

Laura Clyde Shannon West

GESE Grades

7-8

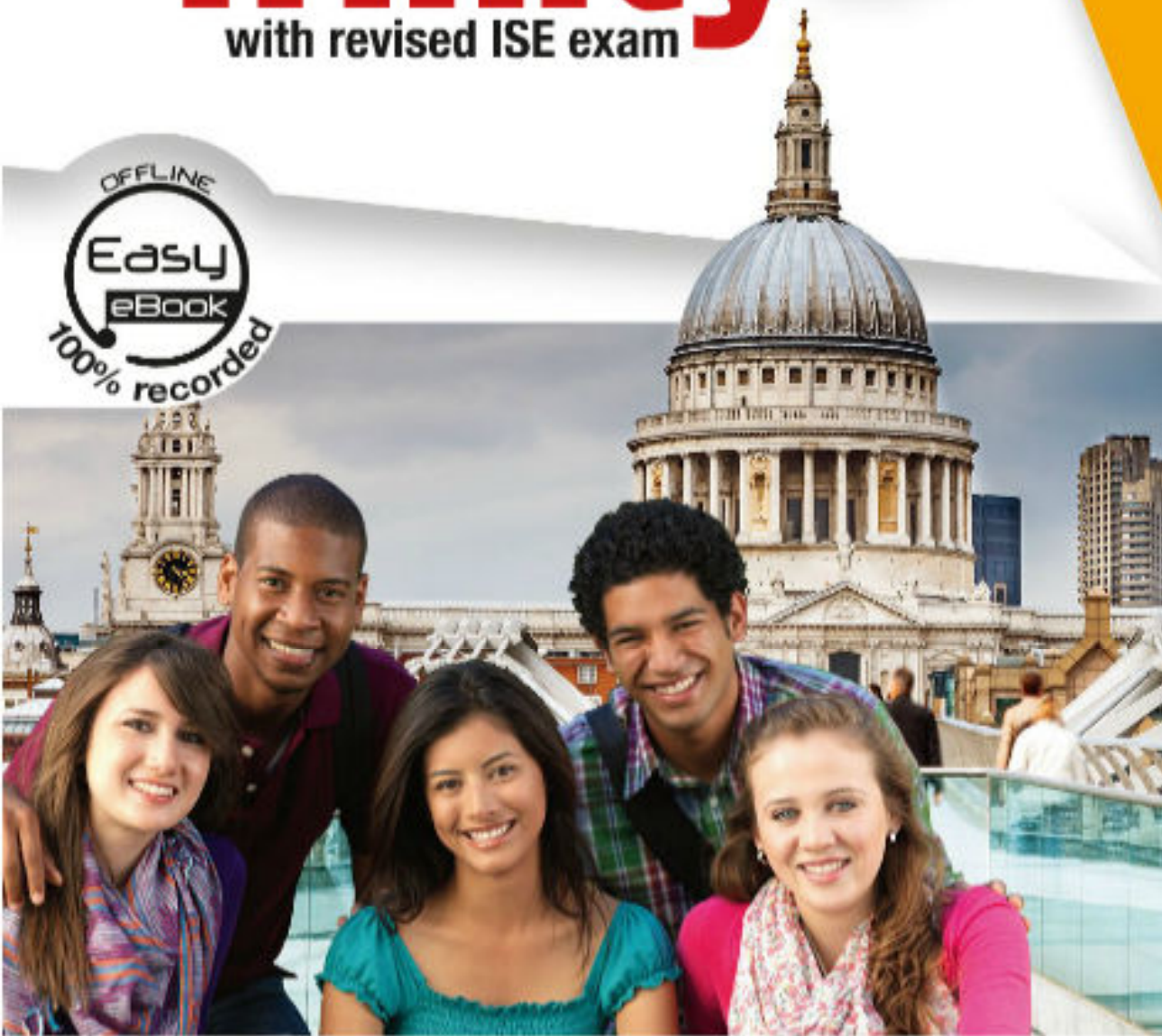
ISE II

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GESE Grades 7-8

ISE II

Contents

GRADE 7

	Page	Grammar (G) & Functions (F)	Phonology
UNIT 1 National & local produce & products			
	8	Modals & phrases for expressing possibility & uncertainty (G & F)	Showing uncertainty
UNIT 2 Education			
	14	Modals & phrases for giving advice & making suggestions (G & F)	Word Stress Modal verbs
UNIT 3 Early memories			
	20	<i>Used to</i> for describing past habits (G & F)	Interpreting intonation <i>Used to</i>
Review units 1-3	26		
UNIT 4 Village & city life			
	28	Second conditional (G). Expressing agreement & disagreement (F)	Subject-area vocabulary Weak forms & contractions
UNIT 5 National customs			
	34	Relative clauses (G). Eliciting further ideas & expansion of ideas & opinions (F)	–
UNIT 6 Recycling & pollution			
	40	Simple passive (G) Discourse connectors (G)	–
Review units 4-6	46		

GRADE 8

UNIT 7 National environmental concerns			
	48	Third conditional (G) Expressing Impossibility (F)	Contractions & weak forms in conditional sentences
UNIT 8 Personal values & ideals			
	54	Linking words & phrases (G) Persuading & discouraging (F)	–
UNIT 9 Public figures			
	60	Past Perfect (G)	Intonation in questions
Review units 7-9	66		
UNIT 10 Society & living standards			
	68	Reported speech for reporting the conversations of others (G & F)	Connected speech
UNIT 11 The world of work			
	74	Present Perfect Continuous (G) Expressing feelings (F)	Stress & intonation to indicate emotion
UNIT 12 Unexplained phenomena & events			
	80	Expressions for speculating and expressing doubt (G & F)	Using sentence stress to speculate
Review units 10-12	86		

Exam expert Topic (T) & Conversation (C)	Exam expert Interactive (I)		
Exam advice (T)	Introduction to the phase		
Choosing a topic (T) Exam practice (C)	Keeping the conversation going		
Making notes for your topic (T)	Identifying key words in a prompt		
Making notes (T)	Exam advice & practice		
–	Asking for further information		
Concerns about your topic (T) Asking questions (C)	Taking control over the interaction		
Introduction to the phase (T) Exam Practice (C)	Introduction to the phase		
Choosing a topic (T)	Exam practice		
Using mind maps (T) Responding appropriately (C)	Keeping the conversation going		
Maintaining the interaction (T & C)	Maintaining the interaction		
Anticipating & answering questions (T)	Taking control over the interaction		
More concerns about your topic (T) Keeping the conversation going (C)	Encouraging comments		
Trinity Grades 7-8 Overview	4	Trinity Takeaway	88
Diagnostic Test	6	ISE file	91

Exam overview

TRINITY GRADED EXAMINATIONS IN SPOKEN ENGLISH (GESE), GRADES 7 AND 8, AND INTEGRATED SKILLS IN ENGLISH (ISE), LEVEL II

GESE Grades 7 & 8 (CEFR B2)

Time: 15 minutes

Format and procedure:

- 1 Discussion of a **topic prepared by the candidate** (up to 5 minutes)
 - **Communicate facts and opinions** about a chosen topic and **engage the examiner in discussion** of it.
 - **Ask and answer questions** about the topic, giving explanations or clarifying when requested.
- 2 **Interactive task** (up to 4 minutes)
 - **Take control** over the interaction and **maintain the conversation**.
 - **Use language functions** of the relevant grade when appropriate.
- 3 Conversation on **two subject areas selected by the examiner** (up to 5 minutes)
 - **Answer the examiner appropriately** to show understanding.
 - **Share responsibility for the maintenance of the interaction** with the examiner.

Grade 7 exam syllabus:

Grammar

- second conditional
- simple passive
- *used to*
- relative clauses
- modals and phrases used to give advice and make suggestions, e.g. *should/ought to, could...*
- modals and phrases used to express possibility and uncertainty, e.g. *may, might...*
- discourse connectors, e.g. *because of, due to*

Functions

- giving advice and highlighting advantages and disadvantages
- making suggestions
- describing past habits
- expressing possibility and uncertainty
- eliciting further information and expansion of ideas and opinions
- expressing agreement and disagreement

Subject areas for Conversation phase

- education
- national customs
- village and city life
- national and local produce and products
- early memories
- pollution and recycling

Phonology

- correct pronunciation of words relevant to the vocabulary for this grade
- rising intonation to indicate interest and surprise as appropriate
- falling intonation to indicate the end of a turn
- intonation and features of connected speech beyond sentence level

Grade 8 exam syllabus:**Grammar**

- third conditional
- Present Perfect Continuous tense
- Past Perfect tense
- reported speech
- linking expressions, e.g. *although*...

Subject areas for Conversation phase

- society and living standards
- personal values and ideas
- the world of work
- unexplained phenomena and events
- national environmental concerns
- public figures past and present

Functions

- expressing feelings and emotions
- expressing impossibility
- reporting the conversations of others
- speculating
- persuading and discouraging

Phonology

- correct pronunciation of words relevant to the vocabulary for this grade
- rising and falling intonation to indicate giving up and offering turns
- stress and intonation to indicate emotion
- stress, intonation and pitch relevant to the language functions listed above

ISE II (CEFR B2)**Speaking and Listening****Speaking**

- **Discussion** of a **topic** prepared by the candidate (4 minutes)
- A **collaborative task**, where the examiner expresses a dilemma or opinion and the candidate asks questions to find out more information and keep the conversation going (4 minutes)
- **Conversation** with the examiner about **one subject area** from Grade 8 list (excluding *Strange phenomena and events*) selected by the examiner (2 minutes).

Independent Listening

Candidates listen twice to a recording. They listen once and report the gist of what they have heard. They listen a second time and report the detail. They are encouraged to take notes during the second listen only (8 minutes).

- **Task 1, Long reading:** candidates read **one long text** of approximately 500 words and answer 15 questions (20 minutes).
- **Task 2, Multi-text reading:** candidates read **four texts** of different types related to the same topic and totalling approximately 500 words and answer **15 questions** (20 minutes).
- **Task 3, Reading into writing:** candidates write a **text** of 150-180 words in response to a prompt, using information from the four texts in Task 2 (40 minutes).
- **Task 4, Extended writing:** candidates write a **text** of 150-180 words in response to a prompt (40 minutes).

Diagnostic test



Listen to the examiner asking some questions and choose the best answer, A, B or C. There is only one right answer for each question. You will hear each question only ONCE. Good luck!

- 1 A Because I want to have a certificate.
B Because of a certificate.
C Because I will practise.
- 2 A I was here two years ago.
B I've been here for two years.
C I will be here for two years.
- 3 A Yes, I do.
B I prefer to travel by a car.
C I prefer to travel by car.
- 4 A I won't be sure.
B I thought I like coffee.
C I think I'll go for a coffee.
- 5 A No, I haven't.
B No, I didn't.
C No, I never tasted it.
- 6 A since I was 12
B I want to study for years.
C Because it's useful.
- 7 A I'll teach maths.
B I like to teach maths.
C I'd like to teach maths.
- 8 A on 25 December
B Presents are exchanged and lots of food is eaten!
C For two days!
- 9 A No, I don't like dance music.
B I like music that makes me dance.
C Yes, I love music!
- 10 A I used to live in a small village, too.
B I like villages better.
C Was it nice?
- 11 A I agree.
B They never do in my country.
C No, they should never punish them.
- 12 A Well, natural resources might last longer.
B Well, natural resources can last longer.
C Well, natural resources must last longer.
- 13 A In case I need it in my future career.
B Because I have two lessons every week.
C In case of travelling to England.
- 14 A So what?
B What for?
C Really? What else do you do?
- 15 A So have I.
B I agree completely.
C That's wrong.
- 16 A I'd like to send my friends emails more easily.
B I have wanted to send my friends emails.
C I would have sent a lot of emails to my friends.
- 17 A It used to be very dirty. Now it's cleaner.
B In case it was dirty.
C Yes, it has.
- 18 A I had more free time.
B I will have more free time.
C I might have more free time.
- 19 A Tell something more!
B Go on, tell me more!
C Why did you do that?
- 20 A Do you agree that recycling rubbish is a good idea?
B Have you agree that recycling rubbish is a good idea?
C Must you agreed that recycling rubbish is a good idea?
- 21 A What did your parents do if you'd pass all your exams?
B What will your parents do if you will pass all your exams?
C What would your parents do if you passed all your exams?
- 22 A What do they celebrate St Valentine's Day?
B Is St Valentine's Day celebrated in your country?
C How often do they celebrate St Valentine Day?

- 23 **A** Well, I guess people would have been poorer.
B Well, I suppose people will be poorer.
C Well, I imagine people are poorer.
- 24 **A** Well, I have improved.
B Well, I've been studying hard.
C Well, I will study hard.
- 25 **A** Not really, she finished studying when she got married.
B Not really, she finished studying when she had got married.
C Not really, she had finished studying when she got married.
- 26 **A** You told me that before.
B Because of my religion.
C I said earlier that I didn't believe in ghosts.
- 27 **A** The Prime Minister – in other words the person who governs the country.
B I met Nelson Mandela once.
C probably not
- 28 **A** I suppose so.
B They haven't done so.
C Goodness! That would be wonderful!
- 29 **A** I wouldn't do that if I were you.
B When did you give it?
C Oh, I'm sorry!
- 30 **A** Of course I did!
B Yes, twice! But nobody believes me.
C They are very frightening!
- 31 **A** You're right, she never performed in Italy before last night.
B You're right, she was never performing in Italy before last night.
C You're right, she had never performed in Italy before last night.
- 32 **A** He is talking about the economy.
B He had told the truth.
C He said that living standards had improved in the last 5 years.
- 33 **A** I don't – unless the crime is really horrible.
B I don't – except the crime is really horrible.
C Because some crimes are really horrible.
- 34 **A** I don't believe it!
B I won't believe you!
C That isn't believable!
- 35 **A** You must not to use your car.
B I wouldn't use the car if I were you.
C You shouldn't have used your car.
- 36 **A** Do you think the next Prime Minister is a woman?
B Is it likely to have a woman Prime Minister?
C Might the next Prime Minister be a woman?
- 37 **A** Has life expectancy become more?
B Has life expectancy enlarged?
C Has life expectancy increased?
- 38 **A** Can you tell me what are your ambitions?
B Can you tell me what your ambitions are?
C What ambitions can you have? Tell me.

UNIT 1

National & local produce & products

GRADE 7



A



B

D



C



E



Vocabulary

1a Work with a partner. Match the names of the products (1-5) with the photos (A-E).

- | | |
|--------------------|----------|
| 1 maple syrup | 4 caviar |
| 2 tulips | 5 amber |
| 3 balsamic vinegar | |

b Listen to Anna and Tim talking about where they think the products and produce in a) are from. Match the photos (A-E) to the countries (1-8) according to what they say. There are three extra countries.

- | | |
|------------------------------------|-----------------------------------|
| 1 <input type="checkbox"/> Canada | 5 <input type="checkbox"/> Italy |
| 2 <input type="checkbox"/> China | 6 <input type="checkbox"/> Russia |
| 3 <input type="checkbox"/> Holland | 7 <input type="checkbox"/> France |
| 4 <input type="checkbox"/> Iran | 8 <input type="checkbox"/> USA |

c Anna and Tim are unsure about some of their answers. Listen again and complete the sentences from their conversation.

- Anna:** Well, I'm , but I think it be Canada.
- Anna:** ...My brother wouldn't know - he have a about things like that!
- Anna:** I'm , but I think they produce it in France. Or, actually, not - it's Italy. What do you think?
- Tim:** Um, I'm not Let's leave that one for now.
- Anna:** ...the amber - I'm not , but it be Iran.
- Tim:** Well, I've no myself, so let's put that!



Grammar focus



Expressing present and future possibility and uncertainty

1 Modal verbs – *could/may/might* + infinitive

It could be Canada.

It may be the USA.

They might produce it in France.

Do you think it may/might/could be Iran?

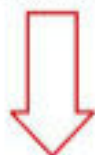
2 Adverbs *maybe* and *perhaps*

Or, actually, maybe not.

Perhaps it's Italy.

3 Other expressions of uncertainty

uncertain



more uncertain

I'm not sure.

I'm not certain.

I'm not completely sure.

I'm really not sure.

I've got no idea.

He doesn't have a clue about things like that!



2a Work with a partner. Ask and answer questions about where the products in exercise 1a) are from. Use the language for expressing possibility and uncertainty from the Grammar focus.

A: Do you think maple syrup comes from Canada?

B: Maybe, but I'm not certain. It could be the United States. What do you think?

A: I haven't got a clue, actually!

b Check your answers with your teacher.

c Work with a partner. Ask and answer questions about your experience of the products and produce in exercise 1a).

Have you ever tried maple syrup?

What was it like? Did you like it? Why/Why not?

Where did you buy it?

Phonology

■ Showing uncertainty

3a Listen to the sentences and underline the word with the main stress in the sentences.

