

Эссе:



проверка



Teamwork is the most useful classroom activity.

People tend to comment differently on whether working in a team is the most beneficial thing for students. Some say teambuilding is vital, others suppose that the importance of such an activity is overestimated.

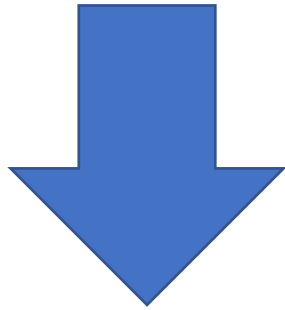
I am personally inclined to support the point of view of the latter. Teamwork is an important skill but it can never be put in one line with basic educational process's value. To start with, working in a team is just one of the advantages when getting a workplace but in order to apply for a job a person must be educated. Knowledge is the main key to building a respectable career. Ability to find a common language with people is never enough to become successful in life as it has to be supported with a solid educational basis.

Though, there is a fair share of those disagreeing with that. They say teambuilding is essential to increase the level of productivity by building a friendly bond between team members. Team-building promotes the idea that each voice in the team matters therefore teammates should learn to listen to each other.

I reckon that such reasoning is flawed. Teamwork may be a positive thing but there is a striking difference between being good and vital. When braying to a doctor to save one's life, a patient hopes that that are intelligent and skillful enough to provide an effective treatment and very few care what physician's relationships with their colleagues are.

To conclude, I am solidly convinced that teambuilding activities should remain optional while the main focus of the class time needs to be made onto teaching school disciplines and constantly expanding students' knowledge base.

*Teamwork is **the most** useful classroom activity.*



*Teamwork is a **useful** classroom activity.*

Useful

```
graph TD; Useful[Useful] --> TopLeft["Sth can prove useful  
come in useful"]; Useful --> TopRight["we find sth useful  
consider sth useful"]; Useful --> BottomLeft["a useful technique  
a useful strategy"]; Useful --> BottomRight["practically useful  
socially useful"];
```

Sth can **prove** useful
come in useful

we **find** sth **useful**
consider sth **useful**

a useful **technique**
a useful **strategy**

practically useful
socially useful

Teamwork is a [useful] [classroom activity].

a classroom activity:

- students (pupils, learners)
- teachers (educators)
- a school



Useful?

- helps you to do sth
- serves a useful purpose

-> **get rid of some problems**
solve serious problems
find a solution to the problem of

-> **is an effective solution to the problem of...**

-> **is a great way to...**

-> **is a fruitful strategy**



Useful?

- helps you to achieve sth

- > achieve better results
achieve great results in...

