

## B2 | Unit 01, p. 9 | Sample blog comment

**Sam45**

<samemail@hotmail.com>

I love your post, Gerry, and I totally agree with you! I feel better because I am not the only procrastinator here.

I think lots of students procrastinate because their workload is overwhelming: there is always homework to do, presentations to prepare and tests to study for. When you feel as if you aren't in control and you'll never get everything done anyway, sometimes you don't even want to start. So, you do something fun like playing games and put off the hard work until later. Of course, this means that you panic later on when you run out of time.

I think that students need a lot of encouragement to avoid procrastination. Many young people don't understand why procrastination is problematic. It would be really helpful if teachers explained to us how procrastination can interfere with our learning. Of course, it would also be great if they gave us less homework in the first place!

I used to be what Tim Urban calls a 'master procrastinator', but now I try to avoid last-minute panic by organising my work for school. I have a planner and I write down what I have to do every day. When I get home from school, I make a to-do list. This puts me in the right mindset to get things done and helps me to avoid getting distracted: once I make up my mind to do something now, I also finish it.

I'm sure that with a little bit of help and encouragement, we can all stop procrastinating. Fingers crossed!

(257 words)

## B2 | Unit 02, p. 14 | Sample article using the PEEL structure

### Topic: Good friends are more important than blood relatives

#### Hooray for friends!

A warm, loving family with close bonds between all family members is wonderful, but you know what else people need for a happy life? Friends! In some ways, friends are even more important than blood relatives. Let me explain why.

Do you fight more with your parents or with your friends? Most people would probably answer, “With my parents!” One reason why we usually have fewer conflicts with our friends than with our parents is that our friends are usually close to us in age. When you are of the same generation, you have similar experiences. For example, you listen to the same music and use the same social media tools. Or you stream the same series and are into the same celebs. Talking about shared experiences with people who understand you is important for your mental health. Friends are often better at this than family members.

And let’s face it, even if we love our parents, siblings, grandparents, uncles, aunts and cousins very much, many of us would probably not choose the family we were born into. Maybe you are the only football fan in a family of skiers, or all your relatives are teachers while you would like to become an actor. It can be very sad when you realise that you just don’t fit in with your parents and siblings, but you cannot choose your family. However, you have a choice when it comes to your friends, and of course we tend to choose friends who share our hobbies and interests. Spending time with friends doing things that **you love** is very important for a happy life.

But even young people from close-knit families, who do many activities together and manage to live together in almost perfect harmony, are sometimes unhappy. Why? Because they are dependent on their parents, which means they always have to ask their permission. Before young people have a job and earn their own money, their parents pay for everything they need. This can lead to conflicts when young people want things which their parents don’t approve of. Sometimes, parents also have expectations that young people find difficult to meet. That’s why young people often prefer hanging out with friends to spending time with family members.

Close friends are like a family that you choose for yourself, and they are always there for you. Don’t forget to let them know how much they mean to you.

(406 words)

## B2 | Unit 03, p. 19 | Sample 400-word report

From: Annika Hausmann  
Subject: Inter-generational living  
Date: 26 January 2024

### Introduction

The following report outlines the current situation concerning inter-generational living in our community. It will present the benefits of inter-generational living for both young people and the community and suggest some ways of making this type of living arrangement more common.

### Benefits for young people

Young people see many benefits in inter-generational living. Interestingly, emotional reasons are more important than financial reasons for young people who choose to live this way. In a recent survey, almost a third of the young people interviewed reported that sharing a house with an older person allowed them to learn from the older generation. For a quarter of the young people surveyed, living with a member of an older generation was an opportunity to be helpful. While the amenities of sharing a house with an older person (15%) and the opportunity to save money (12%) also played a role, they were much less important for young people.

### Advantages for the whole community

As explained above, learning from an older person is the main reason why young people choose inter-generational living. This open-minded attitude is not only beneficial for individuals, but also for the whole community. It leads to a better understanding between members of different generations and helps them to overcome their prejudices. Moreover, the opportunity to help an older person also appeals to young people who choose this living arrangement, which is another benefit that is relevant for the entire community. When young people help older people with their shopping and cleaning, for example, the community does not have to provide these services for them.