0 They could be.

1 They may be.

2 They might be.

3 I'm not sure.

4 I'm not completely sure.

5 I'm really not sure.

6 I've no idea.

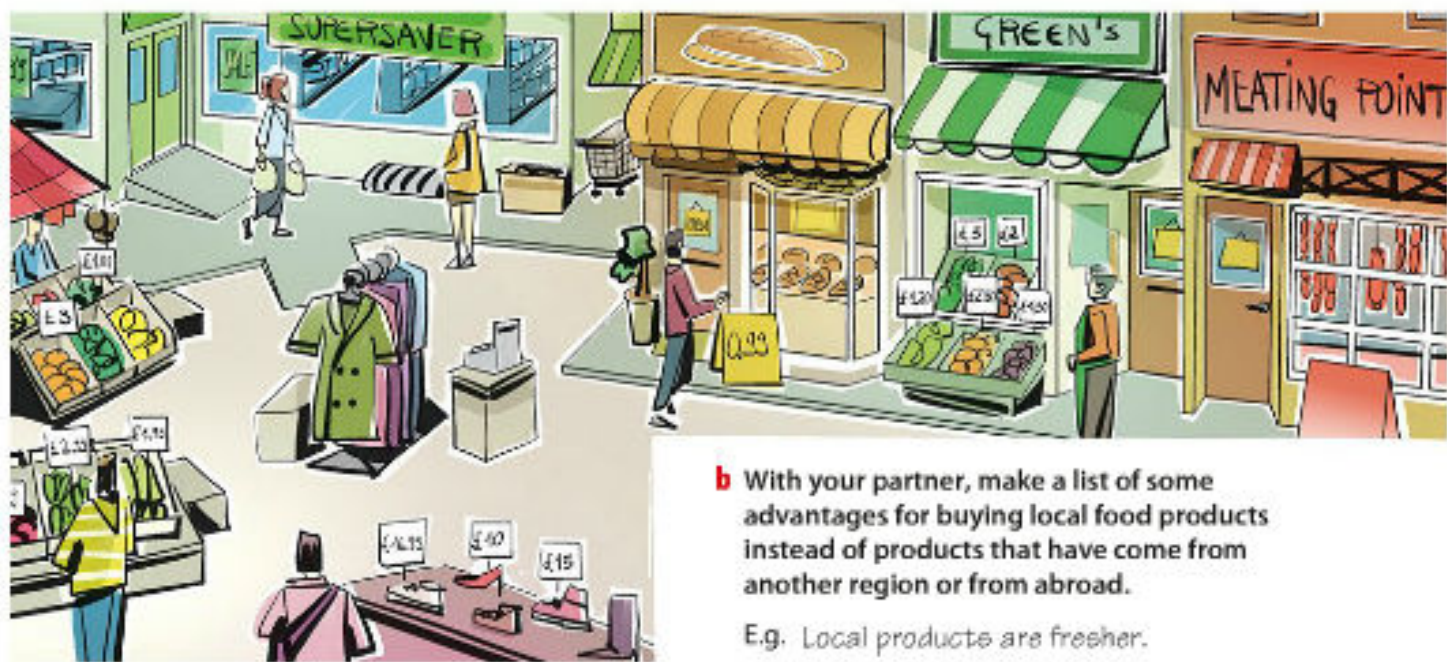
7 I haven't got a clue.

8 Perhaps you're right.

b Now mark where the speaker's voice goes up (↗) or down (↘).

c Listen again and repeat the sentences using the same stress and intonation.





Vocabulary

5a Work with a partner. Make a list of the different types of places for going food shopping.

E.g. supermarkets

b Using your list from a), tell your partner which is your favourite and least favourite type of place for food shopping.

I really like going to the market near my house – it has lots of fruit and vegetables and they're really fresh and cheap.

I hate going to big supermarkets outside town. They're too big and there's too much to choose from!

Reading

6a Work with a partner. Which countries do you associate with these food products?

- | | | |
|---|----------|----------------|
| 0 | beef | USA, Argentina |
| 1 | tomatoes | |
| 2 | potatoes | |
| 3 | broccoli | |
| 4 | bananas | |
| 5 | carrots | |
| 6 | lamb | |

b With your partner, make a list of some advantages for buying local food products instead of products that have come from another region or from abroad.

E.g. Local products are fresher.

c Read the article. Check your answers to a) and compare your list from b) with the information given in the text.



d Work with a partner. Ask and answer these questions about food products.

- 1 What food items are produced in your area? Are these products exported to other regions and/or abroad?
- 2 Which local food products do you/your family buy?
- 3 Is it possible to buy out-of-season food products where you live? Do you/your family ever buy them? Why/Why not?
- 4 Do you/your family worry about food miles when shopping?

Writing

ISE ➔ See ISE file on pages 110-111.

- 7** Write a report (150-180 words) for an online magazine for young people explaining in your own words what the text says about food miles and ways to reduce them. Suggest ways of educating people about the problem.

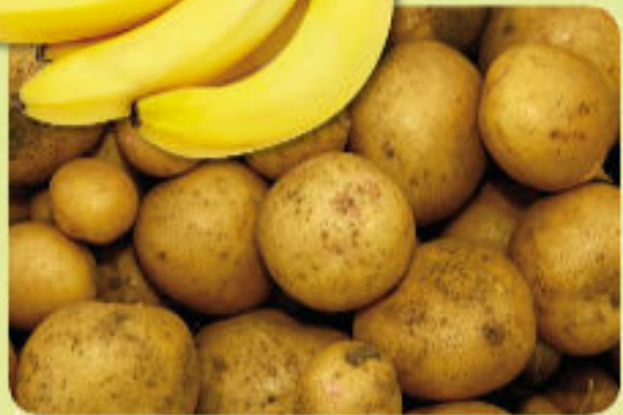
LONG-DISTANCE FOOD

How many 'food miles' have you consumed today? Or, to put it another way, how much air pollution has been created by getting the food to your table? These statistics about food imports to the UK – all of which, apart from bananas, can be produced in Britain – might cause a few surprises.

- Two thirds of tomatoes consumed in the UK are imported from Saudi Arabia – **3,100 food miles**.
- 350,000 tonnes of potatoes are imported into Britain every year, many of them from Israel – **2,200 food miles**.
- Broccoli grows in the UK from February to April, but it is available there all year round. It is imported mainly from Spain – **730 food miles**.
- India is one of the main producers of bananas, along with Ecuador, Costa Rica, the Philippines, and Colombia. India to UK: **5,106 food miles**.
- China is one of the world's largest producers of carrots, followed by Russia and the USA. However, in the UK, most of the carrots come from South Africa – **6,000 food miles**.
- The UK is the biggest importer of lamb from New Zealand – **11,700 food miles**.

Bringing food such long distances is bad for the environment – and it's not good news for our health, either. Food that has come this far may be days or weeks old, and the older the fruit or vegetables, the fewer vitamins remain in them. So what can we do to reduce our food miles? Here are some simple steps you can take:

- Buy foods that are grown and produced locally whenever you can, including meat and dairy products.
- Do your food shopping at farm shops and farmers' markets.
- Eat seasonal foods – don't expect to be able to eat everything all year round.



Interactive task

Introduction to the task



8a Listen to the candidate describing the Interactive task to a friend and choose the correct answers in the sentences.

- 1 It tests the candidate's ability to *maintain/finish* conversations.
- 2 It lasts for about 4/6 minutes.
- 3 It is started by the examiner *asking a question/making a statement*.
- 4 The *examiner/candidate* is responsible for keeping the conversation going.
- 5 If the candidate does not participate, the examiner *will/won't* help keep the conversation going.
- 6 After the examiner starts talking the conversation *can go in any direction the candidates chooses/will need to be linked to the examiner's responses*.



b Look at these strategies for keeping a conversation going. Listen to the examples (1-4) of the candidate keeping different conversations going. Write the number of the example next to the correct strategy (A-E).

- A 1 Checking that you have understood.
- B 2 Summarising what the person has said.
- C 3 Showing interest in what the person is saying.
- D 4 Asking questions to find out more information.

c Work with a partner. One of you is Student A, the other Student B. Follow the instructions.



Student A

Stage 1 You're the examiner, Student B is the candidate. Start the Interactive task with the following statement: *I have to go to a wedding next weekend, but I have nothing to wear.*

Stage 2 You're the candidate, Student B is the examiner. Listen to the examiner's statement, then respond by using the strategies from b). Try and keep the conversation going for four minutes. Try and use some language of the level to help the examiner with the problem, for example highlighting advantages and disadvantages, making suggestions, expressing possibility and uncertainty, and so on. (See p. 4)

Stage 3 Decide with Student B what went well in the conversations and what you could improve. Your teacher will also give you some ideas.

Stage 4 Repeat Stage 1 with the following statement: *I have so much work to do. My boss gives me too much to do. I work late every evening.*

Stage 5 Repeat Stage 2.

Student B

Stage 1 You're the candidate, Student A is the examiner. Listen to the examiner's statement, then respond by using the strategies from b). Try and keep the conversation going for four minutes. Try and use some language of the level to help the examiner with the problem, for example highlighting advantages and disadvantages, making suggestions, expressing possibility and uncertainty, and so on. (See p. 4)

Stage 2 You're the examiner, Student A is the candidate. Start the Interactive task with the following statement: *I have to take a really difficult exam next week.*

Stage 3 Decide with Student A what went well in the conversations and what you could improve. Your teacher will also give you some ideas.

Stage 4 Repeat Stage 1.

Stage 5 Repeat Stage 2 with the following statement: *I'm really bored where I live. There's nothing to do.*

d Change roles and repeat stages 1-2.

Topic task■ **Exam advice**

- 9a** Complete the advice (1-8) about the Topic phase with *do* or *don't*.
- Do* choose a topic that you are interested in and know a lot about.
 - choose a topic from the Subject areas for your grade.
 - prepare a speech – this phase should involve a **discussion** about the topic between you and the examiner.
 - prepare enough material to discuss for up to five minutes for the graded exams (four minutes for ISE II).
 - use a plan and/or diagrams to help you.
 - let the examiner have a copy of your plan (but the plan is not assessed).
 - anticipate questions the examiner might ask you about your topic, and think about possible answers.
 - be prepared to explain in more detail what you have said if the examiner asks you to.
 - bring anything that's alive to the exam, e.g. insects or animals!
- b** Think about a presentation you have seen in the past, e.g. at school, at work, on TV, and make notes in answer to these questions.
- What was the presentation about?
 - Was it well organised?
 - Was it interesting? Why/Why not?
 - Did the presenter use notes and/or diagrams to explain things?
 - Did the presenter ask the audience questions?
 - What could the presenter have done to improve their presentation?

- c** Work with a partner. Tell each other about the presentation that you made notes on in b), then decide on the two most important things to do in a presentation, and the two most important things not to do.

Writing

ISE → See ISE file on pages 103-104/107-108.

- 10** Choose one, or more, of these writing tasks.

A formal email

A television company wants to make a documentary about local products. Write an email (150-180 words) to the producer of the programme telling her about a famous product from your area. Explain how it is made and say how it would benefit your area if it was featured on the programme.

Article

Write an article (150-180 words) for an online magazine explaining why people in your area are starting to buy more locally produced food products.

**Trinity TAKEAWAY**

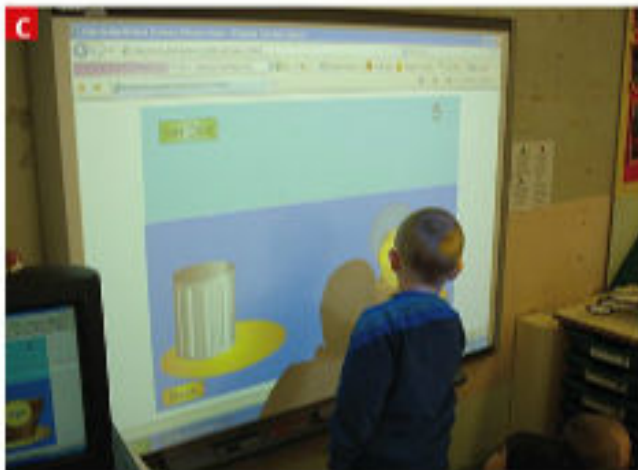
Examiner: Do you think that in the future we'll only eat fruit and vegetables grown in our own country?

Candidate: I'm not sure but we may eat *more* local produce in the future than we do now. It **might** be difficult to change people's eating habits though.

UNIT 2

Education

GRADE 7



Vocabulary

- 1a** In pairs, look at the pictures. How is technology being used for education? Have you ever studied in these ways?
- b** In your opinion are the following advantages (A) or disadvantages (D) of studying and learning with technology? Compare your ideas with a partner.
- You can study from home or work.
 - You have to buy equipment.
 - Connection speeds can be different.
 - You can access a wide range of information and resources.
 - You need to learn new skills to take part.
 - Some people don't have access.

Reading

- 2a** Read the article on the next page about the use of technology in education. Decide if the eight phrases in *italics* are true in your experience. Then compare your thoughts with a partner.
- b** Match each of these headings to a paragraph in the article. There is one extra heading.
- Things to celebrate
 - Making the classroom international
 - The down side
 - A new skill we all need
 - A positive revolution?



Classrooms go digital

1 Worldwide, a digital revolution is going on in classrooms. Many Ministries of Education are adopting technology as an essential part of the development and delivery of education. But is this actually helping?

2 There are many studies that show that the use of technology ¹*improves motivation*, ²*provides exposure to the real world* and ³*makes the abstract visible*. This last point is put forward frequently for subjects like science and mathematics. Many teachers report that the use of applications like Excel, simulations and interactive diagrams bring maths and science alive. Technology also ⁴*helps to individualise learning* making it easier to appeal to different abilities in one class.

3 However, for all the positive studies there are also those that say that the use of technology ⁵*has no effect on educational attainment*. Many studies conclude that students aren't getting better assessment results and this has led some schools to abandon the use of laptops. Teachers have had to adapt ⁶*to learn new skills* and sometimes ⁷*gain a new qualification*, which has been

costly. Not only have they had to learn how to use the technology but also to adapt to the changing nature of their role: from an expert or instructor to a facilitator.

4 For all the disagreement, there seems to be one point of agreement. With the rapidly growing number of authors and the ease of publishing content online, all students have had to ⁸*learn how to assess the authority of information*. You really can't believe everything you read these days and before using a reference, students need to be able to assess if an information source is reliable.



Writing

ISE ➔ See ISE file on pages 110-111.

3 Write a report (150-180 words) for your school magazine explaining what the article says about technology and education. Offer some advice to people studying in this way.

Vocabulary

4a Complete the table with the different forms of the words from the text, like in the example. Listen and check your answers.

b Complete the sentences with a form of the word in brackets. Listen and check.

- It is important that employees are both experienced and (*qualify*)
- How many are there at your school? (*study*)
- How long have you been English? (*learn*)
- I almost crashed the car in my driving lesson last night. The was a bit shocked. (*instruct*)
- People 50 years ago weren't as well-..... as we are today. (*educate*)

	verb	abstract noun	person	adjective		verb	abstract noun	person	adjective
0	authorise	authority	author	authoritative					
1		education			5			student	
2		information			6	learn			-
3			instructor		7			teacher	-
4		assessment		-	8		qualification	-	

- c What are the differences between the teaching-related words below? Consider when we use these words, what the person does, where they work or what they teach. Work in small groups. Use a dictionary to help you if you need to.

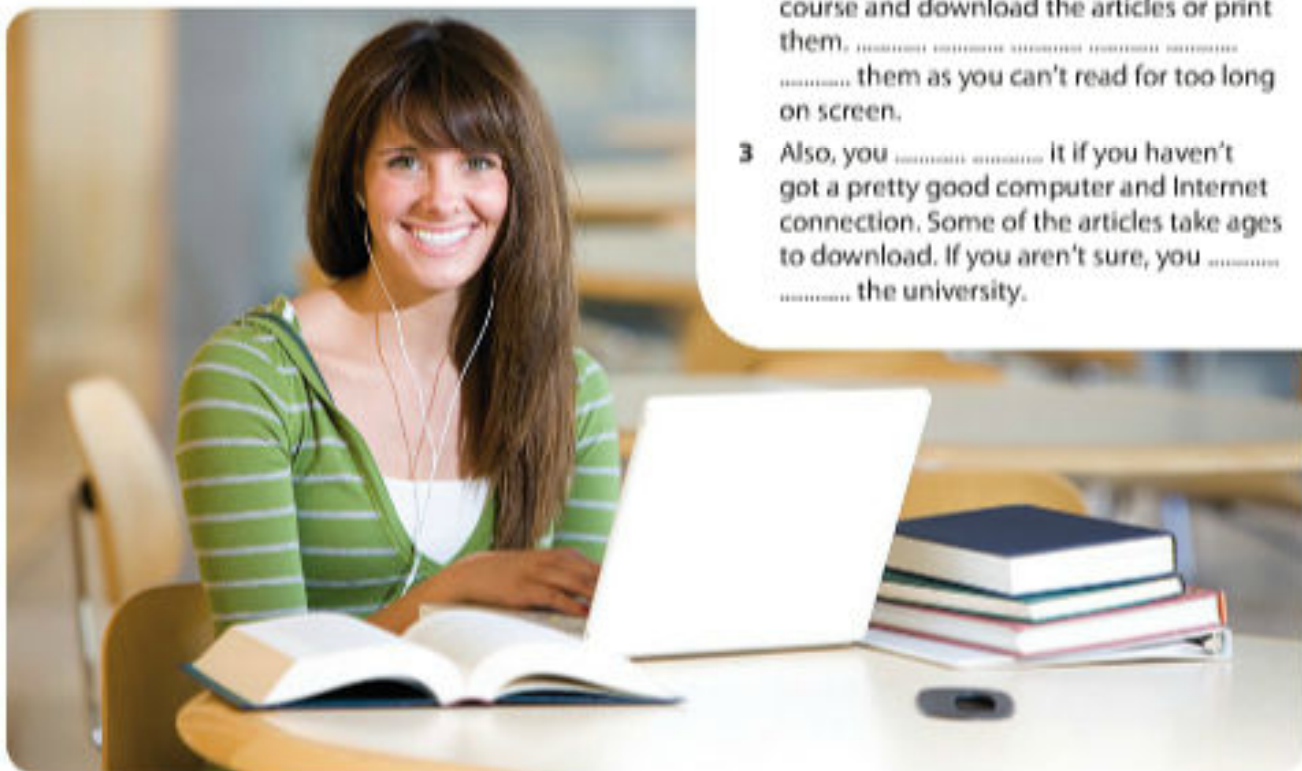
*tutor coach instructor teacher professor
headmaster dean examiner*

E.g. I'm not completely sure but I think a 'coach' is for someone who teaches sport.
Doesn't a 'dean' work at a university?