- > achieve a goal

- > achieve high standards

- > achieve excellence

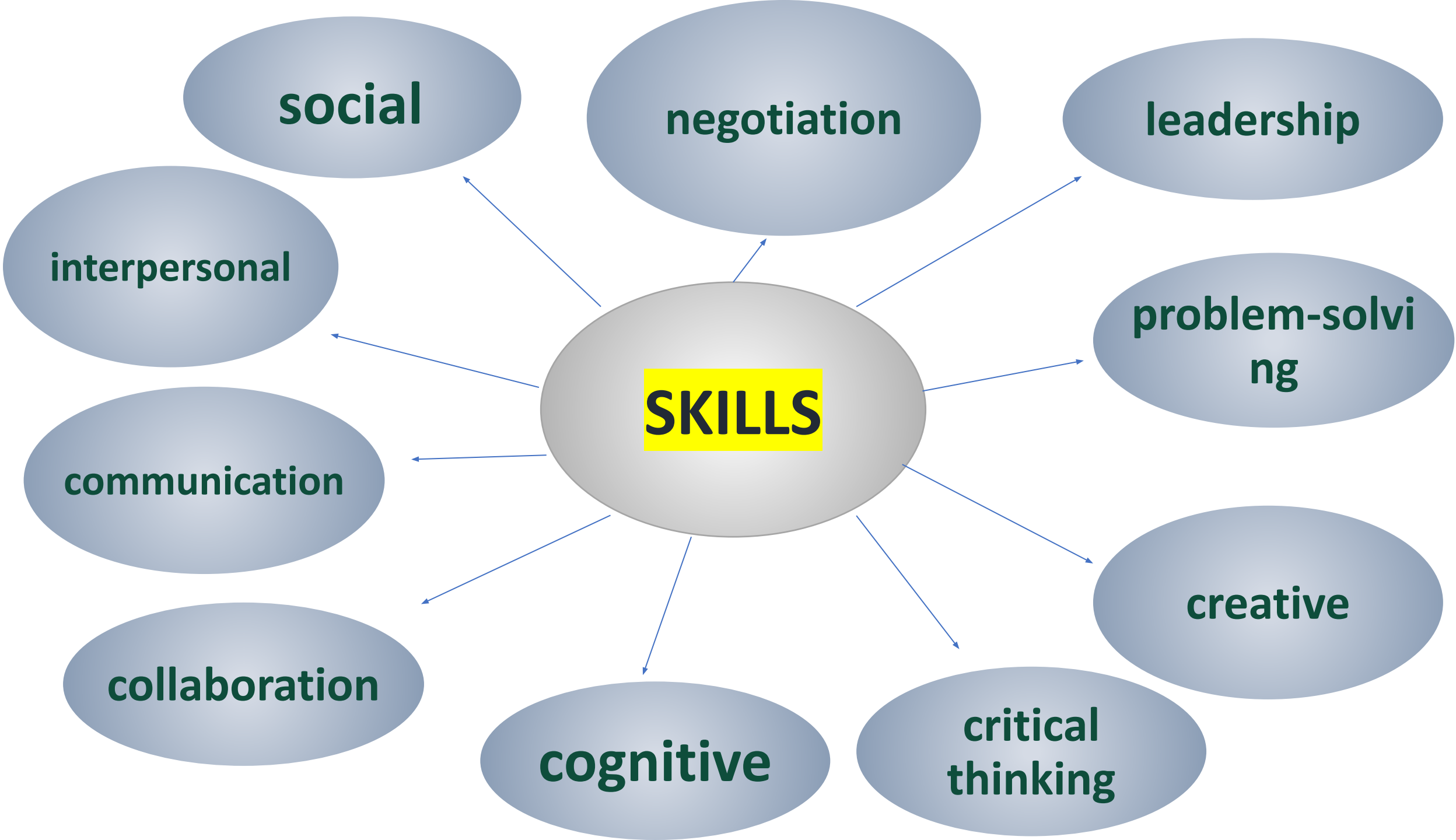


Useful?

- is of great use to you
- offers a lot of **benefits**
- brings real benefits for...
- you can benefit from ...
(psychologically, academically)
- develops ...
- contributes to the **development** of ->



- ✓ **academic performance**
- ✓ **skills** (*social, interpersonal, negotiation skills*)
- ✓ **the ability to** (*avoid/prevent conflict, settle down disputes, reach a win-win situation, reach an agreement*)
- ✓ **character traits** (*patience, tolerance, ...*)
- ✓ **an understanding** (*of how to deal with people, ...*)



Useful?



- offers a convenient way to do sth
- is an effective solution to (the problem of)
- an invaluable source of...
- a productive strategy
- a fruitful approach to sth
- an excellent opportunity to do sth
- a wise step to take
- an important change in
- significant contribution to...
- a workable idea

Useful?

provides **opportunities!**



- offers a golden opportunity to ...
- improves / increases the opportunity to do sth...
- maximizes opportunities to do sth

Translation exercises to practice key vocabulary.

1. Работа в команде помогает развивать важные умения общения.
2. Участие в работе в команде помогает научиться взаимодействию с другими.

*Teamwork is **the most useful** **classroom** activity.*

+ the only activity that meets the real needs of modern students:

lack of social skills (cooperation / collaboration skills)

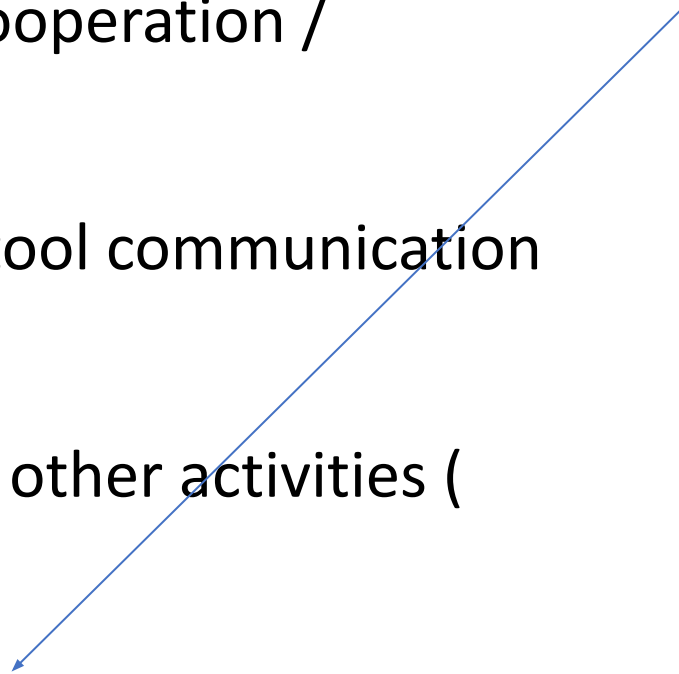
+ the most effective tool communication skills

+ more benefits than other activities (Individuality)

+ the best academic outcomes / the fastest way

- does not improve academic performance

- takes time and effort



*Teamwork is a **useful** **classroom** activity.*

- Teamwork is generally believed / thought by many (students) to be a very **useful** classroom activity. Some people / individuals (Most teachers), however, disagree. / do not share this belief. / doubt that it is so.
- Personally, I agree (with those who think that) (believe) that teamwork activities offer students and teachers a lot of benefits / students and teachers benefit from teamwork activities a lot. To begin with, group work helps students to develop crucial social skills, such as the ability to cooperate with others. It is an essential benefit because collaboration skills mean better career prospects in the future. Another advantage, is that teamwork teaches important communication skills (,for example, active listening and effective speaking). When working as a team, students learn to respectfully (attentively) listen to one another and express their ideas clearly.

- However, some people doubt that organizing group work in the classroom is really useful. They argue that teamwork activities do not improve students' academic results, so there is no place for them in the classroom / , so when it comes to teaching and learning, teamwork is (mostly) a waste of time.
- (Besides, according to some critics, teamwork places too much emphasis on the value of a group and does not offer students opportunities to express their individuality).
- In my opinion, it is wrong to believe that teamwork is not useful for the classroom. On the contrary, it is a great (unique) opportunity to boost students' academic performance: recent research shows that students learn best from tasks that involve interacting with others.
- (... teamwork activities teach students that each of their voices is valued. So surprisingly / Therefore, group work is a great (excellent, unique) chance to improve students' self-confidence and encourage them to express themselves.)

