracelet.
- We realised that the sound was coming from a cute small white (cute / white / small) kitten.
- Mum had already prepared a delicious round strawberry (strawberry / delicious / round) cake before the guests arrived.
- The little girl was looking at me with her pretty big blue (pretty / blue / big) eyes.
- Charlie went into the street and noticed a strange tall young (young / tall / strange) man waiting at the bus stop.
- I got into the bakery and bought a tasty French chocolate (French / chocolate / tasty) croissant.

## CHECKLIST

- |  |                          |  |                          |
|--|--------------------------|--|--------------------------|
| • Does my story begin with the sentence given?                       | <input type="checkbox"/> | • Have I used linking words/phrases correctly in my story? | <input type="checkbox"/> |
| • Does my story have a clear introduction, main body and conclusion? | <input type="checkbox"/> | • Have I used the correct tenses in my story?              | <input type="checkbox"/> |
| • Have I narrated the events in chronological order?                 | <input type="checkbox"/> | • Have I proofread my story?                               | <input type="checkbox"/> |

## SUGGESTED PLAN

## INTRODUCTION

- begin with the sentence given
- set the scene by adding a little more information

## MAIN BODY

**Para 1:**

- describe what the main character did
- describe the main character's feelings

**Para 2:**

- describe what happened next

## CONCLUSION

- say what happened in the end
- say how the main character felt

**COPY YOUR CORRECTED STORY HERE**



#### WARM-UP

##### 1. Answer the following questions.

1. Have you ever been in danger? What did you do?
2. How would you react if you saw someone in danger?

# DANGER

#### WRITING TASK B

Write a story that begins with "My best friend and I were hanging out in the park when we heard a loud noise."

#### ANALYSING THE TASK

##### 1. Read the task and answer the questions. (indicative answers)

1. What kind of text are you asked to write? a story
2. How should your story begin? with the sentence given / My best friend and I were hanging out... noise
3. Who are the main characters of the story? my best friend and I
4. Where were the main characters at the beginning of the story? in the park
5. When did the story begin? on a Saturday morning



#### PREPARING TO WRITE

##### 1. Brainstorm the following questions. (students' own answers)

#### INTRODUCTION

1. Sentence given: My best friend and I were hanging out in the park when we heard a loud noise.
2. How did you feel when you heard the loud noise? \_\_\_\_\_
3. What was the loud noise you heard? \_\_\_\_\_

#### MAIN BODY

##### Para 1:

4. What did you and your friend do? \_\_\_\_\_
5. How did you feel? \_\_\_\_\_

##### Para 2:

6. What happened next? \_\_\_\_\_

#### CONCLUSION

7. What happened in the end? \_\_\_\_\_
8. How did you feel in the end? \_\_\_\_\_

#### REMEMBER

When you brainstorm ideas for your story, use the information provided in the **sentence given** and your **imagination**.

#### TIP

You can use some words/phrases to **make your story more vivid**:

- Fortunately, / Unfortunately,
- To my surprise,
- Out/Full of curiosity,
- I couldn't believe my eyes!
- My heart was beating fast.
- I was lost for words.



## NOW WRITE YOUR OWN STORY IN ANSWER TO WRITING TASK B AND COMPLETE THE CHECKLIST.

### CHECKLIST

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Does my story begin with the sentence given? <input type="checkbox"/></li> <li>• Does my story have a clear introduction, main body and conclusion? <input type="checkbox"/></li> <li>• Have I narrated the events in chronological order? <input type="checkbox"/></li> </ul> | <ul style="list-style-type: none"> <li>• Have I used linking words/phrases correctly in my story? <input type="checkbox"/></li> <li>• Have I used the correct tenses in my story? <input type="checkbox"/></li> <li>• Have I proofread my story? <input type="checkbox"/></li> </ul> |
|---|--|

### SUGGESTED PLAN

#### INTRODUCTION

- begin with the sentence given
- set the scene by adding a little more information

#### MAIN BODY

##### Para 1:

- describe what the main characters did
- describe the main characters' feelings

##### Para 2:

- describe what happened next

#### CONCLUSION

- say what happened in the end
- say how the main character(s) felt

### COPY YOUR CORRECTED STORY HERE

My best friend and I were hanging out in the park when we heard a loud noise. It had come from the other side of the lake so, full of curiosity, we ran to find out what had happened. We saw a little boy who had fallen into the water while he was riding his bike.

In the beginning, we didn't know what to do. We looked around, but the park was empty. "We must call for help!" I said to my friend, and I immediately called the police on my phone. However, we soon realised that we couldn't wait for them. The boy didn't know how to swim and he was screaming in panic. I was shocked and scared, but my friend looked calm.

Suddenly, she took off her jacket and ran towards the lake. I tried to stop her because it was a dangerous thing to do, but she was too fast for me. She jumped into the water, reached the child and grabbed his shoulder. My friend began pulling him towards the shore, but it was very difficult. While she was swimming with one arm around him, the boy was struggling to stay on the surface. Fortunately, a few moments later, they managed to get out of the water safely.

In the end, the police arrived and took us home. I felt relieved, but I was also very proud of my friend. She was a real hero!