Phonology

Word stress

- 5a Mark the word stress on each word like the example in the table in exercise 4a). Then listen to the words and check if you are correct. In the example the word stress changes depending on the word form. Which other words in the table also change like this?
- b Listen to the words that end in *-tion*. What is common about the word stress in these words?



Listening

- 6a Listen to a candidate talking about studying online. Read the advice for online learners below. Put a tick (✓) next to the advice that the candidate mentions, then check with your partner.
- Print out the course notes and readings.
 - Contact your tutor immediately if you are having trouble.
 - Use the chat rooms and message boards as much as possible.
 - Make sure you're a self-motivated learner.
 - Check what technical specifications your computer should have before starting.
 - Take a test to see if you are suited to online learning before starting.
- b Complete the sentences below with the exact words the learner says. Then listen and check your answers.
- She's just six months old, and I really
..... all my time with her.
 - I just go there at the beginning of each course and download the articles or print them.
..... them as you can't read for too long on screen.
 - Also, you It if you haven't got a pretty good computer and Internet connection. Some of the articles take ages to download. If you aren't sure, you
..... the university.

Grammar focus



Giving advice and making suggestions

The most common way to give advice is with **should/should not/shouldn't** + infinitive without **to**.

You **should** ask the teacher. You **shouldn't** study all night just before an exam.

Do you think I should take an evening course after work?

To give strong advice we can use **ought to** + infinitive without **to**.

You really **ought to** be sure you need a qualification before studying for it.

It is very rare to use **ought to** in the negative form. We use **shouldn't** instead.

You ~~oughtn't to~~ **shouldn't** study so late. You have school tomorrow.

Other ways to give advice and make suggestions include...

1 It is (not) **a good idea** + infinitive with **to**

It's **a good idea to** find a study partner if you are a social learner.

It's **not a very good idea to...** Do you think it's **a good idea to...**?

2 **If I were you, I would/would not** + infinitive without **to**

If I were you, I'd **send** an email to other people in the class and ask them.

I **wouldn't spend** too much time on it if I were you.

3 **could** + infinitive without **to**

You **could** ask them if they have organic ingredients.

4 **you'd better** + infinitive without **to**

You'd **better ask** somebody for the notes from the lesson you missed.

5 **How/What about** + verb + **-ing...? Why don't you** + verb...?

How/what about taking your clothes to a charity shop?

Why don't you ask before you go ahead?

6 **try** in a question: **try** + verb + **-ing**

Have you tried keeping a vocabulary diary of new words?



7a Expand these sentences into advice. Check your answers with a partner.

- 1 should/check/how much/costs/before/order/online
- 2 not/good/idea/study/online/if/not/very/motivated
- 3 would/not/borrow/money/go/holiday/if/were you
- 4 ought to/call/boss/if/not/go/to work
- 5 had/better/make/booking/because/restaurant/always/busy
- 6 have/try/talk/her/instead/ignore/her

b In pairs, write advice or suggestions for these situations, using the forms above.

- 1 Your brother has been offered two different jobs, but is not sure which one to take. One pays more but it's a long commute. The other pays less but is in the same town.
- 2 Your neighbour is thinking of having a lunchtime party, but does not know what food to make. It's summer and it will probably be outside.
- 3 Your friend wants to recycle more.
- 4 Your mother has a terrible headache.

Phonology

■ Modal verbs

8a Listen to how the modal verbs are pronounced in these sentences. What do you notice about the last sound of the modal verb?

- 1 I might eat and study or do it on the train, or on holidays.
- 2 She gives us news there and tells us where we should be up to in our reading.
- 3 Also, you shouldn't do it if you haven't got a pretty good computer and internet connection.
- 4 Some of the articles take ages to download. If you aren't sure, you should ask the university.
- 5 There are lots of people working full-time who wouldn't be able to attend classes if they had to go to the university.

What happens when the word after the modal verb starts with a vowel sound? What happens if it is a consonant sound?

b In pairs, practise saying these sentences.

- 1 They wouldn't ask if they already knew.
- 2 She shouldn't go out alone so late.
- 3 Why should I wait for her? She never waits for me.
- 4 I'd be so angry if it were me.
- 5 He could work hard all day and he never got tired.
- 6 I might go. I'm not sure yet.

Now listen to the sentences. How did your pronunciation compare to the model?



exam EXPERT

Interactive task

■ Keeping the conversation going

9a Help to get the conversation going in the Interactive Task by asking questions to find out more information. Match these questions with what you want to know.

- | | |
|----------------------------|---------------|
| A probability/likelihood | E size |
| B duration since last time | F past habits |
| C recommended action | G duration |
| D quantity/price | H frequency |
- 1 What did you use to study at university?
 - 2 When did you last study online?
 - 3 How often do you have an art lesson?
 - 4 How big is your class?
 - 5 How likely is it that you'll do another course?
 - 6 What do you think you should do?
 - 7 How much does the course cost?
 - 8 How long have you studied Art?

b Your teacher will give you information about a situation and start a conversation. In groups look at the list of language functions for Grade 7 on p. 4. Write some questions based on this list and on exercise 9a and pass them to another team.

Conversation task

■ Exam practice

10a Which type of school did you study at/are you studying at? What is the difference between the types of school below?

- 1 co-educational/single-sex school
- 2 private/state school
- 3 religious/non-religious (secular) school
- 4 academically-oriented/artistic or sports-oriented school
- 5 large school with many students/small school with few students

- b** Discuss the advantages and disadvantages of these different types of schools.

Private schools are expensive, but they probably have excellent facilities.

- c** In pairs, give some advice to the following families about the best types of schools for them. Use the Grammar focus on page 17.

- 1 Family 1 – 5 children, of different ages and genders.
- 2 Family 2 – 1 son, loves to play sport.
- 3 Family 3 – 3 daughters.
- 4 Family 4 – 2 children, one boy and one girl, from a Muslim family.

Topic task

■ Choosing a topic

- 11a** In teams, write a list of topics in five minutes. Choose six or seven to talk about. Make sure you don't choose a topic from the Subject list for the Conversation.

- b** Ask yourself the questions below for the topics you chose and write Y (yes) or N (no). If you answer 'yes' for all five questions, then it could be a good one for you.

- 1 Am I really interested in this topic?
- 2 Will I be able to talk about this topic comfortably in English?
- 3 Do I know the vocabulary and grammar relevant to this topic?
- 4 Will I be able to answer questions about this topic confidently?
- 5 Will I have enough to say about this topic to speak for up to five minutes?

- c** Choose a topic from your list. In pairs, discuss the topic. How much can you say about it now?

- d** In pairs, decide how the discussions went. What went well? What could be improved?

Writing

ISE → See ISE file on pages 105-107/109-110.

- 12** Choose one, or more, of these writing tasks.

An informal letter

Your English friend has decided to go backpacking for a year on her own, but her family are totally against the idea and would prefer her to go to university. Write a letter (150-180 words) to your friend discussing the advantages and disadvantages of her plans and giving her some advice about what to do.

A report

Your school/workplace is thinking of introducing some online language courses to help people improve their English. Write a report (150-180 words) for your teacher/manager stating the advantages and disadvantages of this method of learning a language compared with more traditional methods.



Trinity TAKEAWAY

Examiner: What advice would you give to someone learning English?

Candidate: Well, they should study hard of course. But they shouldn't just rely on their classes. Visiting a place where people speak English is a good idea.

UNIT 3

Early memories

GRADE 7



Listening

1a Look at the photos of people's earliest memories. What do you think happened? Discuss them with a partner.

b Listen to five people talking about their earliest memories. Match each story to one of the photos. How many of your predictions were right?



Vocabulary

2a Choose the word that best completes each sentence. If you are not sure, try to guess.

- 1 I remember *go/going* to the supermarket, but I don't remember *buy/buying* that ice cream.
- 2 I *vividly/totally* remember our first house. It was on a big hill.
- 3 I *completely/distinctly* remember leaving my keys here. How strange that they aren't here.
- 4 I'm so sorry. I *absolutely/completely* forgot it was your birthday today.
- 5 My *earliest/youngest* memory is of my dad smiling at me while I was in bed.
- 6 I have *kind/fond* memories of my grandparents. They were lovely people.

b Listen again. Check your answers to a) by finding a similar example in each conversation.



c Complete the sentences with these words.

*completely remember clearly vaguely
long-term bad forget memorise*

- 1 That was such a horrible time. I wish I could it.
- 2 I the day when my uncle got married. It was the first time I saw him in a suit.
- 3 The one thing that I remember is the smell of the roses. I can smell them now just thinking about it.
- 4 I'm really nervous about the test. Last night I tried to everything, but I can't remember anything now.
- 5 I'm not sure now. I remember you telling me something about it.
- 6 After he was hit on the head he forgot everything. He can't even remember where he lives.
- 7 My grandmother has a really good memory, but she sometimes doesn't remember things from yesterday.
- 8 I'm sorry, I have a really memory for names. What was your name again?

d Work with a partner and follow these instructions.

- 1 Choose four expressions from a) and c), and write them down.
- 2 Think of something that happened to you in the last seven days.
- 3 Plan how you can tell your story using your chosen expressions. Make short notes if you need to.
- 4 Now give your notes to a partner so they know which words you want to practise.
- 5 Tell your story. Your partner should make sure you use all four chosen expressions.
- 6 Listen to your partner's feedback about how well you used the expressions you planned to.

Phonology

■ Interpreting intonation

3a Listen to parts of the conversations about memories again. Decide if the listener is asking for more information (A) or showing surprise and interest (S). One of the conversations has both.

- | | | |
|----------------------------|----------------------------|----------------------------|
| 1 <input type="checkbox"/> | 3 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| 2 <input type="checkbox"/> | 4 <input type="checkbox"/> | |

b You can show interest and encourage someone to keep talking by asking questions. Listen to some examples from a). Write down the questions you hear.

- 1 A
B
- 2 A
B



c Practise asking for more information in pairs.

Student A: Tell a story but stop now and again and wait for your partner to ask a question. Then answer and continue your story and stop again. Continue until you have finished your story.

Student B: when your partner stops speaking, use the cards your teacher gives you to ask a question and keep your partner going. Can you use all your cards?

Once you have finished, swap roles.





Used to for past habits

There are several ways we can talk about habits in the past:

1 *used to* + infinitive without *to*, or *did not use to* + infinitive without *to*

We use this to talk about:

a something we often did in the past but we do not do anymore.

I **used to visit** my grandparents every weekend.

b a state that lasted for some time in the past.

We **didn't use to** live near the city centre.

2 *would* + infinitive without *to*, or *would not* + infinitive without *to*

We use this to talk about something we often did in the past but do not do now. In spoken English we usually use the contractions *'d* and *wouldn't*.

She'd swim for hours, until it was almost dark.

3 We cannot use *would* to talk about states in the past. We use *used to*.

We'd live in an old house on Smith Street. We **used to live** in an old house in Smith Street.

4 For questions, we usually use *use to* instead of *would*.

Where would you play when you were a boy? Where **did you use to play** when you were a boy?

5 When we tell a story about past habits, we often start with *used to* and continue with *would*.

We **used to go** skiing at Christmas. We'd get up early in the morning and open our presents, and then we'd go straight outside in the snow to make a snowman.

6 It is common to use adverbs of frequency (e.g. *always*, *never*, *often*, *usually*) with *used to* and *would*.

We'd always enjoy the ride home. We **never used to do** that when I was young.



4a Complete the sentences with the correct form of *used to*, followed by the verb in brackets.

- Why going to the cinema? Don't you enjoy scary films? (*like*)
- I physics until my last year at school. Then I didn't understand anything. (*love*)
- you in the school football team? (*play*)
- Where your parents before they bought their business? (*work*)
- I recognise him. He us to see that band we liked every week years ago. (*come with*)
- I so tall, you know. I was the shortest in my class at primary school. (*be*)

b Underline the correct form, *used to* or *would*. In which sentences are both possible?

- They would/used to walk to school because they didn't have a car.
- We would/used to play football in the street every night in summer.
- I would/used to be the tallest boy in my class at primary school.
- She would/used to have really long hair before she cut it.
- Didn't you use to/Wouldn't you live on Ford Street a few years ago?



- c** Complete the gaps in the story with *used to* or *didn't use to*.

I'll never forget those summer weekends in Australia. They were such wonderful times. I¹..... live in a country town, which was about 30 minutes from the sea. I²..... live in the city like I do now. We³..... have a car then so we went by bus. We⁴..... stay in a camping ground and the first thing we⁵..... do was put on our swim suits and run into the sea. Our friends next door⁶..... come with us each day for a walk to the pier. One of my favourite parts of the day was when we⁷..... go to the corner store that was air-conditioned and get an ice-cream. I⁸..... like going back into the heat again.

- d** Now replace some of the words with *would* ('d) and *would not* (*wouldn't*) and some adverbs of frequency (e.g. *always, never, often, usually*) to make it sound more natural.

Phonology

Used to



- 5a** Listen to these sentences. What do you notice about the pronunciation of *used to* and *didn't use to*?

- We always used to enjoy ourselves.
- I didn't use to like school when I was a child.
- He used to play basketball with my brother.
- Did you use to go to school with my sister?
- They didn't use to eat much when they were small.

Now practise saying the sentences.

- b** In pairs, practise reading out the story from exercise 4d). Note any places where your partner could improve their pronunciation. Swap roles and try again.

- c** Now listen to the story. Compare your pronunciation with the model. Give yourself a mark out of 10 for your pronunciation of *used to*.

Intonation for interest and surprise

- 6a** Listen to these examples and write down the words that are repeated to show interest and surprise. Does the intonation rise or fall at the end?

-
-

- b** Listen to six funny experiences that people have had. What word or words would you choose to repeat to show interest or surprise? Write the words down and compare with a partner. Then practise saying them with the right intonation.

- c** Tell your partner about something funny that has happened to you or someone you know. Listen to other people's stories and show surprise by repeating a word or words they have used. Be sure to use the right intonation. Who had the funniest story in the class?



Topic task

■ Making notes for your topic

When you are preparing for your topic it is helpful to take notes. You can show how different aspects of the topics are related and it can help you remember what you'd like to talk about. You can take a plan into the exam with you. You should make a copy of the notes for the examiner.

7a Imagine your topic is about ways of remembering things. Work in a group and make a list of methods you can use to remember things. Discuss how effective you think they might be. Together write a plan for your topic, with very short notes.

b In pairs A is the examiner and B is the candidate. B leads a discussion on the topic –

make some suggestions about the best ways of remembering things. Change partners and roles.

c Read the article below and discuss what it says about early memories. Share some early memories with each other.

Writing

ISE ♦ See ISE file on pages 103-104.

8 Now write an article (150-180 words) for a school magazine explaining in your own words what the article says about memory. Discuss the methods you use to remember things.

Children remember more than we first thought

Short and long-term

Our memory is perhaps our defining human characteristic. It is the basis for learning and growth, helping us to improve and develop. Many people know of two types of memory: short-term and long-term. Short-term memory is the basis of our working memory when we are drawing on a number of memories to do the task in hand. Long-term memory stores facts, events and knowledge and helps us deal with things that are happening now and to plan for the future. However, there are other types of memory.

Narrative and emotion

Our memory for chronological events and narrative develops between the ages of two and four. This would seem to correspond with many people's experience. For most people, their earliest memory is usually when they are about two or three years old.



However, there are other memories that we all have from a much earlier age. Our memory for feeling and emotion is fully developed when we are born. We are not able to relate these feelings or emotions to events and stories, but that does not mean we cannot remember. This emotional memory is not remembered with our minds but with our hearts, body and stomach. So just as a baby may remember the love of its parents, she or he will also remember emotions of fear or panic.

Working independently

All of these types of memory can work independently of each other. For example, there are

reports of people with brain damage and no long-term memory, physically reacting to doctors that had administered unpleasant tests.

Interactive task**Identifying key words in a prompt**

The Interactive Task starts with a prompt (statement) from the examiner. After that it is your responsibility to take control of the conversation. If you identify a few words in the prompt that are important, it will give you some ideas about where the conversation can go. If you run out of things to say from one question, you can ask another one to find out more information about the situation to help work towards a conclusion.

- 9a** Look at the prompt below and underline the important words that you could base a conversation on.

'I'm making an important speech next week. I'm a bit nervous about it.'

- b** Look at the questions below and match them to a part of the prompt. In pairs think about what the examiner might do to overcome the feeling of nervousness and make some suggestions to help.

- 1 What's the speech about?
- 2 Why is the speech so important?
- 3 Why are you worried?
- 4 What day next week?
- 5 Who will be listening to the speech?
- 6 Why were you chosen to make it?

- c** Listen to your teacher saying some prompts. In pairs write down the key words and then write some questions for each key word. How many questions can you write?

- d** Now practise with a partner using the prompts from your teacher, the questions you wrote, and your ideas for overcoming the problem. Time your conversations. Can you keep the conversation going for four minutes?