- In conclusion, I would like to emphasize that (students benefit a lot from participating in group work activities) participation in teamwork activities gives students a lot of benefits, which makes it a really useful (valuable) component of school education. (Clearly, it makes group work ...)

*Teamwork is a **useful** **classroom** activity. ->*

*Teamwork is **the most** **useful** **classroom** activity.*

Teamwork is [the most useful] classroom activity

The success of the work often demands on the teamwork of the participants. Some people believe that students and teachers should work as a team during their classes, while others disagree. (перифразирование и дискуссионность: -)

In my opinion, teamwork as an activity in a class has plenty of benefits. Firstly, co-working students are able to get a lot of social skills like how to get on well with classmates. Good communication with school colleagues is the key to enjoying the learning process, which is essential for the successful study at school. Secondly, teamwork between teachers and students helps to accelerate the process of studying. If teachers and pupils are sharing the work, then the educational process becomes more efficient. For example, students and teachers can prepare some interesting material for the lesson or check the homework together. (мнение и аргументы: -)

However, others consider teamwork to be the overrated classroom activity. They say that a bad partner might destroy the teamwork. In such cases someone is forced to do the entire amount of schoolwork while someone is good with its idleness.

With all my respect for the opposing opinion, I cannot really agree with it. Teachers keep a close eye on working groups so even lazy people are forced to do their part of a work or idlers are tormented by conscience and also begin to get involved in teamwork.

All in all, I agree that teamwork should be used like the most useful activity in a class. By working together learning becomes more productive. (0 баллов)

*Teamwork is **the most** **useful** classroom activity*

- a lot of noise
- lack of discipline, hard to control
- cannot focus / concentrate on...
- not every student is willing to participate (shy, quiet, phlegmatic, anxious, self-conscious...)
- encourages an irresponsible attitude

+ noisy but brainstorming is better



ТОЧНОСТЬ

➤ Содержание

"A teacher should always be strict"

Nowadays most people think that a teacher should be **severe** with pupils. However, others claim that **__** good teacher is **__** one who **has friendly relationships** with children. Where is the truth?

"Public libraries are becoming less popular and they will soon disappear"

With the growing popularity of the Internet the debate over libraries has intensified. Many people are in favour of the idea that public libraries are not relevant anymore and soon **will be abolished** while others claim that such organizations are still frequented by many.

"Public libraries are becoming less popular and they will soon disappear"

With the growing popularity of the Internet the debate over libraries has intensified. Many people are in favour of the idea that public libraries are not relevant anymore and soon **will be abolished** while others claim that such organizations are still frequented by many.

"Most legal ages should be raised from 18 to 21"

I **accept with** people who consider that legal ages **do not be raised**. The first thing that needs to be said is that **humans have formed thinking of life** and can arrive at a decision **by yourself**.

□ The Focus

- **School uniforms** are **useless**. (есть польза/нет пользы)
- **All pupils should** wear **school uniforms**. (есть польза / нет пользы, есть вред)

ФИНАЛЬНЫЙ ВАРИАНТ

Teamwork is a **useful** classroom activity.

Personally, I believe that there are **a lot of advantages** in using teamwork activities in the classroom. To begin with, group work is **an effective method to develop** students' social skills, such as the ability to cooperate with others. It is an essential benefit because collaboration skills mean better career prospects for students in the future. Surprisingly, group work encourages individuality, too. **It teaches students that** each of their voices is valued and motivates them to take an active part in the learning process. Another advantage is that teamwork **helps students to develop** important communication skills. When working as a team, students practise active listening and learn to communicate their ideas clearly.

However, there is an opinion that it is not really useful for students to participate in teamwork activities because it does not improve their academic results. Some people even argue that since group work is not directly related to learning, it is a complete waste of classroom time.

In my opinion, it is wrong to assume that teamwork is not useful for the classroom. On the contrary, it is an invaluable resource that helps teachers improve students' academic performance quite significantly. Recent research shows that students learn best from tasks that involve interacting with others.

In conclusion, I would like to emphasize that participation in teamwork activities gives students a lot of benefits. Clearly, this fact makes group work a really useful aspect of school education.

ФИНАЛЬНЫЙ ВАРИАНТ
Teamwork is the most useful classroom activity.

Group work is believed by many students to be the most useful classroom activity. Most teachers, however, tend to disagree.

Some people think that teamwork **offers students more benefits** than other activities. Others, however, argue that it is a mistake to consider group work to be the most useful classroom activity for students.

Some people think that **no other classroom activity is as useful as teamwork**. Others, however, argue that it is a mistake to consider group work to be the most useful activity for students.

Teamwork is thought by many teachers to be the most useful activity for students. Students themselves, however, are often skeptical about its benefits.

Teamwork is thought by many today's educators to be the most useful classroom activity. However, there are still some conservative teachers who are skeptical about its benefits.