### Expanding inter-generational living

Currently, inter-generational living is only possible for older people who own a large house or flat with enough space for a younger person to move in. If the local council aims to make inter-generational living more common, it will have to provide special houses where older and younger generations can live together. There should also be support such as information evenings and coaching for both young people and older people who are interested in living together but are not sure if they can manage it.

### Conclusion

Inter-generational living clearly appeals to young people, and it is also beneficial for the entire community. The local council should therefore make it a priority to encourage people to adopt this form of living together.

(395 words)

## B2 | Unit 04, p. 24 | Sample email of complaint

From: [name]@schoolmail.org  
To: manager@nicehotels.co.uk  
Subject: Stay at [name of the hotel], [arrival date] to [departure date]

Dear Sir or Madam,

I am writing to complain about the way your hotel [name of hotel] handled a situation that happened to my family and me last month.

My parents had made a booking for two rooms, including breakfast, from [arrival date] to [departure date] via your website. However, when we arrived after a long flight, we were told there were no rooms for us. We did not have access to our email accounts and only had the booking number, but that did not help because according to the receptionist, the booking did not exist. I asked the receptionist if she could help us to find another hotel, but she told me to find one myself. We were basically left standing in the hotel lobby without accommodation.

Luckily, another guest who had overheard our conversation recommended a hotel nearby which had rooms for us, but unfortunately at much higher rates. Our return flight was not until 8 days later, so we did not have a choice, which is why we decided to stay there. We were also charged an extra €15 for breakfast. All in all, this meant that we spent a considerable amount of money: €150 a day, which totals €1,200 for the whole stay.

The whole experience was highly unpleasant, and we demand a full refund of the extra costs of €800 for the 8-day stay. If I do not receive a reply soon, I will hand this case over to my legal representative and post a description of this experience on all relevant social media platforms and hotel review sites.

I look forward to hearing from you.

Yours faithfully,

[Name]

(273 words)

## B2 | Unit 05, p. 30 | Sample email of application

From: [name]@schoolmail.org  
To: PlayGrow Camps  
Subject: Job application

Dear Sir or Madam,

I am writing to apply for the job as camp counsellor which is advertised on your website.

My name is [...] and I am [...] years old. I am currently a student at [school, school type and location]. I am interested in acting and have recently become a member of our school's theatre group. We study languages at school, and my favourite language is English because I need it whenever I communicate with my friends online. My spoken English is fluent, and I also read most books in English. In addition, I worked as a tutor at a small language school for over two years from 2020 to 2022. I am responsible and reliable, with an open-minded attitude, and I love exploring new things and being outdoors.

I believe that I am an excellent candidate for the job as I love working with children and leading groups. I am confident that I can organise interesting sports and group activities as well as help young people to develop 21st century skills. Moreover, working at the camp would give me the opportunity to interact with people from all over the world and improve my language skills further.

I have studied your website carefully, and I still have some questions. In order to find out about your company's mission, is there some kind of orientation programme before the camp starts? I would also like to know if there is an online platform for new and experienced counsellors to meet so that I can get to know other counsellors.

I hope that you will consider my application and I look forward to hearing from you.

Yours faithfully,

[Name]

(277 words)

**B2 | Unit 06, p. 34 | Sample essay**

## Access restrictions can save cultural heritage sites

Today, more people have the opportunity to travel than in the past. In general, this is a positive development because more people can visit famous sights all over the world. However, mass tourism has also caused so many problems in cities which are popular tourist destinations that I believe that access to popular tourist attractions needs to be restricted.

First of all, this is necessary so that valuable works of art are not damaged by visitors. This does not mean that tourists should be banned from these famous statues and buildings completely, but some sensible measures should be taken to ensure that future generations can still enjoy the monuments people like to visit today. For example, fences could be erected around statues so that tourists cannot get close enough to touch them, and the number of tourists who can visit a historical building per day could be limited.