Writing

ISE → See ISE file on pages 102-103/106-107.

- 10** Choose one, or more, of these writing tasks.

An informal letter

You were delighted to receive a letter from an old friend. He used to live in your area, but you have not seen him for many years. Write a reply (150-180 words) to your friend telling him about the changes that have taken place in your area and recalling some of the activities you used to enjoy doing together.

A descriptive essay

Write a description (150-180 words) for a family magazine of a place you used to visit as a child that has special associations for you. Describe the place, say what you used to do there and explain why it is so memorable.

**Trinity TAKEAWAY**

Examiner: So what about you? What was it like where you grew up?

Candidate: Well... there wasn't much to do where I lived. But that didn't stop us from having fun. At the weekend we **used** to disappear in the mornings on our bikes and **wouldn't** come back until dark.

Review Units 1-3



- 1 Complete the sentences with the words in the box.

*could be to practise may scratch
used to have 'm not sure 'd climb
shouldn't eat 'd take ought to see
might come*

- 1 It's cold out. If I were you, I a hat and scarf.
- 2 It's a good idea before your writing test.
- 3 I've never seen it before. I where it came from.
- 4 He's not sure if he can make it to the party. He said he
- 5 When I lived in Rome I an espresso every day at 11.
- 6 The baby asleep right now. You should send a text and ask when it's best to call.
- 7 You a doctor if your sore throat gets worse.
- 8 Be careful of the cat. It you.
- 9 You so much cream. You'll feel sick!
- 10 I remember going on holiday to the mountains when I was small. We for hours every day.

- 2 Complete the text below with the vocabulary and expressions provided. You will not need to use all of them.

*Fiat 500s I'm not sure might have been
Minis stayed used to find used to got up
to used to stay used to allow used to travel
vividly remember were allowed*

I¹ the things we² on vacation when I was younger. My family³ to Italy for summer every year. We were fascinated by the different things we⁴ there. For example, there were very few⁵ where we lived, but we saw people driving them everywhere in Italy. My brother and I thought they were cute and wanted to have one as our first car. ⁶ why we liked them so much. It⁷ because they were so small. One year we⁸ on a farm and they had a Fiat 500 in one of the fields. My brother and I⁹ drive it. We had so much fun.

- 3 Complete the sentences so they are true for you. Compare your ideas with a partner. Were any of your sentences similar?

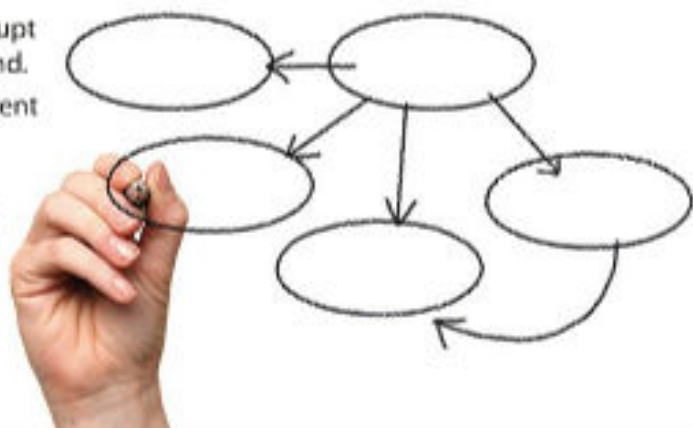
- 1 I may this weekend. I'm not sure.
- 2 The weather? It's likely to tomorrow.
- 3 If you are not happy with something you have bought, you should
- 4 You really ought to if you feel ill.
- 5 My earliest memory is
- 6 When I was small I used to



What do you remember about the Topic task of the exam?

4 Are the following statements true or false? Can you correct the false ones?

- 1 There is a list of topics that you must choose from.
- 2 You can take things into the Topic phase to talk about e.g. photos.
- 3 You cannot take in any notes, diagrams or mind maps on your topic.
- 4 The examiner will ask questions so you have to be prepared to talk about your topic in depth.
- 5 You are expected to lead the topic phase, not the examiner.
- 6 The Topic phase lasts no longer than 5 minutes.
- 7 The examiner is not allowed to interrupt you or ask for clarification until the end.
- 8 You must choose a topic that is different from the subject areas of the conversation phase.
- 9 You should try and use the grammar and language from the course in your topic.
- 10 If you have a prepared speech, you will make a bad impression and may effect your grade.



Exam tips – Topic task

1 Take in something physical, such as a photo related to your topic. Something that you can both see can provide good support if you get stuck.

2 Don't rehearse too much. The examiner can easily hear if you have learned exactly what you are going to say and will stop you by interrupting and changing focus.

Units 1-3 Self-evaluation

Write Y (yes) or N (needs more practice) for each statement.

- 1 I can talk about national and local produce and products.
- 2 I can talk about education.
- 3 I can talk about memories and things I remember.
- 4 I can express present and future possibility and uncertainty.
- 5 I can use different forms to give advice and make suggestions.
- 6 I can use different forms for talking about habits in the past.

Now you write 'can do' statements like the ones above for the interactive and communicative skills you have practised in Units 1-3.

UNIT 4

Village & city life

GRADE 7



Vocabulary

1 Match the places (1-4) with the photos (A-D).

- | | |
|-------------|-------------------|
| 1 a town | 3 a city |
| 2 a village | 4 the countryside |

Phonology

■ Subject-area vocabulary

2a Listen to the words from exercise 1, then answer the questions.



- 1 Are the letters *ow* in *town* pronounced /aʊ/ or /əʊ/?
- 2 Are the letters *age* in *village* pronounced /ɪdʒ/ or /eɪdʒ/?
- 3 Are the letters *ci* in *city* pronounced /tʃi/ or /si/?
- 4 Are the letters *ou* in *countryside* pronounced /ʌ/ or /aʊ/?

b Listen again and repeat.

c Work with a partner and ask and answer the questions about where you live.

- 1 What type of place do you live in?
- 2 What do/don't you like about the place you live?

I live in a village. I like the fact that it's easy to get around – you can walk everywhere – but I don't like the fact that there's nothing for young people to do in the evenings.





Village & city life

Reading

3a Match the headings (A-E) to the blogs (1-5) about life in a village.

- A crime
- B natural surroundings
- C entertainment
- D transport
- E shopping

b Read the blogs again. Are the statements true (T) or false (F)?

- 1 It's difficult to get to places if you don't have a car.
- 2 There isn't anywhere to buy food in the village.
- 3 Entertainment in the village is limited.
- 4 Crime is a problem in the village.
- 5 The natural surroundings in the village are helpful for jim@tilford's work.

4a Work with a partner. Make a list of the advantages and disadvantages of living in a village. Use ideas from exercise 2 and add any more you can think of.

Advantages

It's peaceful.

Disadvantages

Public transport not usually very good.

b With the same partner, list the advantages and disadvantages of city living.

Advantages

There's lots to do.


Disadvantages

It's noisy.


c Change partners and compare your ideas from a) and b).

There's lots more entertainment in a city. That's important to me, as I love going to the cinema. I go at least three times a week. I couldn't do that in a village.


www.tilford.net




1 j@tilford
You can't get anywhere from here if you haven't got a car. They closed the train station years ago. There are buses to the nearest town, but only two a day – and the last one back is 6 p.m.!




2 sara88@tilford
We're lucky – we've got a car and can go into town to the big supermarket there. We wouldn't starve if we didn't have a car, because there's a small general store in the village. But it doesn't have much choice – and we'd spend more money, because it's not cheap.



3 Acc47@tilford
There's a pub and that's it, really! If you want to go to the cinema, or to a restaurant, you have to go into town. But there are other things to do here – you can go for nice long walks in the countryside, or cycling. It depends what you're into, really.



4 pp@tilford
What I really like is that it's so safe here. I can leave my house unlocked without any worries. And my car, too. If I lived in a city, I couldn't do that.



5 jm@tilford
I love the fact that it's so quiet here – no loud traffic, like in towns and cities, just the sound of the birds! I used to live in London and there was always noise. The peace here is just what I need for the kind of work I do. It's also very beautiful. It's so nice to look out of your window and see trees and flowers.

Writing

ISE ➔ See ISE file on pages 110-111.

5 Read the blog posts in exercise 3 again, then write an article (150-180 words) for an online environmental magazine explaining in your own words what the blogs says about life in villages. Compare this way of life with the situation where you live.

The second conditional

1 To talk about unlikely or imaginary present or future situations and their present or future consequences, we use the second conditional:
If + past tense + 'd/would + infinitive.

We use *would* when we feel sure about the consequence:

We wouldn't starve if we didn't have a car.

If we did all our food shopping in the village, we'd spend more money.

We use *could* to talk about ability = *would be able to*:

If I lived in a city, I couldn't do that.

We use *might* when we're not sure about the consequence:

If he lived in the country, he might feel lonely.

2 We make questions with the second conditional like this:

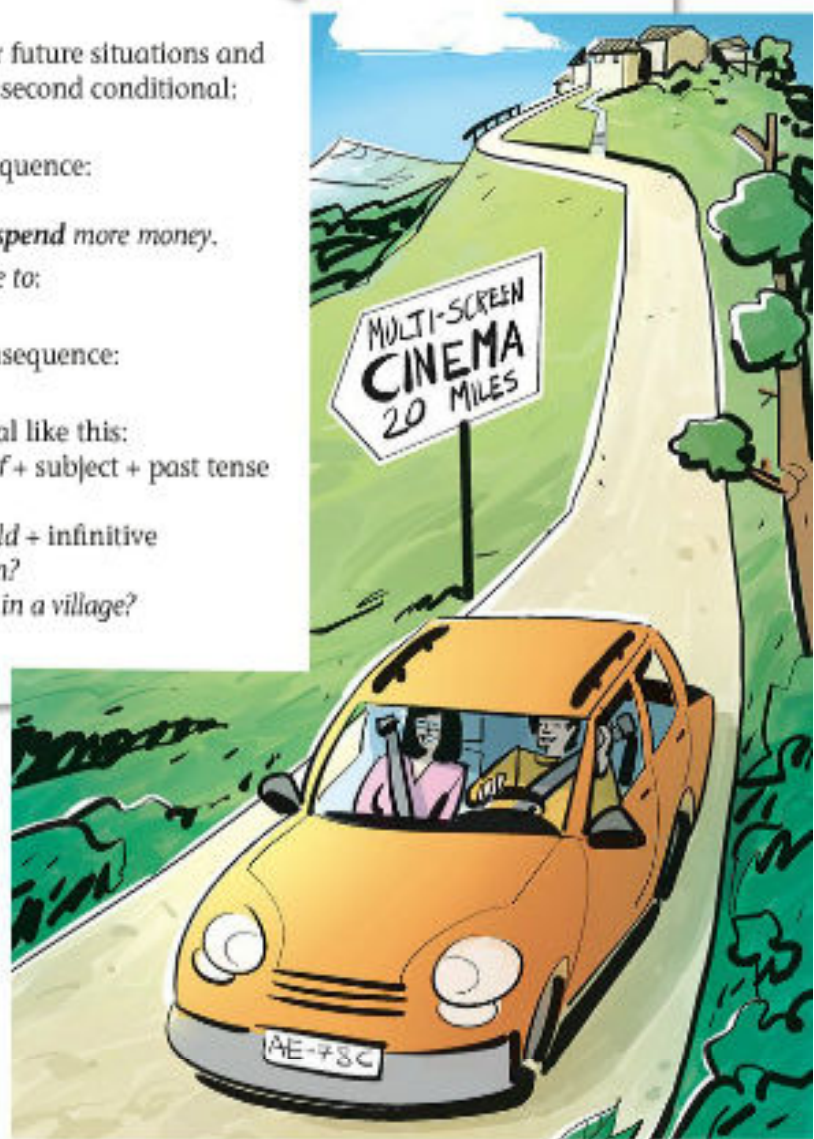
(question word/s +) *would + subject + infinitive, if + subject + past tense*
 OR

If + subject + past tense, (question word/s +) would + infinitive

Would you live in a city if you didn't have children?

How often would you go to the cinema if you lived in a village?

If you had lots of money, would you buy a big house in the countryside?



6a Complete the sentences using the words and phrases from the box.

*'d go 'd live could pass didn't have
 didn't work didn't have to do won
 worked would might feel*

- If I the lottery, I travelling for a year.
- What you if you work?
- We in a city if we children. I really miss city life.
- He his exams if he harder, but he doesn't study at all.
- If I so much, I less tired in the evenings.

b Complete these second conditional sentences with your own ideas.

- If I had so much money that I never had to work, I
- If I could choose where to live, I
- If I could change something in the world, I
- If I was the President/Prime Minister of my country, I

c Work with a partner. Find out how your partner completed the sentences in b) and ask for more information about your partner's answers.

- A:** If you had so much money that you never had to work, what would you do?
- B:** I think I'd still work. I'd try and become a writer if I didn't have to worry about money.
- A:** Really? What kinds of things would you write?
- B:** Fiction. The kinds of things that I like reading.

Phonology

Weak forms and contractions in second conditional sentences



7a Listen to the sentences (1-4) and write the number of words you hear. Contractions count as two words.

- 1 3

2 4



b Listen again and write the sentences. Underline the stressed syllables.



c Listen again and repeat.

Listening



8a Juliet is talking to her friend Tom about moving from the city to a village. Listen and tick the points they mention, then compare your answers with your partner's.



- 1 quality of life
- 2 the natural environment
- 3 housing
- 4 entertainment
- 5 ethnic diversity
- 6 commuting
- 7 crime
- 8 community spirit



b Listen again and circle the point/s in a) that Juliet and Tom completely agree on, then compare your answers with your partner.



c Listen again and complete the expressions for agreeing and disagreeing from the conversation.

- 1 **Tom:** Well, yes, I agree you to a , but it depends on your definition of 'quality of life', doesn't it?
- 2 **Juliet:** I don't that. It depends on what you're interested in doing, surely?
- 3 **Tom:** Well, yes, I your , but I like the kind of things that the city has to offer...
- 4 **Juliet:** Yes, that's
- 5 **Juliet:** Yes, you're that...
- 6 **Tom:** I you're that...

Function focus Expressing agreement and disagreement

Full agreement

(Yes,) you're right (about that).
I agree completely.
I couldn't agree more.
(Yes,) that's true.

Full disagreement

(I think) you're wrong (about that).
I don't think that's right.
(I'm afraid) I disagree completely.

Some agreement

(Well, yes,) I agree with you to a certain extent, but...
(Well, yes,) I see your point, but...

Some disagreement

I don't know (about that).
I'm not sure (about that).
I'm not sure that I agree (with you).



Interactive phase

Exam advice & practice



9a Complete the advice about the interactive phase using the words in the box.

ask explain opinion say

In this part of the exam the examiner may give an 1..... to start the conversation.

You need to:

- 2..... if you agree or disagree;
- 3..... why you agree or disagree;
- 4..... the examiner a related question.



b One of you is Student A, the other Student B. Read your role cards and follow the instructions.

Student A

Stage 1 You're the examiner, Student B is the candidate. Give an opinion about **quality of life** in a village. Respond to the question that the candidate asks you.

Stage 2 You're the candidate Student A is the examiner. Agree or disagree with the opinion that the examiner gives. Give reasons why, then ask the examiner a related question.

Stage 3 Repeat Stages 1 and 2 twice. Give opinions about **entertainment** and **the accommodation** in a village.

Student B

Stage 1 You're the candidate, Student B is the examiner. Agree or disagree with the opinion that the examiner gives. Give reasons why, then ask the examiner a related question.

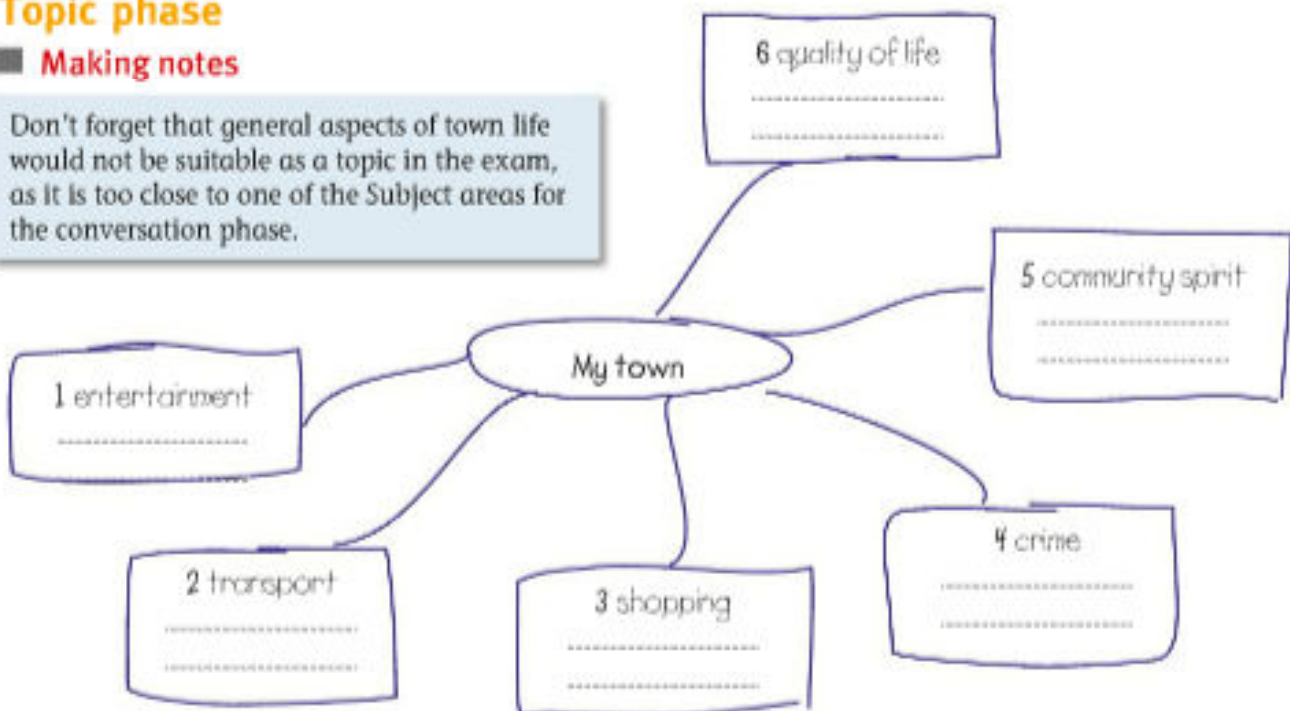
Stage 2 You're the examiner, Student B is the candidate. Give an opinion about **transport** in a village. Respond to the question that the candidate asks you.