- It is difficult / impossible to overestimate the benefits of building team skills for students. Some people even view teamwork as the most beneficial classroom activity / effective teaching tool. However, there are those who tend to think differently.
- Some students claim that they **like** working in a group / teamwork activities.
- Most school children **prefer** working in a group to other classroom activities. Some students even argue that group work is the most useful way of learning. Others, however, tend to disagree / Others, however, maintain that it is a mistake to view teamwork as the most useful classroom activity.
- Some students believe that group work is the most useful way of learning. Others, however, argue that it is a mistake to view teamwork as the most useful classroom activity.

ФИНАЛЬНЫЙ ВАРИАНТ

Teamwork is **the most useful** classroom activity.

Personally, I believe that no other classroom activity is **as useful as teamwork because** it offers students a lot / far more benefits than any activities.

To begin with, group work is **the most effective method to develop** students' social skills (such as the ability to cooperate with others). It is an essential benefit because the ability to collaborate means better career prospects for students in the future. (Apart from being the best tool to develop students' cooperation skills, group work is a unique method to encourages learners' individuality. **By teaching students that** each of their voices is valued, it effectively motivates them to take an active part in the learning process.) Another obvious advantage is that teamwork **is the best way for students to develop** important communication skills. When working as a team, students practise active listening and learn to communicate their ideas clearly.

ФИНАЛЬНЫЙ ВАРИАНТ

Teamwork is **the most useful** classroom activity.

Personally, I believe that no other classroom activity is as useful as teamwork because it is the only activity that truly meets the needs of modern students.

To begin with, it is crucial for modern students to obtain social skills and clearly, group work is **the most effective method to develop** them. It is an essential benefit because collaboration skills mean better career prospects for students in the future.

Surprisingly, group work encourages individuality, too. **It teaches students that** each of their voices is valued and motivates them to take an active part in the learning process.

Another obvious advantage is that teamwork **is the best way for students to develop** important communication skills. When working as a team, students practise active listening and learn to communicate their ideas clearly.

ФИНАЛЬНЫЙ ВАРИАНТ

However, there is an opinion that group work is **not the most useful** activity for students because it is not directly related to learning.

Some people even argue that since it does not lead to better academic results, it is a complete waste of classroom time.

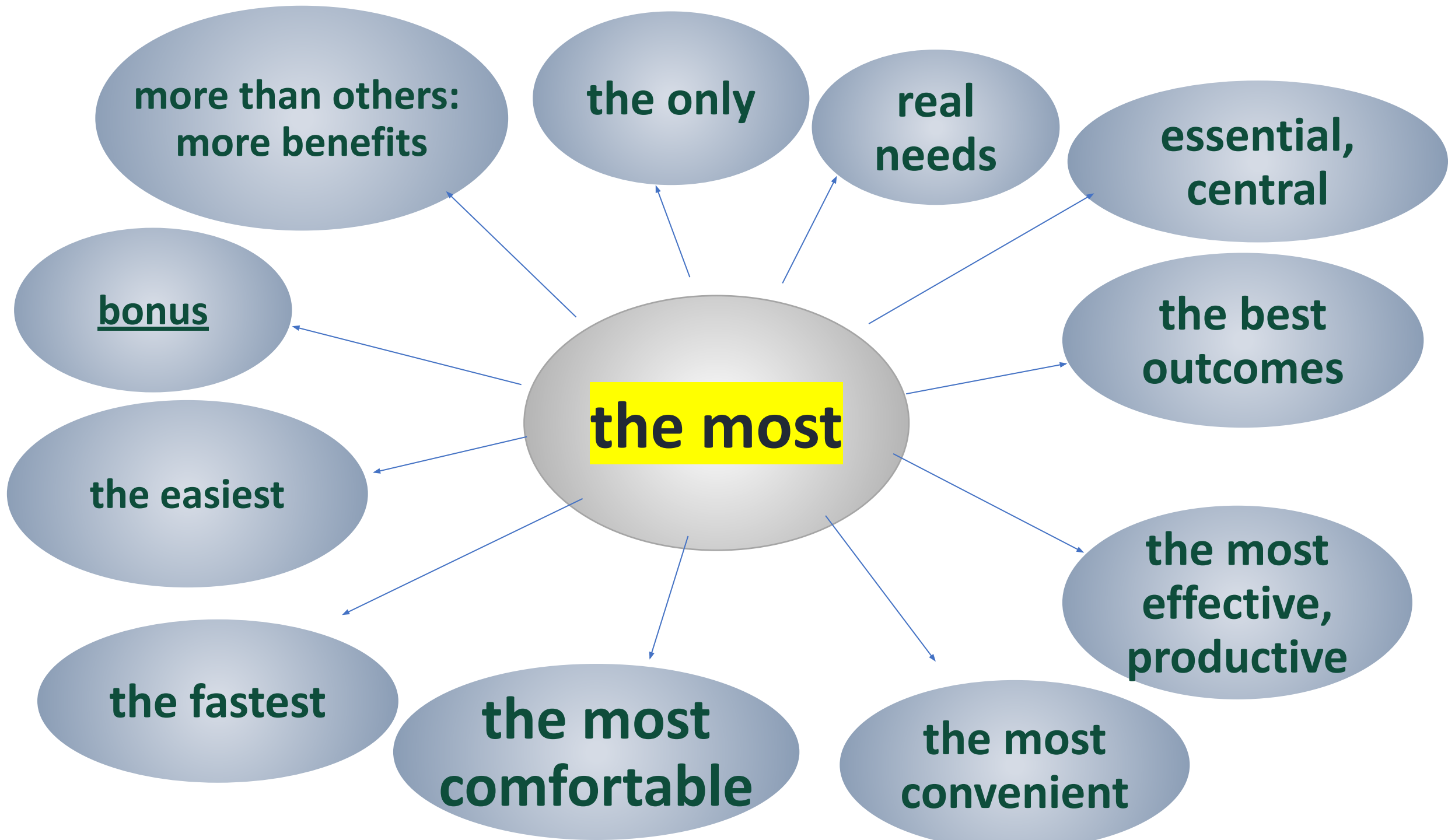
Some people argue that only those activities that bring about the best academic results can be considered the most useful for students / help students to get the best academic results can be considered the most useful for them.