Secondly, access restrictions would also be beneficial for the local population. In cities which are popular with tourists, the crowds of visitors can often be challenging for the locals. For example, when residents have to pass a tourist attraction on their way to work, the crowds of sightseers make it unpleasant and time-consuming for them to reach their destination. In addition, shops and restaurants are often overcrowded, which means that some locals might be reluctant to visit them. Allowing fewer tourists to visit historic cities would solve this problem and allow locals to enjoy the historic centre of their hometowns again.

Finally, limiting the number of visitors would be beneficial for tourists as well as locals. When tourists visit a city, they sometimes have to queue for hours to get into a museum. In addition, the locals are unhappy about the crowds and are not interested in interacting with visitors. If there were fewer tourists, they would have a much better experience. They would be able to take their time and appreciate all the wonderful sights, and they would even be able to have conversations with the locals and learn about real life in the city they are exploring.

In conclusion, access restrictions are necessary to protect valuable works of art, and they are beneficial for the local population as well as for tourists. They should therefore be implemented by all popular tourist destinations.

(390 words)

**B2 | Unit 07, p. 40 | Sample article**

## ChatGPT goes to school

Some people find it scary and want to ban it, others are terribly excited about it and can't wait to use it: the chatbot ChatGPT is hotly debated in every newspaper and on every TV programme right now. One of the questions everybody is asking is "How will schools deal with artificial intelligence (AI) tools?"

Students, especially older students in upper secondary school, are extremely fascinated by the idea of ChatGPT and similar tools and find them hard to resist. Why are those tools so attractive for more advanced students? Well, they are the ones who have to write all those essays and other assignments, not just in their first language, but in one or two foreign languages, too. It is enormously tempting to get an AI tool to do all the hard work for you when it's already late and you have to hand in your text the next day, so don't judge!

Still, most students are smart enough to understand that AI tools can cause problems too. First of all, you might end up with a text that contains factual errors or it is simply not exactly original. Your teacher might also notice that your AI-generated text does not sound like your actual style at all, and then you'll get caught cheating. And all those homework assignments are practice for your tests, so if you don't get enough practice, your grades might suffer. Also, getting an AI tool to produce a text which is completely right takes a lot of time, so you might actually waste time that you need for other things.

The big question at the moment is if schools will ban ChatGPT and similar tools. I guess that seems like a justified measure to some educators, but I don't think it is. Sure, it might prevent cheating on tests and exams, but it is absolutely impossible to control what students do at home. And isn't it the job of schools to prepare young people for the real world? AI technology is not going away, so we have to learn how to use it because we will one day need it for our jobs. If the use of AI is not allowed in schools, students will miss out on an incredibly important learning opportunity, which would be a shame.

So, what should schools do with ChatGPT & Co? I think we should be allowed to use AI tools in class with our teachers as much as possible, so that we can use them confidently and be excited, not scared, about our future with AI.

(432 words)

**B2 | Unit 08, p. 46 | Sample article**

## Let's not ban graffiti from our streets

Street art is a highly controversial topic. Many people strongly dislike it and consider it a form of vandalism which should be illegal. However, other people point out the many positive aspects of street art that should not be ignored and want to celebrate it. Why are there such different opinions on street art?

When people hear the words 'street art', they often think of graffiti that only consists of ugly swear words in bright colours, but street art is much more than that. It can be stunning and inspiring. Sometimes, an artist creates an image that makes you think critically about modern society. For example, the artist Banksy is famous for artworks that have this effect on people. Other artists create street art because they want to spread a positive message or simply create something beautiful that everybody will be able to see and enjoy. Such artworks should be appreciated.

We should not underestimate the positive impact such a beautiful piece of art can have on a neighbourhood. For example, near where I live, there is a huge painting of a panda on a rather ugly wall which makes me smile every time I see it. It is also a great conversation starter. I often chat to other locals about it, and they are all very pleased with it. Another benefit of this piece of art is that the conversations about it really make me feel part of the community although I only moved here a year ago. This is why I believe that people who are critical of street art should consider its potential to bring people together. We need more opportunities to stop and chat to somebody in our hectic modern society, and street art creates so many such opportunities.