Stage 3 Repeat Stages 1 and 2 twice. Give opinions about **community spirit** and **crime** in a village.

Topic phase

Making notes

Don't forget that general aspects of town life would not be suitable as a topic in the exam, as it is too close to one of the Subject areas for the conversation phase.



10a Match the candidate's notes (A-C) about life in their town to three of the points on their mind map on page 32.

- A** excellent underground - lots of lines
good bus service - frequent, efficient
driving a nightmare - heavy traffic,
expensive to park
- B** safe in centre
problems on outskirts of city, poorer
areas
- C** my area, people don't help each other
much neighbours not very friendly

These notes are good for practising your topic, but the notes you take into the exam should be shorter than this. For example:

- Transport: underground, bus, driving
 - Safety: in the centre, in the outskirts
 - My area: neighbours
- b** Write notes for the three remaining points on the mind map. Invent information as necessary.
- c** Work with a partner and compare your notes from b). Add any new ideas to your notes.

d Take it in turns to lead a 5-minute discussion using your notes from c).

e Now reduce your notes to an outline plan and repeat your topic from these reduced notes.

Writing

ISE → See ISE file on pages 106-107/110-111.

11 Choose one, or more, of these writing tasks.

An informal email

Your friend recently moved from a flat in the city to a farm in the countryside. She is finding the change difficult and feels lonely. Write an email (150-180 words) to your friend, encouraging her to see the positive sides of country life and suggesting ways in which she could meet new people.

A report

You would like to persuade more people to move to your village. Write a report (150-180 words) for a community group explaining the advantages of living in a village and suggesting ways of persuading people to move there.

Trinity TAKEAWAY

Examiner: I think there's much better quality of life in a village than in a city.

Candidate: Well, I'm not sure about that. I think it depends what you're into. The natural surroundings in a village can be beautiful, and there's not usually much crime, but in a city there's much more to do.

UNIT 5

National customs

GRADE 7



Vocabulary

1a Match the festivals (1-6) to the photos (A-F).

- 1 Carnival
- 2 Divali: Hindu Festival of Light
- 3 Festival of the Autumn Moon
- 4 Halloween
- 5 New Year
- 6 Thanksgiving

b Work in pairs. Answer these questions about each of the festivals in a).

- 1 Where is the festival celebrated?
- 2 Which time of year is it celebrated?
- 3 What's the idea behind the festival?
- 4 How is it celebrated?

c Ask your teacher about any of the festivals in a) that you aren't familiar with.

d Answer these questions with your partner.

- 1 Are the festivals in the pictures a custom where you live? How do you and your family celebrate them?
- 2 What other festivals do you and your family celebrate?





National customs

Listening

2a Work with a partner. Decide how customs connected with these aspects of life (1-5) could be difficult for someone from another country.

- | | |
|--------------|--------------------------|
| 1 food | 4 clothes |
| 2 religion | 5 topics of conversation |
| 3 timetables | |



b Listen to Emily, a British woman, talking about her experiences of other national customs. Tick (✓) the aspects of life in a) that she mentions.



c Listen again and say if the statements (1-6) are true (T) or false (F).



- 0 Emily found the early start to the day in Mexico difficult.
- 1 She always used to go to bed early in Mexico.
- 2 She found mealtimes too early in Spain.
- 3 She now agrees with Italians about when to drink certain types of coffee.
- 4 She only experienced carnival in Italy.
- 5 Carnival is a custom in the UK.
- 6 Emily has celebrated carnival in two places in Italy.

d Discuss these questions with your partner.

- 1 Which customs in your country do people from abroad enjoy?
- 2 Which aspects of life in your country might be difficult for people from another country?
- 3 Have you ever been to a country where you found certain aspects of life difficult?

I think people from another country would really enjoy our custom of big, long lunches! Everything starts late in the evening here – if you go to a party, it doesn't start until 10 p.m. That might be difficult for people from another country.

I found shop closing times difficult in the UK – in the smaller towns, everywhere closes so early, at around 5.30pm.

3 Listen to the interview with Emily again and complete the sentences from the conversation.

- 1 Do you specific customs, the way of life in general?
- 2 Well, it would be to what you have to say about both.
- 3 And in other countries?
- 4 Anyway eating, was there to customs about food itself that you found difficult...?
- 5 Can you us something what this custom?

Function focus
Eliciting further information
& expansion of ideas and opinions

(Can you) tell me/us (something/more) about what it involves?

Do you mean... (or)...?

(And) what about...?

It would be interesting to hear/know what you think about...?

Talking about food/customs, was there anything to do with this/these that you could tell me/us more about?

found/think is difficult/interesting?



Interactive phase

■ Asking for further information

- 4a** Work with a partner. Identify words/phrases in the examiner's prompt to ask for more information about.

A friend wants me to go away with her, but I'm not sure if I should go.



- b** Listen to an examiner and candidate having a conversation based on the prompt in a). How many questions does the candidate ask the examiner? What Grade 7 language does the candidate use? (See the checklist on p. 4.)



- c** Listen again and write down the questions and what the candidate says to help solve the problem.



- d** One of you is Student A, the other Student B. Read your role cards and follow the instructions.

Student A

Stage 1 You're the examiner, Student B is the candidate. Use the prompt from a) to start a conversation. Respond to the questions that the candidate asks you using information from the recording in b).

Stage 2 You're the candidate, Student B is the examiner. Develop a conversation from the examiner's prompt, using language from the the language function checklist on p. 4 to ask for further information.

Stage 3 Decide with Student B what went well in the conversation and what you could improve. Your teacher will also give you some ideas.

Stage 4 You're the examiner, Student B is the candidate. Use the prompt below to start a conversation, then respond to the questions that the candidate asks you.

Prompt

I've been invited to a Halloween party at the weekend, but I'm not sure whether to go or not.

Stage 5 Repeat Stage 3.

Stage 6 Repeat Stage 2.

Student B

Stage 1 You're the candidate, Student B is the examiner. Use your questions from c) and the language from the the language function checklist on p. 4 to develop a conversation in response to the examiner's prompt.

Stage 2 You're the examiner, Student A is the candidate. Use the prompt to start a conversation, then respond to the questions that the candidate asks you.

Prompt

A group of friends want me to go on a long holiday abroad with them, but I'm not sure about it.

Stage 3 Decide with Student A what went well in the conversation and what you could improve. Your teacher will also give you some ideas.

Stage 4 You're the candidate, Student A is the examiner. Develop a conversation from the examiner's prompt, using language from the Function focus to ask for further information.

Stage 5 Repeat Stage 3.

Stage 6 Repeat Stage 2 with the prompt:

I usually spend New Year with my family, but this year I've booked to go away and I'm feeling a bit worried.

Grammar focus



Relative clauses

There are two types of relative clauses:

1 Defining relative clauses are used to give essential extra information. Without this information the sentence would not make sense.

*I had classes **that started at 7 a.m!***

*...it meant **that I had to get up at 5.30.***

2 Non-defining relative clauses are used to give non-essential extra information. The sentence would still make sense without this information.

*Coming from Britain, **where it's normal practice to have dinner much earlier,** I found this a bit difficult at first. I went to the carnival celebration in Viareggio, **which is also quite famous in Italy.***

Relative pronouns are used to connect relative clauses.

Defining relative clauses		Non-defining relative clauses	
<i>that</i> or <i>which</i> to talk about things	<i>that</i> sounds more informal than <i>which</i> or <i>who</i>	<i>which</i> to talk about things	you can't use <i>that</i> in this type of relative clause
<i>that</i> or <i>who</i> to talk about people		<i>who</i> to talk about people	
<i>when</i> to talk about times/periods		<i>when</i> to talk about times/periods	
<i>where</i> to talk about places		<i>where</i> to talk about places	



5a Complete the sentences with a relative pronoun from the Grammar focus.

- It's the festival in December people give and receive presents.
- He's the man lives in the big house at the end of the street.
- What are some of the customs you like most in your country?
- In Spain, people have lunch very late, it's normal to have dinner at 10 p.m.
- She got her degree at the London School of Economics, is one of the colleges of London University.
- He's marrying a woman called Luz, comes from Argentina.

5b Join the sentences using a defining or non-defining relative clause.

- Carnival is a festival. It's held in Spring.
- Divali is held in India in October or November. It is a two-day festival, celebrated with lights and fireworks.
- Thanksgiving is a day of celebration. It is held in the US on the last Thursday in November.
- Christmas pudding is a dessert made with dried fruit and nuts. It's eaten on Christmas Day.
- I come from France. We eat dinner at around 7.30 p.m.
- He's the American man. He goes to the Venice Carnival every year.



UNIT 5

Reading

6a Work with a partner. Answer these questions about national customs to do with food.

- 1 What customs are there in your country associated with food?
- 2 Are there any foods associated with certain festivals?
- 3 Make a list of any unusual festivals that involve food, in your country or abroad.

b Now read the excerpt from an article about unusual festivals around the world that involve food. Are any of the festivals the same as the ones on your list in a)?

c Which do you think is the strangest festival? Tell your partner why.



FOOD FOR SPORT

1 Cheese rolling, Gloucestershire, England

Every May, hundreds of locals and international tourists run down a steep hill after a very fast double Gloucester cheese! As you can imagine there is a big risk of injury. The idea is to catch the cheese as it rolls down at speeds of up to 70km/h – something which is quite hard to do, due to both the speed and the fact that it starts before the runners!

2 La Tomatina, Buñol, Spain

On the last Wednesday in August, the people from this small town near Valencia throw overripe tomatoes at each other. The battle is part of a week-long festival and once the fun starts, tomatoes are thrown wildly at anything that moves. The fight then continues for an hour or two until a cannon is fired and everyone must calm down.

3 The Battle of the Oranges, Ivrea, Italy

Just before Lent every year residents of this north-west Italian town throw a different fruit at each other: oranges. People say that the oranges represent the

head of an ancient duke who was beheaded in the town for his cruel ways. Of course, when it's cold the oranges are nearly frozen and they can really hurt.

4 The Night of the Radishes, Oaxaca, Mexico

In Oaxaca, Mexico the big Christmas celebration takes place on 23rd December, and they celebrate by making all kinds of things out of radishes – from small animals to scale models of carnivals. It is thought that the origin of this festival is connected to the Spanish missionaries who came to Mexico. Sadly, within 24 hours, the radishes start to rot, and it's all wasted!

**5 Tunarama, Port Lincoln, South Australia**

This event takes place during the January fish festival, and is a bit like the Olympic hammer event, but they throw a large tuna fish rather than a metal ball and chain. Anyone who wants to can have a go but the tuna must weigh between eight and 10 kilos. Former Olympic hammer thrower Sean Carlin holds the record: he threw his fish 37.23 metres.

Writing

ISE → See ISE file on pages 102-103.

- 7** Choose one of these writing tasks to practise writing about national customs for the ISE II exam.

A descriptive essay

Write an essay (150-180 words) for a social studies magazine explaining what happens in the festivals described in the article on page 38 and expressing your own feelings about whether customs like these are relevant in today's world.

ISE → See ISE file on pages 105-107/103-104.

An informal email

Your Australian friend has asked you about national customs in your country. Write an email (150-180 words) to this friend describing a national custom. Tell your friend what this custom is, how popular it is and why.

An article

'Young people are losing interest in traditional customs.' Write an article (150-180 words) for a teenage magazine saying to what extent you agree or disagree with this statement. Support your point of view with an example of a particular national custom and say what young people's attitude towards this tradition is.


Trinity
TAKEAWAY

Examiner: Which customs from your country might be difficult for people from another country?

Candidate: Well, timetables might be a problem, because people start work and school very early in the morning, at 7 a.m. usually.

UNIT 6

Pollution & recycling



Vocabulary

1a Look at the pictures above. What links are there between these items and the environment?

b Write Y (yes), N (no) or ? (not sure) about the place where you do your weekly shopping. Use your dictionary to help.

- 1 Is there a range of unbleached paper products?
- 2 Can you find bio-degradable washing products?
- 3 Are you encouraged to re-use shopping bags?
- 4 Are the bags they supply made from recycled plastic?
- 5 Do some of the products they sell come from renewable resources, e.g. wood from renewable forests?
- 6 Do they promote eco-friendly products with sales and discounts?

c Compare your results with a partner. Who is more aware of the products their supermarket sells? Whose supermarket is more environmentally-friendly?

d In pairs, discuss your opinions about the following.

- 1 Is **organic** food worth the extra money?
- 2 Do you do anything special to **save energy**?
- 3 What kinds of things can you **recycle** in your neighbourhood?
- 4 Do you buy **refillable** containers?

e Underline one word from each question in b) that refers to the environment, pollution or recycling. Now use these words to ask other questions.



Reading

2a Read the article below and choose the best title for it.

- A Congestion Charge has surprising benefits to health
- B Congestion Charge less successful than planned
- C Congestion Charge extending to other areas



A study has estimated that Londoners as a community are now living 1888 more years than they were before 2003. In 2003 the Mayor of London launched the Congestion Charge in central London, introducing an £8 daily charge for vehicles entering the city. In 2007, the zone was extended to include areas of west London.

The charge was introduced to reduce the amount of traffic in the city and to increase the

funds available to improve public transport and facilities for cyclists and pedestrians. There are currently 5 types of vehicle exempt from the charge including: motorcycles, electric and hybrid cars and cars that use LPG gas or alternative fuels.

Initially, experts were not optimistic about the environmental impact of the charge. Since most of London's traffic is in outer London, where the zone does not apply, they estimated very low reductions in noise and air pollution.

However, recent studies show a 12% reduction in emissions. This reduction is thought to lead to the health benefits discovered and may also lead to reductions in heart attacks as well as child breathing problems. The reductions in emissions are due to the fact that there is less traffic and because traffic moves faster and faster moving vehicles produce less pollution.



b What is the significance of these numbers from the article?

- | | |
|--------|--------|
| 1 1888 | 4 2007 |
| 2 5 | 5 12 |
| 3 8 | 6 2003 |

c With a partner, underline all the words you think are related to pollution in the article e.g. *air pollution*. How many words can you find?

d We use discourse markers to join ideas and sentences together. Which of the words below could replace the four discourse markers underlined in the text?

- | | |
|------------------|--------------|
| 1 yet | 4 as |
| 2 in addition to | 5 because of |
| 3 nevertheless | |

e Rewrite each pair of sentences as one sentence using the words in brackets at the end. You'll have to do each one twice!

- 1 It was cold. They went for a swim. (*but despite this*) (*even though*)
- 2 There may be a reduction in heart attacks. There may be a reduction in breathing problems. (*in addition to*) (*and*)
- 3 There wasn't a recycling bin. They put it in the normal bin. (*since*) (*because*)
- 4 There is a shortage at the warehouse. There are no energy-saving light bulbs. (*because of*) (*due to*)
- 5 Organic vegetables in that store are expensive. He bought them anyway. (*however*) (*yet*)

Writing

ISE → See ISE file on pages 103-104.

- 3 Refer to the article about London's congestion charge. Write an article (150-180 words) for a school magazine summarising in your own words what the article says about the London congestion charge. Suggest reasons why a congestion charge should be introduced where you live.

Listening

- 4a Look at the photos. What kinds of pollution do they show? How do the different types of pollution make you feel?
- b Listen to the conversations about pollution and write the number of the conversation (1-5) on the correct photo. There is one extra photo which you will not need.

- c Listen again. Decide if the statements below are true (T) or false (F).

- The woman in conversation 1 has asked the owners of the restaurant to tell their customers to make less noise.
- The speakers in conversation 2 think that people need to understand more about the problem of water pollution.
- The man in conversation 3 thinks that air pollution is worse in some places than others.
- The woman in conversation 4 thinks that it's impossible to stop this type of pollution.
- The man in conversation 5 thinks that the problem of this type of pollution can be helped by talking to people.

- d What types of pollution annoy you? Discuss with a partner giving reasons why.



Grammar focus

Simple passive

We use the simple passive when we don't know who did something or it is not important who did it.
object + be + verb (past participle)

Spanish **is spoken** in many countries around the world.

For the past, we just change the tense of the verb be.

Recycling glass **was first introduced** to our neighbourhood in 1995.

The simple passive is often used to describe how things are done.

First, **the paper is collected** from recycling bins.

Then **it is transported** to the factory for recycling...

If you want to show who did something you can do this with the word **by**.