In my opinion, **it is wrong to assume that** teamwork is not the most useful classroom activity. On the contrary, it is the most powerful tool for improving **students' academic performance**. Recent research shows that students learn best from tasks that involve interacting with others.

ФИНАЛЬНЫЙ ВАРИАНТ

Teamwork is **the most useful** classroom activity.

In conclusion, I would like to emphasize that participation in collective work **gives students more benefits than other activities**. Clearly, this fact makes teamwork **the most useful aspect of school education**.



more than others:
more benefits

the only

real
needs

essential,
central

the best
outcomes

the most

the most
effective,
productive

the most
convenient

the most
comfortable

the fastest

the easiest

bonus

Virtual Internet communication results in losing real-life social skills.

Many people think that when communicating online some individuals lose real-life social skills, while others do not agree with that.

Personally, I agree that communication on the Internet is a perfectly thing. Firstly, it helps people contact with each other. For example, a person, who lives in London, has a family, who live in France, so Internet chats give them a change to talk at a greater distance. It is so wonderful and in doing so, they have not lost their communication skills. Secondly, a student would like to improve his English skills, but he does not have enough money to go to English-speaking country. So, he can just call English-speaking person and upgrade his speech. And student does not lose his social skills and opposite makes them better.

However, some other people believe that online communication is a harmful thing. Only in real life individual can develop his social skills and on the Internet, he does not use them, and they do not develop. It is better to contact with a real person and not with a screen.

Nevertheless, I am afraid I cannot share this opinion. If you do not have any opportunities to talk with someone in real life you can chat with him on the Internet using Skype, Zoom or a simple chat. It does not lead to a loss of social skills.

In conclusion, I would like to say that people can communicate on the Internet and in reality, without losing communication skills.

| | | | |
|--|---|--------------|--|
| | | НОМЕР БЛАНКА | |
| Объем высказывания соответствует поставленной задаче: 180–275 слов. Высказывание носит продуктивный характер | | | |
| 1. Решение коммуникативной задачи (Содержание) | Аспект 1. Вступление – тема перефразирована, показан ее проблемный характер Аспект 2. Мнение автора с 2–3 аргументами Аспект 3. Противоположная точка зрения с 1–2 аргументами Аспект 4. Объяснения, почему автор не согласен с противоположной точкой зрения (контраргументы) Аспект 5. Заключение с подтверждением позиции автора Аспект 6. Стилизовое оформление выбрано правильно: соблюдается нейтральный стиль | | |
| | ИТОГОВЫЙ БАЛЛ (максимальный балл – 3) | | |
| 2. Организация | Логичность | | |
| | Деление на абзацы | | |
| | Использование средств логической связи | | |
| | ИТОГОВЫЙ БАЛЛ (максимальный балл – 3) | | |
| 3. ЛЕКСИКА (максимальный балл – 3) | | | |
| 4. ГРАММАТИКА (максимальный балл – 3) | | | |
| 5. ОРФОГРАФИЯ И ПУНКТУАЦИЯ (максимальный балл – 2) | | | |

Virtual Internet communication results in losing real-life social skills.

Many people think that when communicating online [some individuals lose real-life social skills, while others do not agree with that]. +/-

Перефразирование: +/- Дискуссионность: +

ОТ: 1 лог. ош.

| РКЗ | ОТ | Лексика | Грамматика | Орф./Пункт |
|-----|----|---------|------------|------------|
| | | | | |

Does virtual Internet communication result in losing real-life social skills?

WHY?

Personally, I agree that communication on the Internet is a perfectly thing. ...

Firstly, it helps people contact with each other. For example, a person, who lives in London, has a family, who live in France, so Internet chats give them a change to talk at a greater distance. It is so wonderful and in doing so, they have not lost their communication skills.

Secondly, a student would like to improve his English skills, but he does not have enough money to go to English-speaking country. So, he can just call English-speaking person and upgrade his speech. And student does not lose his social skills and opposite makes them better. -

Мнение автора: -

Аргумент 1: + Аргумент 2: -

Virtual Internet communication results in losing real-life social skills.

- yes

- no real-life social skills

- No

- 1) does not result in the loss of real-life social skills (no negative impact)

- 2) cultivates, develops, improves social skills

Does virtual Internet communication result in losing real-life social skills?

WHY?

However, some other people believe that online communication is a harmful thing. Only in real life individual can develop his social skills and on the Internet, he does not use them, and they do not develop. It is better to contact with a real person and not with a screen.

Opposing opinion: + Обяснение (аргумент): -

+/-

Does virtual Internet communication result in losing real-life social skills?