So, should street art be considered a crime? To answer this question, maybe we need to distinguish between proper works of art, like Banksy's creations and the beautiful painting of a panda in my neighbourhood, and ugly graffiti on beautiful buildings that are basically just a mess that somebody has to clean up. This type of vandalism should be banned, but street art that makes cities more beautiful should be encouraged.

If you haven't made up your mind and are not sure whether street art is vandalism or not, take a walk around your city and look at some nice murals. Maybe you could even chat to other people about them. I am pretty sure that this will convince you that street art is not a crime.

(427 words)

## B2 | Unit 09, p. 50 | Sample report

From: Edgar J. Wallace  
Subject: Media Literacy Training at Adelaide Hills Secondary School  
Date: 15 March

### Introduction

This report is intended to provide **an overview of** young Australians' media use and literacy and make recommendations for media literacy training at our school. It is based on a **survey** of 1,000 young people between the ages of 8 and 16, **conducted** in 2020 by a team of **researchers** from the University of Queensland and Western Sydney University.

### Sources of news used by young people

To provide an **insight** into their news consumption, the respondents were asked if they had engaged with the news on the **previous** day and where they got news stories from. Almost all young people surveyed had heard about news events from at least one source on the day before. A clear **majority** of young people consume news directly from news sources, or they hear about it from people they know and trust: families were by far the most **common** source (56%), followed by teachers (33%). 29% of young people got their news from social media. It should be noted here that **while** 43% of teens got news from social media, only 15% of younger children did.

### Consequences of young people's media consumption habits

News on social media does not prioritise impartiality or objectivity in the same way traditional news media does, **and** parents' and teachers' accounts of news stories may not always be objective, **either**. It is extremely troubling, **therefore**, that the percentage of young people who agree they know how to tell fake news from real news stories is only 36%.

**Furthermore**, the survey finds that a large number of young Australians do not challenge the news they consume, even as they get older. **For example**, 46% of young people who get news stories from social media say they pay very little or no attention to the source of news stories found online.

### Recommendations for media literacy training

Based on these findings, it is recommended that our media literacy training workshops should focus on engaging critically with different media and identifying fake news. Our students should **also** receive specific information about the role of news media in our society, bias in the news, disinformation and misinformation. **In addition**, parents should be involved in the workshops if possible **as** they are an important source of news for young people. **Due to** the urgency of the topic, time should be cleared in students' timetable for these workshops as soon as possible.

(396 words)

**B2 | Unit 10, p. 54 | Sample essay**

## **‘Cultural Studies’ as a valuable school subject**

In the 21<sup>st</sup> century, intercultural competence is one of the buzzwords that are everywhere, but it can be difficult to establish what exactly it means and how people can acquire it. ‘Cultural Studies’ as a school subject would address these questions and therefore make an important contribution to young people’s education.

**Intercultural competence is more important than ever in today’s world.** More people than ever before have the opportunity to travel to foreign countries and experience other cultures, and it is important for people to know how to behave when they are confronted with cultural differences. For example, it is now common for secondary school students to take part in exchange programmes, such as ERASMUS visits to partner schools in different countries. Acquiring intercultural competence in school would make it easier for them to engage with the culture of the host country and make the most of their visits.

**When people are not culturally sensitive, they risk offending others without meaning to.** To give an example from everyday life, in Britain, people queue for the bus in an orderly fashion and greet the driver when they board the bus. It is considered very rude to jump the queue. As this behaviour is very common in Austria, visitors from Austria can easily annoy or even offend the locals. These negative feelings could be avoided with more cultural knowledge. It would therefore be good if young people were taught about different cultures in a special school subject to avoid intercultural misunderstandings.

**You do not even have to leave your own country to work on your cultural knowledge.** It is possible to discover a considerable amount of cultural information in books and on the internet, and this information can even be deeper and more meaningful than the habits and etiquette you can observe when you travel. In a school subject such as ‘Cultural Studies’, students could discuss the cultural differences they have observed in their favourite series with their teacher. They could then research the culture of the country where the series is set and deepen their intercultural understanding in this way.

In conclusion, there are numerous reasons to work on cultural competence. ‘Cultural Studies’ as a school subject could be an excellent way for students to do so under the guidance of a teacher, and young people would acquire useful knowledge for their future.

(399 words)