The rubbish **is emptied by** the cleaner.



- 5a** Look at the text on page 41. Can you find some examples of the passive?



- b** Change these sentences into the passive.

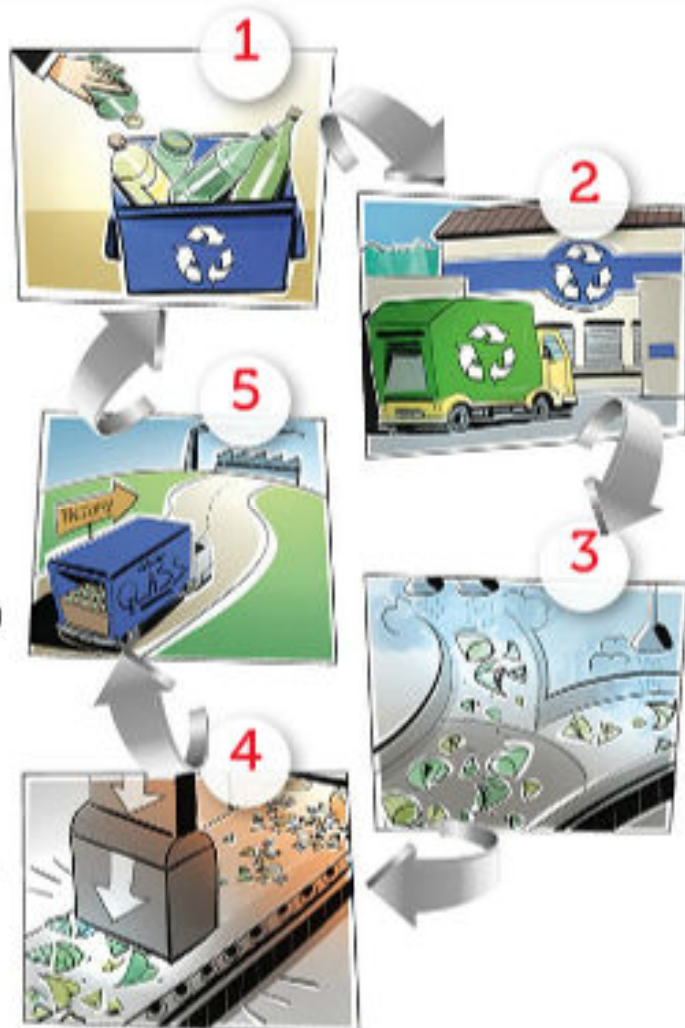
- John kicked the ball.
- The taxi picked her up from the shop.
- The bus driver takes the boy to school.
- On Tuesday the farmer delivers vegetables to the shop.



- c** Complete the description of how to recycle glass using the verbs in brackets.

How glass ¹..... (recycle)

Old bottles and jars ²..... (throw) into recycling bins. Then they ³..... (collect) from people's homes and ⁴..... (take) to a recycling plant. All the glass ⁵..... (sort) into colour groups and each one ⁶..... (wash) to remove any stains or left over food. Next the glass ⁷..... (crush) and ⁸..... (melt) then ⁹..... (mould) into new containers or ¹⁰..... (turn into) or other things. Finally the glass ¹¹..... (send) back to shops and factories so it ¹²..... (can use) again.



Interactive phase

Taking control over the interaction

As part of the Interactive task, it is your responsibility to keep the interaction going. You have to take control. You'll have 4 minutes so take your time to explore the subject. One way of doing this is by asking questions.

6a Read the two prompts. With a partner, decide which questions belong to the prompt. Write A or B.

A I'm thinking of studying at university in England, but I'm not sure what the best course would be.

B I've been invited to a clean-up day by the local river but I'm not sure that events like this make much difference.

- 1 Why England?
- 2 What exactly will you be doing on the day?
- 3 Who invited you?
- 4 What kinds of things are you good at?
- 5 What would you do if you didn't study at university?
- 6 So why do you think this might not be effective?

b Work in pairs and follow these instructions.

- Listen to three prompts.
- Write two questions you could ask about each problem.
- Swap questions with another pair and correct any language problems.
- Get your questions back and check the corrections. Do you agree?

c Now use the language functions list on page 4 to think about what else you might say to the examiner about these prompts.

d Have the conversations in pairs. A will be the candidate. B will be the examiner. The candidate should use the questions and statements you have thought of and the examiner should respond.

Topic phase

Concerns about your topic

7a Listen to some people's concerns about the exam. Choose the appropriate suggestion (A-D) for each person. There is an extra one you do not need. What do you think the problem is for the extra suggestion?

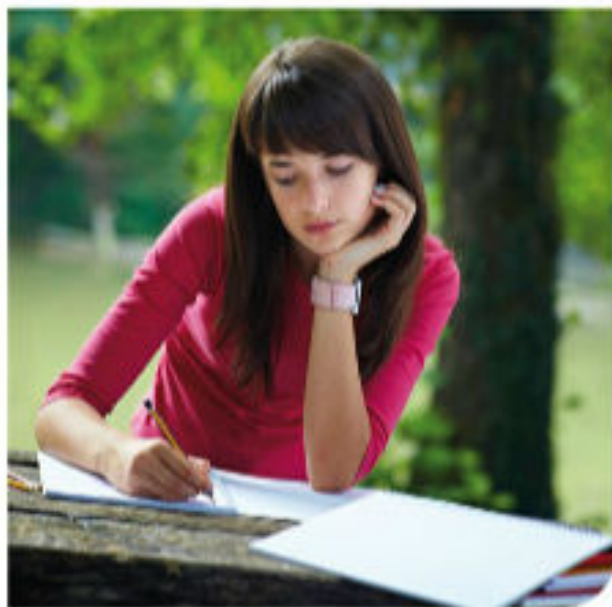
A I don't think that will sound very natural. How about writing down notes and remembering them instead?

B Have you tried thinking of other aspects of your topic? Perhaps there are other things that would make it more interesting.

C How about taking something with you to help you remember things? Like a photo, a map, a ticket.

D Why don't you choose something you know a lot about? Then I'm sure you'll be able to discuss it for five minutes.

b Write a list of the things you think might cause problems in your exam, then share your thoughts with a partner. Take it in turns to discuss your topics. Make some practical suggestions of what you could do.



Conversation phase■ **Asking questions**

8a In the Conversation phase for Grade 7, the examiner chooses two subjects from the list below. Match the questions with the subjects.

- A Education
- B National customs
- C Village and city life
- D National and local produce and products
- E Early memories
- F Pollution and recycling

- 1 What are the advantages of buying food grown in your area?
- 2 Are there any laws in your city to reduce the amount of smog and car fumes in the air?
- 3 What is/was your favourite school subject?
- 4 Do you celebrate any festivals where you live?
- 5 If you moved to a big city like New York, what would you miss most?
- 6 What kinds of things do you remember from your childhood?

b In pairs, write down three questions you could ask for each of the subjects above.

c Your teacher will call out a subject. Student A (the examiner) should ask the questions s/he has for that subject. Student B (the candidate) should answer the questions, giving extra information. Keep asking questions until your teacher changes the subject. Change roles and start again.

Writing

ISE → See ISE file on pages 107-108/111-111.

9 Choose one, or more, of these writing tasks.

A formal letter

Write a letter (150-180 words) to the editor of an international environmental publication explaining how your country's environment is being damaged by business activities. Express your feelings about the situation and emphasise the need for government action.

A report

Your area has been suffering from the effects of pollution. Write a report (150-180 words) for an environmental committee explaining how the local landscape and lives of residents have been negatively affected by pollution. Make some suggestions to improve the situation.

**Trinity TAKEAWAY**

Examiner: Tell me about what people do with their rubbish in your country.

Candidate: Well, most plastic, paper and glass rubbish is **recycled**. It is collected from people's houses every week and then it is taken to a recycling plant, where it is **made** into new products.

Review Units 4-6



REVIEW

1 Choose the correct answer/s to the questions below.

1 Choose the correct word to complete the following sentence.

...is a place with trees, fields and very few houses around.

- A A town
- B A city
- C A village
- D The countryside

2 Which reply to the following statement is inappropriate?

I think that living in a town is better than living in the countryside.

- A I'm afraid I disagree completely.
- B I'm not sure that I agree with you.
- C I don't know about that.
- D I don't mind.

3 Which reply doesn't show full agreement with the following statement?

A city has a better atmosphere for children. There's more to do.

- A I agree completely.
- B I couldn't agree more.
- C I agree with you to a certain extent, but...
- D Yes, that's true.

4 Which modal verb cannot be used in the following sentence?

If she lived in the city, she have a better social life.

- A can
- B could
- C might
- D would

5 Choose the two possible options to complete the following sentence.

She's the woman lives on the second floor.

- A that
- B which
- C no relative pronoun
- D who

6 Which of the following phrases can be used to elicit further information from someone?

- A It would be interesting to hear what you have to say about...
- B If I were you, I would...
- C Talking about..., was there anything to do with... that you could tell me more about?
- D Tell me something about what... involves.

7 Which suggestions help people be 'greener'?

- A Use bio-degradable products.
- B Buy lots of fruit and vegetables.
- C Use renewable resources.
- D Don't buy products with unnecessary packaging.



8 Which reply to the following statement is incorrect?

I want to be more environmentally-friendly.

- A How about separating your rubbish for recycling?
- B Have you tried separate your rubbish for recycling?
- C Perhaps you could separate your rubbish for recycling?
- D What about separating your rubbish for recycling?

What do you remember about the Interactive phase of the exam?

- 2** Cross out the wrong words in the following statements so that they are true.
- 0 In the interactive phase, the examiner *takes/doesn't take* part.
 - 1 The purpose of this phase *is to/is not to* take control of and maintain the conversation.
 - 2 There is a focus on the *language functions/grammar and vocabulary* of the grade.
 - 3 The examiner sets up the situation and then *he or she/the candidate* takes responsibility for keeping things going.
 - 4 If you don't understand the situation, you *can/cannot* ask the examiner to repeat it.
 - 5 Sometimes the situations involve role play. In this case, candidates are *free/not free* to be themselves.
 - 6 If the candidate doesn't keep the conversation going, the examiner *will/will not* intervene and take control.
 - 7 The candidate should *give yes-no answers/ask questions and comment* in response to the examiner.
 - 8 The examiner's responses will be *shorter/longer* than the candidate's in this phase.
 - 9 This phase should last around *four/five* minutes.
 - 10 If the candidate doesn't take control, the phase will be shorter and the candidate *will not be/will be* marked very highly.



Exam tips – Interactive phase

1 Remember that you need to be in control and not leave the examiner to do all the work. Be confident and take the lead.

2 Don't forget you can involve your examiner by asking him/her questions as well.

Units 4-6 Self-evaluation

Write Y (yes) or N (needs more practice) for each statement.

- 1 I can talk about village and city life.
- 2 I can talk about national customs.
- 3 I can talk about pollution and recycling.
- 4 I can use the second conditional correctly.
- 5 I can use relative clauses correctly.
- 6 I can use the passive correctly.

Now you write 'can do' statements like the ones above for the interactive and communicative skills you have practised in Units 4-6.

UNIT 7

National environmental concerns

GRADE 8

Australia: Land of costly problems

There are numerous concerns for the environment in Australia: some new and accidental, others long-standing and the direct result of human activity, but all of them costly.

A include populations of mammals, such as rabbits and foxes; insects; birds; fungi and parasites; marine life, from fish to mussels and crabs and weeds, all of which were brought to Australia from other lands. These plants and animals pose a significant threat to Australia's bio-diversity because native species can become extinct or struggle to survive. Clearing weeds alone costs an estimated \$13 billion a year.



D



E

B occurs when salt levels in the land increase. In some areas of Australia this is making once fertile land unsuitable for agriculture and animal grazing. In the past, native plants absorbed the salt in the dirt and salt levels in underground water were stable. However, with European agricultural practices and the removal of native plants, underground salt has washed into waterways and come to the ground's surface.

C levels have remained dangerous for over 50 years since British nuclear tests were conducted in the desert area of Maralinga. After numerous costly clean up operations, the site is still considered hazardous. Recently, the local Maralinga Tjarutja people were awarded \$13.5 million in compensation.

D have occurred a few times in Australia's recent history including one in the Great Barrier Reef, one of Australia's most precious natural wonders. A coal ship was en route to China when it ran aground, damaging its fuel tank. Fortunately, the heavy fuel that escaped was broken up with chemicals, preventing an environmental catastrophe. Nevertheless the ship left a three kilometre scar on the reef, which may take 10-20 years to recover.



B



C



A

Reading

1a Look at the pictures of different environmental concerns. Match the words (1-5) to each picture (A-E).

- 1 Radiation
- 2 Introduced species
- 3 Oil spills
- 4 Litter
- 5 Soil salinity

b Match the words from the previous exercise (1-5) to paragraphs A-D in the text. There is one extra title.

c What is the significance of these numbers in the text?

- | | |
|---------|--------|
| 1 a few | 4 13 |
| 2 50 | 5 13.5 |
| 3 10-20 | 6 3 |

Vocabulary

- **2a** Complete the table with the different forms of the words from the text.

Noun	Verb	Adjective
0 extinction	to become extinct	extinct
1 survival		
2	to invade	
3 population		
4 threat		
5	to prevent	
6	to recover	



- b** Mark the word stress on each word as in the example. Can you pronounce them? Listen to the recording and check.



- c** Complete the sentences with a form of the word given.
- Increasingly growing urban areas are threatening the of many animals and plants. (*survive*)
 - The complete of the plant's habitat mean that it became extinct. (*invade*)
 - Because some nature reserves are too small they actually divide of animals. (*populate*)
 - Controlling the numbers of whales that can be killed has enabled a in the numbers found. (*recover*)
 - The protest was about native species and national laws to protect them. (*threat*)
 - The best way to control introduced species is them from entering the area. (*prevention*)

Listening



- 3a** In pairs, look at the photos and discuss the questions below.

- What kind of environmental disaster do the pictures show?
- Have you ever seen anything like this?
- Has there ever been a similar event in your country?

- b** Listen to the conversation and answer the questions below.



- What is the name of the event?
- What caused the accident?
- How much fuel was spilled?

- c** Read this sentence from the audio, then answer the questions below.

'But really, if the cyclone had not hit, the accident wouldn't have happened.'

- Did the cyclone hit?
- Did the accident happen?



The third conditional

To talk about imaginary past events and their results we use the third conditional:

if + had (not) + past participle, + would (not) + have + past participle

If they had been more careful, the accident would not have happened.

In spoken and informal English we contract auxiliary verbs and negatives.

If the ship hadn't crashed, the oil wouldn't have spilled into the ocean.

We can change the order of the condition and the result. We don't use a comma here.

Would the accident have happened if they hadn't been so tired?

We often use the third conditional to talk about things we wish had happened in the past.

We wouldn't have used so many trees if we'd started recycling paper sooner.

We can use other modal verbs instead of would to talk about results.

If they'd known that an endangered species lived there, they might have saved it.

If we hadn't moved into their habitat, they could have survived.



4a Make sentences about the environmental disaster using clauses 1-5 and A-E. Sometimes there is more than one possibility.

- 1 If the cyclone hadn't hit,
- 2 If the containers hadn't moved,
- 3 If the other cargo had not been hit,
- 4 If less fuel had poured into the ocean,
- 5 If the clean-up groups had not worked so hard,

- A the coast wouldn't have been polluted.
- B the area would not have recovered so quickly.
- C they wouldn't have hit the other cargo and made the spill.
- D there wouldn't have been a spill.
- E the containers wouldn't have moved.

b Complete the sentences using the verbs supplied.

- 1 If I'd studied harder, I better marks. (*get*)
- 2 If in the disabled car parking space, I wouldn't have got a fine. (*park*)
- 3 I would have done it better the first time if the instructions clearer. (*be*)
- 4 We to the beach if the weather had been better. (*go*)
- 5 Would you have started this course if you how hard it was? (*know*)
- 6 you to this city if someone had told you how expensive it was? (*move*)

c Listen to four people talking about what happened to them. Write third conditional sentences about their situations.

- 1
- 2
- 3
- 4



Phonology

■ Contractions and weak forms in conditional sentences

5a Underline the words in the following sentences that are contracted when spoken. Then listen and check your answers.

- 1 If I had known it was going to rain, I would have brought an umbrella.
- 2 She would have won the race if she had not fallen over at the end.
- 3 If we had not come early, we would not have got a place.

b How are these words pronounced? Listen to the recording and repeat them.

- 1 I would have...
- 2 she would not have...
- 3 they had...
- 4 he had not...

c Now you practise. Read the story below and make third conditional sentences about it. Practise your sentences, making sure you get your contractions right.

Mark's Bad Day

Mark's alarm clock didn't work. He got up late. He didn't have breakfast. He was in a bad mood. He didn't catch his normal bus. He was late for an important meeting. His boss was angry. He got fired.



E.g. If Mark's alarm clock had worked, he wouldn't have got up late.

exam EXPERT

Conversation phase

■ Exam practice

6a In the Conversation phase, the examiner might ask a question about national environmental concerns. Use vocabulary from the reading and the listening to write four questions about the environment.

E.g. What, for you, is the most important issue that **threatens** the environment in your country.
Do you know of any animals that have become **extinct** in your country?

b Use your questions to practise the Conversation phase with a partner.



Writing

ISE → See ISE file on pages 102-103.

7 Refer to the article on page 48. Write an essay (150-180 words) for a school magazine explaining in your own words what the article says about concerns for the environment in Australia. Discuss an environmental concern that is important to your country.