WHY?

However, some other people believe that online communication is a harmful thing. Only in real life individual can develop his social skills and on the Internet, he does not use them, and they do not develop. It is better to contact with a real person and not with a screen.

Nevertheless, I am afraid I cannot share this opinion. If you do not have any opportunities to talk with someone in real life you can chat with him on the Internet using Skype, Zoom or a simple chat. It does not lead to a loss of social skills.

Explain why you disagree: -

Virtual internet communication

```
graph TD; A[Virtual internet communication] --> B[• misunderstanding  
• hate speech  
• bullying  
• fewer opportunities]; B --> C[loss of social skills]; A --> D[• opportunities to practise/hone social skills  
• encourages people to interact, stay in contact ->]; D --> E[development of social skills]
```

- misunderstanding
- hate speech
- bullying
- fewer opportunities

loss of social skills

- opportunities to practise/hone social skills
- encourages people to interact, stay in contact ->

development of social skills

Does virtual Internet communication result in losing real-life social skills?

In conclusion, I would like to say that people can communicate on the Internet and in reality, without losing communication skills.

Can – some

Минус

- Не понимает и не может написать

- Понимает, но не может сказать

Task 4

- which of the seasons (-)
- explain why (+)

| | | | | | | |
|---|---|---|---|---|---|---|
| 3 | Задание выполнено полностью: содержание отражает полно и точно все аспекты, указанные в задании; стилевое оформление речи выбрано правильно (допускается одно нарушение нейтрального стиля) | Высказывание логично, средства логической связи использованы правильно, структура текста соответствует предложенному плану, текст правильно разделён на абзацы | 3 | Используемый словарный запас соответствует высокому уровню сложности задания, практически нет нарушений в использовании лексики (допускается одна лексическая ошибка) | Используемые грамматические средства соответствуют высокому уровню сложности задания, нарушений практически нет (допускается одна-две не повторяющиеся грамматические ошибки) | |
| 2 | Задание выполнено в основном: но один-два аспекта содержания, указанные в задании, раскрыты не полностью или неточно; стилевое оформление речи в основном правильно (допускается два-три нарушения нейтрального стиля) | Высказывание в основном логично (имеется одна-две логические ошибки), И/ИЛИ имеется один-два недостатка при использовании средств логической связи, И/ИЛИ имеется одно-два отклонения от плана в структуре высказывания, И/ИЛИ имеется один два недостатка при делении текста на абзацы | 2 | Используемый словарный запас соответствует высокому уровню сложности задания, однако имеется две-три лексические ошибки, ИЛИ словарный запас ограничен, но лексика использована правильно | Используемые грамматические средства соответствуют высокому уровню сложности задания, однако в тексте имеется три-четыре грамматические ошибки | Орфографические ошибки практически отсутствуют. Текст разделён на предложения с правильным пунктуационным оформлением (допускается одна орфографическая И/ИЛИ одна пунктуационная ошибка) |
| 1 | Задание выполнено не полностью: в содержании не раскрыты один-два аспекта, ИЛИ три-четыре аспекта содержания раскрыты неполно или неточно, ИЛИ один аспект не раскрыт, и один-два аспекта содержания раскрыты неполно или неточно; имеются ошибки в стилевом оформлении речи (допускается четыре нарушения нейтрального стиля) | В высказывании имеется три-четыре логические ошибки, И/ИЛИ имеется три-четыре ошибки в использовании средств логической связи, И/ИЛИ имеется три-четыре отклонения от предложенного плана, имеется три-четыре недостатка в делении текста на абзацы | 1 | Используемый словарный запас не вполне соответствует высокому уровню сложности задания, в тексте имеется четыре лексические ошибки | Используемые грамматические средства не вполне соответствуют высокому уровню сложности задания, в тексте имеется пять-семь грамматических ошибок | В тексте имеется две-четыре орфографические И/ИЛИ пунктуационные ошибки |
| 0 | Задание не выполнено: все случаи, не указанные в оценивании на 1, 2 и 3 балла, ИЛИ ответ не соответствует требуемому объёму, ИЛИ более 30% ответа имеет непродуктивный характер (т.е. текстуально совпадает с опубликованным источником) | В высказывании имеется пять и более логических ошибок И/ИЛИ имеется пять и более ошибок в использовании средств логической связи, И/ИЛИ предложенный план ответа полностью не соблюдается, И/ИЛИ деление текста на абзацы отсутствует | 0 | Используемый словарный запас не соответствует высокому уровню сложности задания, в тексте имеется пять и более лексических ошибок | Используемые грамматические средства не соответствуют высокому уровню сложности задания, имеется восемь и более грамматических ошибок | В тексте имеется пять и более орфографических И/ИЛИ пунктуационных ошибок |

0 по РКЗ:

Задание выполнено полностью: содержание отражает полно и точно все аспекты, указанные в задании; стилевое оформление речи выбрано правильно (допускается 1 нарушение нейтрального стиля)

3 балла

Задание выполнено в основном: но 1–2 аспекта содержания, указанные в задании, раскрыты не полностью или неточно; стилевое оформление речи в основном правильно (допускается 2–3 нарушения нейтрального стиля)