Topic phase

■ Introduction to the phase



8a Complete the advice about what you should and shouldn't do in the Topic phase of the exam using the words in the box. There is one extra word.

anticipate detail diagrams interested interaction five discussion

- 1 You should prepare a topic that you are in and know a lot about.
- 2 Don't prepare a speech. This phase should involve a about the topic between you and the examiner.
- 3 You should prepare enough material for the discussion to last for up to minutes.
- 4 You should use notes and/or, e.g. a 'mind map', to help you in the exam.
- 5 You should questions the examiner might ask you about your topic, and plan possible responses.
- 6 You should be prepared to explain what you've said in more if you're asked.

b Using information from this unit and following the advice above, prepare a topic about a national environmental concern. Please note that this is just for practice as you must not prepare a topic on one of the subject areas for the conversation phase.

c In pairs, take it in turns to present the information on your topic and lead a discussion about it.

d Decide with your partner how you think the discussions went. What do you feel you did well? What could be improved? Ask your teacher's opinion, too.



Interactive phase

■ Introduction to the phase



9a Decide if the statements below are true (T) or false (F), then rewrite the false statements.

- 1 It should last no longer than 6 minutes.
- 2 The candidate is responsible for keeping the conversation going.
- 3 This phase tests the candidate's ability to initiate conversations.
- 4 If the candidate does not keep the conversation going, the examiner will help them and take over.
- 5 The examiner should speak more than the candidate.
- 6 The candidate is free to take the conversation in any direction, as long as it is related to what the examiner has said.



b Listen to this example dialogue from the Interactive phase.

c Then listen to the same dialogue and when there is a pause, match a function (1-5) to what the candidate says (A-G).

- 1 persuading
- 2 discouraging
- 3 asking for information
- 4 empathising
- 5 finding out what the examiner's feelings are





d Here are some more expressions for the functions in c). Match the expressions (1-6) to the functions (A-F).

- A persuading
- B discouraging
- C asking for information
- D empathising
- E finding out more about the examiner's feelings

- 1 If I were in your position, I wouldn't do that.
- 2 What are the options you have?
- 3 I understand your feelings on that.
- 4 I'd definitely do that, if I were you.
- 5 But wouldn't you enjoy that?

e Now practise the interactive task in pairs. Use these prompts.

I'm thinking of going walking in the mountains at the weekend. I'm not sure if it's a good idea. I'd love to visit a very remote part of your country. But my friends don't think I should.

f Discuss what went well in your discussions and what you could have done better.



Writing

ISE → See ISE file on pages 107-108/109-110.

10 Choose one, or more, of these writing tasks.

A formal letter

Write a letter (150-180 words) to the environment agency in your country saying which environmental issue you think is the greatest cause for concern and proposing a national scheme to improve the situation.

A report

You would like to persuade more people in your area to protect the environment. Write a report (150-180 words) for a community group making suggestions as to how everyone can make a contribution in their daily lives. Speculate about what will happen if people continue to damage the environment.

Trinity TAKEAWAY

Examiner: What mistakes do you think your country has made with regards to the environment?
Candidate: Well, that's a difficult question... I think if they had invested more money in renewable energy, we wouldn't have such bad pollution as we do today. We would probably pay less for electricity too!

UNIT 8

Personal values & ideals



Vocabulary

1a Number the items in the list according to the importance of these things in your life. 1 = most important, 6 = least important.

- | | |
|----------------------------------|------------------------------------|
| <input type="checkbox"/> family | <input type="checkbox"/> money |
| <input type="checkbox"/> friends | <input type="checkbox"/> politics |
| <input type="checkbox"/> love | <input type="checkbox"/> your home |

b Work in pairs. Tell your partner about the order of your list, giving reasons.

Family is number 1 on my list. They help and support me. I couldn't manage without them.

2a Match values A-D with emails 1-4 on page 55 about how people live according to their values.

- A compassion for people in need
- B environmental principles
- C ethical consumption
- D ethical work
- E bringing up children morally

b Work in pairs. Find out:

- 1 which of the values in a) your partner thinks are important.
- 2 what your partner does/has done/will do in the future to live according to these values.



LIVING YOUR VALUES

Send us an email to tell us what you do. The most inspiring story wins 50 Euros for the charity of your choice!

Tony, London

I never take my kids to fast-food restaurants, even though they're cheap and appeal to children. I think the food they sell is bad for you, particularly for growing kids. Something else is that I try to buy Fair Trade products whenever I can, for instance, coffee and bananas. That way, I can be sure that the producer hasn't been exploited – that they get a fair price for their product.

Liz, Manchester

Although we've got a car, we try to use public transport whenever we can. We're also careful about separating our rubbish for recycling. Plus, we reuse plastic carrier bags and buy products in packaging that can be recycled, like yogurts in glass jars, not plastic. I actually refuse to buy certain products, because the amount of packaging they come in is just ridiculous.

Caria, Madrid

One thing I do is to give money to people on the street – in other words, homeless people, people begging, people playing instruments to get money. They must be really desperate to be asking complete strangers for money. I just want to try and help a bit, although, realistically, giving them a few coins probably doesn't help that much – except to make me feel better!

Maria, New York

I once turned down a job in spite of the incredible salary on offer, because I found out that the company offering me the job was involved with the weapons industry. I thought about it a lot, and realised that I wouldn't feel comfortable making a living like that. It was hard to say no to all that money, though!



Grammar focus



Linking words & phrases

3a Complete the table with the linking words and phrases in bold from the emails in exercise 2.

To introduce a point	To add another point	To give examples	To link contrasting points	To say something in another way
0...One thing...	1..... 2..... 3.....	4..... 5.....	6..... 7..... 8..... 9.....	10.....

Notice how the words and phrases to link contrasting points are used.

Even though Although Though	we've got a car, we try to use public transport whether we can.		
I never take my kids to fast-food restaurants,	even though although though	the food is cheap.	
It was hard to say no to all that money,		though.	
I once turned down a job	in spite of	the incredible salary. (+ noun/noun clause) the fact that the salary on offer was incredible. (+ <i>the fact that</i> + verb clause) being offered an incredible salary. (+ verb+ing + noun clause)	
In spite of	the incredible salary on offer, the fact that the salary on offer was incredible, being offered an incredible salary,		I turned the job down.

b Complete the sentences with a word or phrase from a).

- I hate discrimination,, when people are treated badly because they come from another country.
- I don't have any religious beliefs myself, I think we should respect the beliefs of other people.
- We recycle as much of our rubbish as possible., we try to buy Fair Trade products.
- Ethical consumption is a good idea. It can be quite difficult to put it into practice,
- The people who are close to me are the most important thing in my life – my family and friends.
- I think that's really important is compassion for people in need. that's important to me is ethical work.



Listening

4a Listen to the two conversations and decide which value each one relates to. Write the number of the conversation, 1 or 2, next to the value. There are two extra values in the list.

- A ethical consumption
- B ethical work
- C support of human rights
- D respect for animals

b Listen to conversation 1 again and put the sentences in the correct order.

- A But there are things you can do.
- B Or what about Amnesty International? You should join them. They do a really good job at promoting human rights.
- C You could join a protest group.

Persuading

Notice that when we want to **persuade** someone to **do something**, we usually:

- comment on the situation/problem
- make suggestions/give advice and justify it

c Listen to conversation 2 again and put the sentences in the correct order.

- A How could you enjoy a job like that?
- B I think it's a really bad idea.
- C Just think about what the company does.
- D Oh, but you can't!
- E You're not going to take the job, are you?

Discouraging

Notice that when we want to **discourage** someone from **doing something**, we usually:

- comment on the situation/problem
- dictate and justify the course of action

exam EXPERT

Interactive phase

Exam practice

5 Work in pairs. One of you is Student A, the other Student B. Follow the instructions to practise persuading and discouraging in the Interactive phase.

Student A

Stage 1 You're the candidate. Listen to the examiner (Student B), explain the situation then persuade her/him to be more environmentally friendly.

Stage 2 You're the examiner. Explain the following situation to the candidate and respond to her/his attempts to persuade you:

- *You often pass people in need on the street, but you never give them money.*

Stage 3 Repeat Stage 1, but this time **discourage** the examiner from eating at fast food restaurants.

Stage 4 Repeat Stage 2, but this time with the following situation:

- *You're thinking about joining the army as a career.*

Stage 5 Decide with Student B what went well in the conversations and what you could improve.

Student B

Stage 1 You're the examiner. Explain the following situation to the candidate (Student A) and respond to her/his attempts to **persuade** you to change.

- *You don't recycle any of your household rubbish because you think it's too much effort.*

Stage 2 You're the candidate. Explain the following situation to the candidate, then **persuade** her/him to be more generous to people in need.

Stage 3 Repeat Stage 1, but this time with the following situation:

- *You love fast food and eat at fast food restaurants at least three times a week.*

Stage 4 Repeat Stage 2, but this time **discourage** the examiner from joining the army as a career.

Stage 5 Decide with Student A what went well in the conversations and what you could improve.

UNIT 8

Reading

6a Work in pairs. Make a list of charities that you know of and note what they do.



b Read the advert for a charity called VSO and answer these questions.

- 1 Was VSO on your list in a)?
- 2 What does VSO do?

c Read the text again. Find and underline at least five reasons for volunteering with VSO. Compare your reasons with a partner.

d Work with a partner. Ask and answer these questions.

- 1 What do you think would be the best thing about being a volunteer with VSO?
- 2 What do you think a volunteer might find difficult?
- 3 Would you like to volunteer with VSO? Why/why not?

Looking for a change in your life? Why not volunteer overseas with VSO – the world's leading independent international development organisation that works through volunteers to fight poverty in developing countries. You'll make a real difference – not only to your life, but to the lives of some of the world's poorest people.

We work on long-term, sustainable solutions – we send volunteers rather than money. We have hundreds of volunteers working abroad in rewarding roles in over 40 countries. Volunteering gives them invaluable professional experience, a wealth of memories, and a whole new perspective on life. Most people join us because they want to 'give something back' and find they get much more in return.

Volunteering is a hands-on way of building a fairer world, one that allows you to get out of your usual routine and experience a culture that's often different from your own. Every year, thousands of professionals from a wide range of backgrounds contact us. Most have a strong desire to experience giving something back in another part of the world and to embark on a fresh challenge. Right now, over 1,500 volunteers are working in highly-valued roles, helping to tackle the root causes of poverty.

International volunteering is at the heart of our contribution to development. We work with our overseas partners to bring together people from different cultures and backgrounds, enabling them to share skills and learning. These partnerships lead to new ways of achieving shared goals, and have a greater impact than simply transferring material resources.

If you want to do something practical to improve life for the poorest people in the world, volunteering with us could just be the answer.



Writing

ISE → See ISE file on pages 101-102/106-107/108-109.

- 7** Choose one of these writing tasks to practise writing about national customs for the ISE II exam.

A descriptive essay

Write an essay (150-180 words) for a social studies magazine explaining what happens in the festivals described in the article on page 38 and expressing your own feelings about whether customs like these are relevant in today's world.

An informal letter

Your Irish friend has decided to work as a volunteer for a charity in a developing country. Write him a letter (150-180 words) highlighting the advantages and disadvantages of his decision and saying how you feel about it. Ask for more information about the charity.

A review

Write a review (150-180 words) for a culture magazine of a film which has influenced your personal values. Summarise the plot and give your opinion on the actors' performances. Explain how the film has influenced the person you are today.

Topic task**■ Choosing a topic**

- 8a** Work in pairs. Make a list of all the topics you could talk about in the exam.
- b** Now ask each other these questions about the topics on your list.
- 1 Is this topic too complicated, too technical or too difficult for me?
 - 2 Am I really interested in this topic?
 - 3 Can I make this topic interesting for myself and the examiner?
 - 4 Do I really know enough about this topic?
 - 5 Can I find out more about this topic?
- c** Using your answers from b), reject any unsuitable topics and make a shortlist of three possible topics.
- d** Choose one of the topics from your shortlist in c). Prepare a presentation on this topic by making a mind map and making notes.
- e** Work in pairs. Take it in turns to lead a discussion about your chosen topic and see how long you can keep the discussion going.
- f** Decide how you think the discussions went. What do you feel you did well? What could be improved? Ask your teacher's opinion, too.

**Trinity
TAKEAWAY**

Examiner: What are the most important values for you? Things you really believe in?

Candidate: Well, I've got strong environmental principles. I really believe that we all need to do as much as we can to help protect the environment, for instance, by recycling our rubbish.

UNIT 9

Public figures

GRADE 8



Listening

1a What type of public figures are shown in the pictures? Match the type (1-6) to the pictures (A-F). Can you name the people?

- | | | | |
|----------------------------|--------|----------------------------|------------------|
| 1 <input type="checkbox"/> | artist | 4 <input type="checkbox"/> | sports person |
| 2 <input type="checkbox"/> | actor | 5 <input type="checkbox"/> | politician |
| 3 <input type="checkbox"/> | singer | 6 <input type="checkbox"/> | religious leader |

b Listen to four speakers, what types of public figures are they? Choose from the list 1-6 from the previous exercise.

Vocabulary

2a Match the words to make expressions. They are all from the recording in exercise 1b). Listen again to check.

- | | | | |
|----------------------------|------------------|---|----------------|
| 1 <input type="checkbox"/> | the price | A | the camera |
| 2 <input type="checkbox"/> | in front of | B | life |
| 3 <input type="checkbox"/> | to escape | C | of fame |
| 4 <input type="checkbox"/> | personal | D | the attention |
| 5 <input type="checkbox"/> | to get someone's | E | under pressure |
| 6 <input type="checkbox"/> | to be | F | autograph |

b Complete the sentences below with an expression or word from the exercise above.

- I really don't see what my has to do with my job as a politician.
- I waited for five hours outside the stage door to He wrote it on my T-shirt.
- I'm not so sure I like all this fame. I feel I'm to perform all the time.
- Nothing I do will ever of the media. They watch everything I do.
- I wasn't very comfortable at first. But now I'm used to it.
- I can't do anything without it appearing in the newspaper. I guess it's

c Look at the recording script for track 38. Find other words or expressions that might be useful for describing public figures, the work they do and how they might feel.

Grammar focus



Past Perfect

To talk about a past event that happened before another past event, we use the Past Perfect:
subject + *had (not)* + past participle

In spoken English we often contract the auxiliary verb.
subject + 'd (*hadn't*) + past participle

I *hadn't realised* Robbie *was about my height before* I met him. He looks taller on TV.

We often use the adverb *already* with perfect tenses like the Past Perfect.

subject + *had (not)* + *already* + past participle

I went to her hotel to see her. Unfortunately, she'd *already left* by the time I got there.

We often use the Past Perfect with the Past Simple to show the order of events. We can use many different time conjunctions to join the events and emphasise the timing.

By the time they arrived in Italy, they *had travelled* to twenty countries on their world tour.

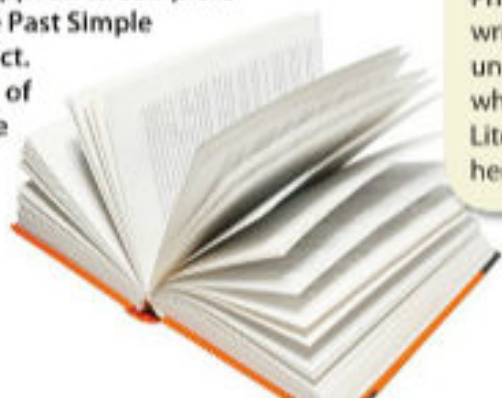
The passive is formed like this: subject + *had (not)* + *been* + past participle.

After the votes *had been counted*, the Prime Minister announced that he *had lost* the election.

3a Complete these sentences with the Past Perfect of the verb supplied.

- When did you realise you the money? (*win*)
- I can't believe you of him before. He's so famous in my country. (*hear*)
- They didn't get married until they enough money to build a house. (*save*)
- After he for 45 minutes he gave up and went home. (*wait*)
- No, it was my first time in Sicily. Even though I'm from Italy, I there. (*be*)
- After she all she could, she went out into the cold snow. (*eat*)
- She only told me after I I would leave her if she didn't tell me the truth. (*threaten*)
- The plane when I got there, so I got to see them. (*take off*)

b Use the verbs supplied to complete the text with the Past Simple or the Past Perfect. Be careful: some of the verbs require a passive.



Toni Morrison ¹..... (*born*) on 18 February 1931 in Ohio, USA. By the time her first novel ²..... (*publish*) she ³..... (*marry and divorce*), ⁴..... (*give birth*) to two sons and ⁵..... (*teach*) in numerous universities in the States. In 1987 Morrison ⁶..... (*won*) the Pulitzer Prize for her novel *Beloved*. After winning the prize she ⁷..... (*appoint*) to a chair at Princeton University, the first black woman writer to hold such a position at an Ivy league university. Morrison's success continued when she ⁸..... (*win*) a Nobel Prize for Literature in 1993 after she ⁹..... (*write*) her work *Jazz*.

- c** When we are telling a story, especially one that progresses through time, or talking about people's lives, we use different time references. Mark all the time references in the text about Toni Morrison.

- d** Choose a time reference to complete the sentences. In one sentence more than one answer is possible.