2 балла

Задание выполнено не полностью: в содержании не раскрыты 1–2 аспекта, **ИЛИ** 3–4 аспекта содержания раскрыты неполно или неточно, **ИЛИ** 1 аспект не раскрыт, и 1–2 аспекта содержания раскрыты неполно или неточно; имеются ошибки в стилевом оформлении речи (допускается 4 нарушения нейтрального стиля)

1 балл

Задание не выполнено: все случаи, не указанные в оценивании на 1, 2 и 3 балла, **ИЛИ** ответ не соответствует требуемому объёму, **ИЛИ** более 30% ответа имеет непродуктивный характер (т.е. текстуально совпадает с опубликованным источником)

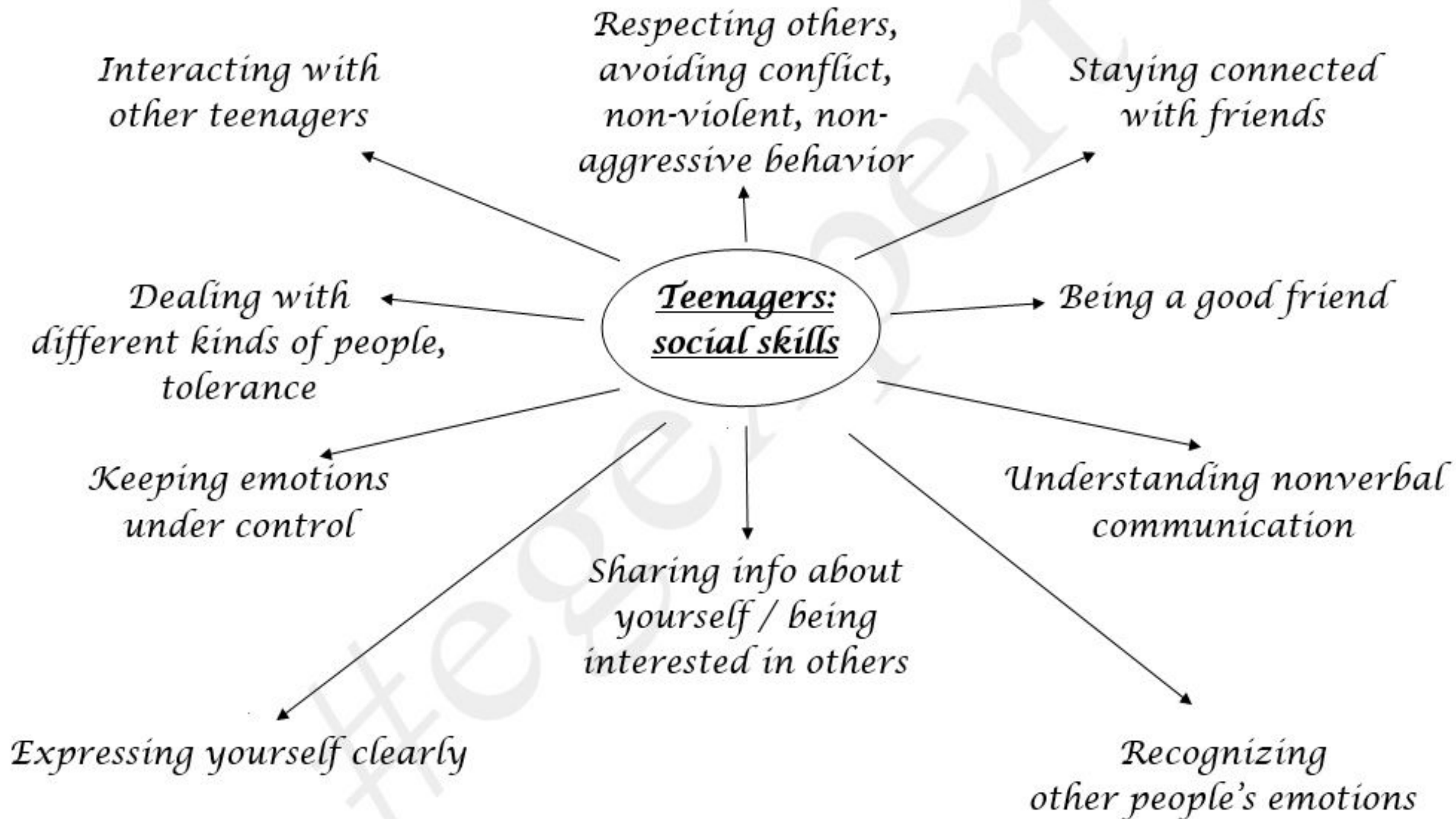
0 баллов

То есть:

- 1 аспект не раскрыт и 3 (и более) аспекта раскрыты неполно или неточно;
- 2 аспекта не раскрыты и 1 (и более) аспект раскрыт неполно или неточно;
- 5 (и более) аспектов раскрыты неполно или неточно.

Virtual Internet communication results in losing real-life

- Many people think that when communicating online some individuals lose real-life social skills, while others do not agree with that.



Social media are bad for teenagers' social skills.

- useless / ineffective (потому что должно что-то развивать, но не развивает);
- harm, obstacle (потому что мешает чему-то развиваться);
- damaging (потому что уничтожает);
- dangerous / risky (потому что ставит под угрозу);
- upsetting / traumatizing (потому что травмирует эмоционально).

Social media are ...

NOT bad for teenagers' social skills

BAD for teenagers' social skills

- encourage t. to learn more about others

1) encourage t. to interact and stay connected with e. o.

Negative content:

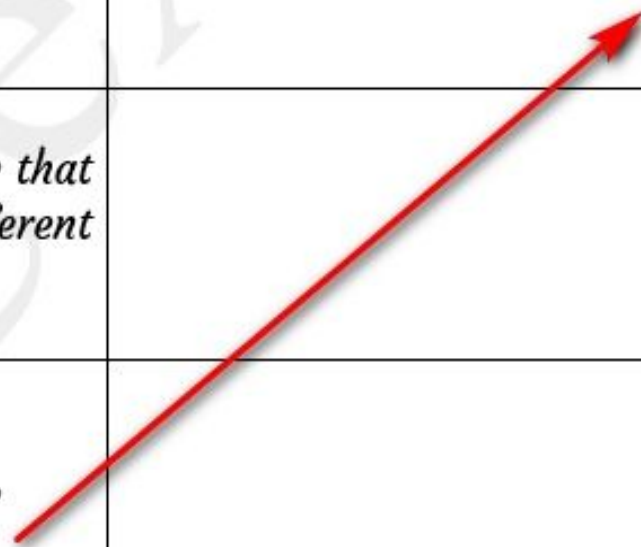
- encourages jealousy

2) help to become a better friend and a more reliable partner <-> develops empathy

- makes t. / aggressive and violent

~~*- makes t. / tolerant and understanding (can see that all people are different, they have different backgrounds and life situations)*~~

- teach to deal with bad people and difficult situations -> prepares for the challenges of the future;
- do not increase aggressive behaviour





| | | | |
|----------------------------|----------------------|----------------------|----------------------|
| Код региона | Код предмета | Название предмета | Резерв - 5 |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Бланк ответов № 2 (лист 2) | | | Лист |
| <input type="text"/> | | | <input type="text"/> |



Перепишите значения полей "Код региона", "Код предмета", "Название предмета" из БЛАНКА РЕГИСТРАЦИИ. Ответы на задания с РАЗВЕРНУТЫМ ОТВЕТОМ, пишите аккуратно и разборчиво, соблюдая разметку страниц. Не забудьте указать номер задания, на которое Вы отвечаете, например, 31. Условия задания переписывать не нужно.

ВНИМАНИЕ! Все бланки и контрольные измерительные материалы рассматриваются в комплекте

40.1 Social media are bad for teenagers' social skills.

There are different views as to whether social media have a negative effect on teenagers' social skills. Some people think that these platforms make teenagers more sociable. Others, however, argue that, on the contrary, they cause damage to the development of social skills in adolescence.

Personally, I do not think that social media have a negative impact on teenagers' social skills. To start with, social networks are organized in the way that encourages teenagers to interact and stay connected with each other through chatting, exchanging instant messages, sharing their news, uploading photos and videos. So, social media increase teenagers interest in socializing with others and, consequently, develop the necessary skills. Furthermore, social networking strengthens teenagers' ability to become loyal friends and reliable partners. Being in constant contact with each other, they learn to notice their friends' problems, empathize and support them.

However, it might be argued that teenagers' social skills are negatively affected by social media use. Some experts say that there is a lot of negative content on social media that encourages jealousy and pushes teenagers to become aggressive and violent.

In my opinion, this reasoning is flawed. I think that social media are just a reflection of reality and they cannot make teenagers more violent than they naturally are. Besides, it is important to remember that through negative content of social media teenagers learn how to navigate difficult social situations, which prepares them for the challenges of their future social lives.

In conclusion, although social media are often criticized for damaging teenagers' social skills, I firmly believe that they are, in fact, beneficial to adolescents' abilities to interact and deal with other people.

- <https://vk.com/@egexpert-14-shagov-k-esse-na-14-ballov>

*Virtual Internet communication **results in losing** real-life social skills*

- Many people think that when communicating online some individuals lose real-life social skills, while others do not agree with that.
- Virtual Internet communication is believed by many (...) to result in / *lead to / bring about / cause* the loss of real-life social skills. There are some, however, who do not share this point of view.
- Virtual Internet communication is believed by **many adults** to result in the loss of real-life social skills. **Teenagers**, however, **mostly** tend to disagree.

to make something happen

The most common verb for this is [cause](#). **Cause** is used especially when the result or effect is bad.

Firefighters determined that a campfire spark caused the wildfire.

Scientists know that exposure to certain chemicals can cause cancer.

If something is caused by something else, you can say that it [brings about](#) that thing.

Many illnesses are brought about by poor diet and lack of exercise.

When something causes something to happen or exist, you can say it [results in](#) or [leads to](#) that thing.

The fire resulted in damage to their house.

Reducing speed limits has led to fewer deaths on the motorways.

If something causes someone or something to be in a particular state, the verb [make](#) is often used.

The heat is making me tired.

[Arouse](#) is sometimes used when something causes a strong feeling or emotion.

It's a subject that has aroused a lot of interest.

If the feeling it causes is negative, you can use the verb [breed](#).

Favouritism breeds resentment.

The verbs [trigger](#) or [spark](#) are sometimes used to talk about something causing something else to happen.

Some people find that certain foods trigger their headaches.

Her theories have sparked a great deal of debate.

For talking about the person or thing who causes something to happen, and especially something bad, you can use the phrase [be responsible for](#).

Last month's bad weather was responsible for the crop failure.