- I hated watching TV in England. But slowly I learned to enjoy it I had been there a few months.
 - At the beginning, after
 - At the beginning, before
 - One day, after
- I never used to like the radio. But I've been listening on the drive to work. I really enjoy it.
 - at the time
 - recently
 - when
- We're only going to be here So that doesn't give you much time. Hurry up!
 - at the time
 - after a while
 - for a while
- Now, you start complaining about my cooking, I've done the best I can!
 - before
 - after
 - at the time
- I grew up in the 1920s. We didn't have electricity We had to heat water on a fire.
 - at that time
 - at the time
 - recently
- I don't know when we'll go to a Robbie Williams concert. But I promise you, we'll go.
 - at the beginning
 - one day
 - after

Phonology

■ Intonation in questions



- 6a** Listen. Does the intonation go up or down at the end of each question?

- Do you like playing football?
- Where do you play?
- You've been playing for a long time, haven't you?
- You aren't going to stop playing, are you?



- b** Listen to the recording. Write A if the people are checking/asking a question or B if they are confirming information.

- There are five members of Take That, aren't there?
- You go down here to get to the stage door, don't you?
- You'd like to study in Canada one day, wouldn't you?
- They don't like watching scary films, do they?

Which intonation do you use for each meaning?

- c** Complete the following questions with a tag. In pairs, practise saying them using different intonation. Decide if your partner is asking a question or confirming information.

- You can swim,?
- He has got two brothers,?
- They come to class on scooters,?
- We're going to pass our exam,?

Topic task

■ Using mind maps

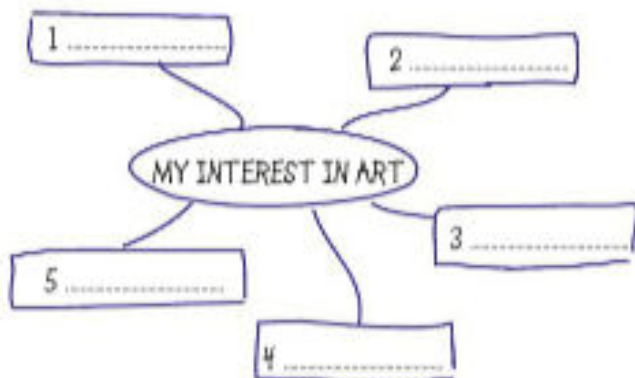
You can use mind maps to make notes about your topic. You can take a mind map into the exam to help you remember what you want to talk about and for the examiner to refer to.

7a Francesca is doing a topic about her interest in art. This exercise is to help you develop a mind map for your topic. It also looks at how Francesca controls the interaction and uses questions and language of the level to develop the conversation. Listen to Francesca discussing her topic with the Examiner.

What five points did she have on her mind map to help her remember what she was going to say. Choose from the headings below and put the letters in the order you hear them:

- A The benefits of art
- B Teaching art in the future
- C My future in art
- D What people say about my paintings
- E A big exhibition
- F How my interest in art started
- G Abstract art
- H Landscape painting

b Listen again and make very short notes under the headings to add to the mind map, one or two words for each point.



c Detailed listening. Now listen a third time to see how Francesca uses questions and language of the level to develop the conversation.

- 1 What does Francesca say when the Examiner disagrees with her about teachers not criticising students?
- 2 Complete the sentence about Mrs Da Silva.
If it, I wouldn't
- 3 What question does Francesca ask the examiner about the benefits of art for children?
- 4 When the Examiner says she has no time for art, what does Francesca do?
- 5 How does she do this?
- 6 Francesca uses reported speech – give an example of this.
- 7 Francesca asks two more questions. Write down one of them.
- 8 Write down something that Francesca says about her future.

d Discuss these questions with a partner.

- 1 How successful was Francesca's topic and why?
- 2 How did she keep the conversation going?
- 3 What Grade 8 language did she use? (check page 5 if you are not sure). And did she use any Grade 7 language? (check page 4).
- 4 Which would be a more suitable topic at Grade 8: a) the biographical details of a famous person or b) a subject of personal interest to the candidate, which presents different views and opinions? Why?

Interactive task

Keeping the conversation going



8a You will need to keep the conversation going in the interactive task yourself. A good way of doing this is by asking questions. Varying the ways you ask questions will make the conversation more interesting.

Match these three different questions (1-3) to their type (A-C).

- 1 You're an actor, aren't you?
- 2 Are you English?
- 3 So, do you agree that it's OK to photograph celebrities at any time?
- 4 When were you born?

- A yes/no questions
- B basic fact questions
- C tag questions
- D language function questions (check language functions list on pages 4-5)

Which types of questions do you think will be most useful in the collaborative task?



b Reorder the words to make interview questions for a famous person.

- 1 you/Spain/born/were/in/?
- 2 you/how/famous/become/did/?
- 3 your/are/about/your/feelings/fame/what/?
- 4 grow/where/you/up/did/?
- 5 what/success/your/do/say/friends/your/about/?
- 6 work/don't/you/too/you/music/in/?



- 7 the/of/what/famous/are/advantages/being/?
- 8 Chinese/speak/you/can't/can/you/?
- 9 earn/film/per/how/do/much/you/?
- 10 your/isn't/photo/in/is/the/ paper/the/time/all/it/?

- c** Match the questions from b) with their type (A, B or C) from a).
- d** The collaborative task starts with a prompt from the examiner. Your teacher will read a prompt. Write down four questions, one for each question type in a), that you could ask about the prompt.
- e** Practise now with your partner. Using the prompts the teacher reads and the questions you wrote, practise a few of the prompts together. How long can you keep talking together?



Conversation task■ **Responding appropriately**

9a In the Conversation task the examiner will check how well you understand by how you respond. Listen to the responses to these questions. Why are they inappropriate?

- 1 What things would you miss about ordinary life if you were a celebrity?
- 2 Who are the most famous people where you live?
- 3 What do you think it would be like to be famous?

b Discuss these questions in groups and compare your answers. Do you have the same opinion?

- 1 Name some famous people from your country. Who appears in the media the most?
- 2 Do public figures have a right to keep their personal life private?
- 3 The media say they have the right to report about people's private lives if it is in the 'public interest'. What kinds of things should and should not be reported in your opinion?

**Writing**

ISE → See ISE file on pages 107-108/109-110.

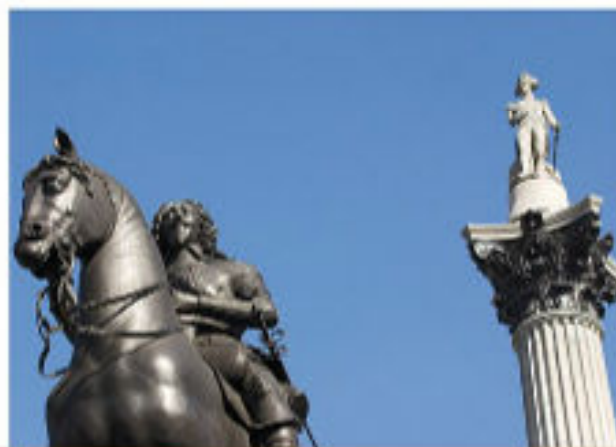
10 Choose one, or more, of these writing tasks.

A formal letter

Your local council is planning to erect a statue of a well-known public figure in your area. Write a letter (150-180 words) to the council explaining why you disagree with the person suggested and persuading them to reconsider the plan. Recommend a more suitable public figure for the statue.

A report

The Principal of your school or college would like to invite a public figure to come and give a speech to inspire the students. Write a report (150-180 words) for the principal proposing two public figures that could be invited and recommending which one you think would be best.

**Trinity
TAKEAWAY**

Examiner: Have you ever met anyone famous?

Candidate: Well, I haven't really met them but I did see someone famous near where I live. I'd just finished at the gym and I was walking home when I saw Pink walking in the street.

Review Units 7-9



1 Join the two clauses (1-6 and A-F) together to make correct sentences.

- 1 When I arrived at the airport
 - 2 We got a ticket for the plane
 - 3 If my sister hadn't lent us her car,
 - 4 They had cancelled the appointment
 - 5 I'd have missed the meeting
 - 6 Despite the fact that there were so many people in the queue
- A in spite of arriving at the airport only one hour before it left.
 - B we'd have come by bus.
 - C the plane had already left.
 - D if the plane hadn't arrived on time.
 - E there were plenty of empty seats in the plane.
 - F the day before we were due to meet.



3 Complete the sentences using the words at the end in brackets. Be careful, the words at the end are in the wrong form and need to be changed.

- 1 Twenty-five percent of the of London are from a non-British background. (*populate*)
- 2 Many animals may become if we don't act to save their habitat. (*extinction*)
- 3 It must be difficult to be an overnight super star and have to deal with being (*fame*)
- 4 They were trapped in the cave without food for ages. They were lucky to (*survival*)
- 5 It is better to work with people to disease rather than treat them after they have got it. (*prevention*)
- 6 Now that he has appeared on TV a few times, he is starting to get wherever he goes. (*recognise*)
- 7 Which animals and plants are under in your country? (*threatened*)
- 8 If I was famous, I would not want my life to be talked about in the newspaper. (*person*)
- 9 It takes many years for an environment to after an oil spill. (*recovery*)
- 10 A famous person like the Pope or a president can never the attention of the press. (*escaping*)



2 Complete the sentences using the verbs in brackets based on the events below.

Aiden didn't set his alarm last night. He woke up late and missed his train. He, therefore, arrived at work late and unfortunately missed an important meeting with a client. Because of that, he lost the account with the client and his boss fired him. Poor Aiden!

- 1 If Aiden (*set*) his alarm, he (*wake up*) late.
- 2 If he (*wake up*) on time, he (*miss*) his train.
- 3 He (*arrive*) at work late if he (*catch*) his train.
- 4 He (*be*) at the meeting if he (*arrive*) at work late.
- 5 If he (*miss*) the meeting, he (*lose*) the account.
- 6 If he (*win*) the account, he (*be*) unemployed.

Poor Aiden!



What do you remember about the Conversation task of the exam?



4 Complete this summary with the words provided below.

choose consists demonstrating maintain participate prepared put forward take

The purpose of this part of the exam is to provide candidates the opportunity to ¹..... in a genuine exchange of information, ideas and opinions while ²..... their ability to use the language from the grade.

It ³..... of a discussion of one of the subject areas for the grade. However, candidates need to be ⁴..... to speak about all of them.

Candidates will be expected to:

⁵..... more responsibility for the content of the conversation;

⁶..... their ideas and opinions as well as information;

⁷..... the flow; demonstrate a range of language and vocabulary.



Exam tips – Conversation task

1 Try not to lead this to a 'question and answer' interview. Engage your examiner in a real discussion as much as you can.

2 The conversation will be about a topic related to the subject areas. Try to extend your vocabulary in these areas to help you be able to talk widely and more accurately.

Units 7-9 Self-evaluation

Write Y (yes) or N (needs more practice) for each statement.

- 1 I can talk about national environmental concerns.
- 2 I can talk about personal values and ideals.
- 3 I can talk about public figures.
- 4 I can talk about imaginary past events and their results using the third conditional.
- 5 I can use linking expressions and cohesive devices correctly.
- 6 I can talk about past events that happened before other past events using the Past Perfect.

Now you write 'can do' statements like the ones above for the interactive and communicative skills you have practised in Units 7-9.

UNIT 10

Society & living standards

GRADE 8



business conditions
climate/sunshine
cultural resources
education
environmental issues
health care
housing
human rights
political and economic stability
public transport
quality of architecture
recreation facilities
safety/crime
tolerance
traffic congestion
water availability and drinkability

Vocabulary

- 1a** Work with a partner. Look at the list of possible criteria for judging living standards and choose the ten most important ones in your opinion.
- b** For each criterion you chose in a), decide with your partner how the place where you live rates on a scale of 1-10, with 10 as the most positive, 1 as the most negative.

I think the traffic congestion in this city is terrible – let's give it one out of ten.

Well, the climate is pretty good here – there's lots of sunshine! Shall we say nine out of ten for that?



Reading

2a Read the text and answer these questions.

- 1 Which of the criteria from exercise 1 are mentioned?
- 2 Are any additional criteria mentioned?

b Work with a partner and answer these questions.

- 1 Are there any criteria mentioned in the text that you don't think are good measures of living standards? Explain why.
- 2 Is the place where you live high on the list in the surveys? Why/Why not?

Writing

ISE → See ISE file on pages 109-110.

- 3 Read the text again and then, in your own words, write a report (150-180 words) for a sociology group explaining how living standards are measured in the surveys. Express your own feelings about the criteria used for measuring living standards in relation to the place where you live.

Mercer's Quality of Living Survey

This annual survey compares 221 cities based on 39 criteria, including safety, education, hygiene, health care, culture, environment, recreation, political-economic stability and public transportation.

In the 2010 list of cities, Europe is at the top of the list, with first place going to Vienna, Austria, second to Zürich and third to Geneva, both cities in Switzerland. There are several entries from Canada, Australia and New Zealand. Switzerland and Germany both have three cities in the top ten. The first entries from other countries are Singapore at 28, Honolulu, USA at 31, and Tokyo, Japan at 40. Compared to lists for previous years, cities in South Asia (mainly India), East Asia (mainly China), the Middle East and Eastern Europe are clearly on the rise.

2010's ranking also identifies the cities with the best environmental conditions, based on water availability and drinkability, waste removal, quality of sewage systems, air pollution and traffic congestion. Calgary, Canada, is at the top of this index.

Economist Intelligence Unit survey

This 'livability' survey shows cities in Canada, Australia, Austria, Finland and New Zealand as the ideal destinations



Vienna



Melbourne

thanks to a widespread availability of goods and services, low personal risk and an effective infrastructure. The 2010 report considers Vancouver, Canada to be the most livable city in the world, with Vienna taking second place, followed by Melbourne, Australia. The survey said that, in the current global political climate, it was no surprise that the most desirable destinations were those with a lower threat of terrorism.

The Economist survey has been criticised, however, and the US newspaper the New York Times reported that 'The Economist clearly equates livability with speaking English.'

The Most Liveable Cities Index

The lifestyle magazine Monocle publishes an annual non-scientific survey of liveable cities, in which it presents 25 top places for quality of life. Important criteria in this survey are safety/crime, international connectivity, climate/sunshine, quality of architecture, public transportation, tolerance, environmental issues and access to nature, urban design, business conditions, pro-active policy developments and medical care. The winning city in 2010 was Vancouver, Canada, followed by Vienna in second place and Melbourne, Australia, in third place.



Reported speech

1 When we report what someone said, we often change the tenses of the verbs:

The survey said that, 'In the current global climate, it is no surprise that the most desirable destinations are those with a lower threat of terrorism.'

→ *The survey said that... it was no surprise that the most desirable destinations were those...*

2 If things are still true when we report them, the tenses can either change or stay the same:

The US newspaper The New York times reported that 'The Economist clearly equates livability with speaking English.'

→ *The US newspaper The New York times reported that The Economist clearly equates/equated livability...*

3 In reported questions, *ask*, not *say*, is used as the reporting verb, and the word order is different:

'What are living standards like in your country, Karen?'

→ *She asked her/Karen what living standards were like in her country.*

4 When we are reporting a question without a question word (*how/why/who* etc.), we use *if* or *whether*.

'Do you think healthcare or education is more important?'

→ *She asked me whether I thought healthcare or education are/were more important.*

5 In reported orders, requests and suggestions we often use reporting verb + personal direct object + infinitive with *to*:

'Don't spend all your money on sweets.'

Mum told me not to spend all my money on sweets.

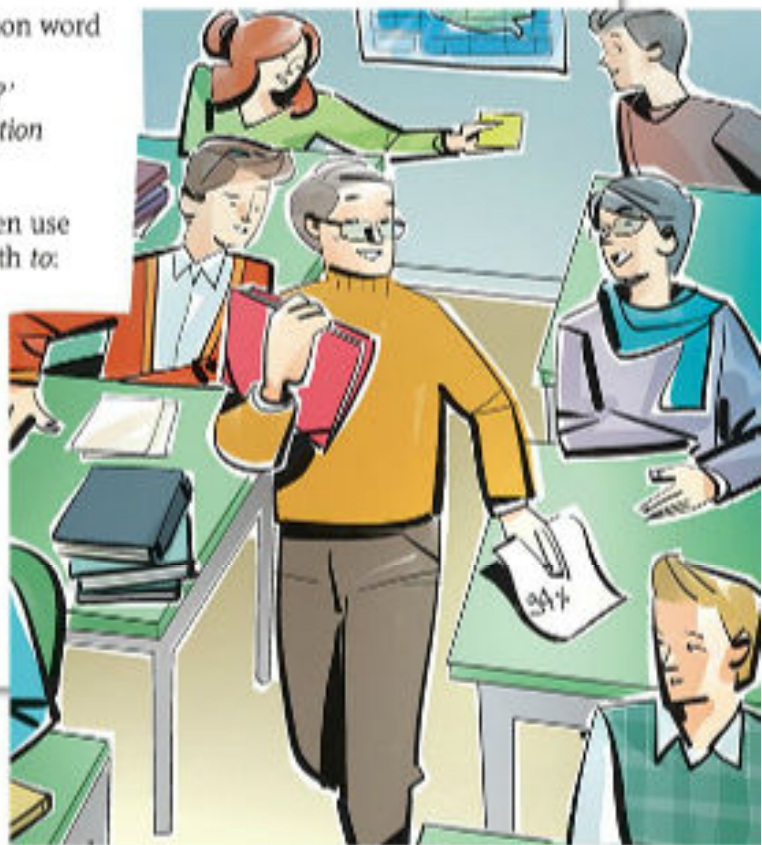
'Please give me your Portfolio work next week.'

→ *The teacher asked us to give her our Portfolio work next week.*

6 We use *tell* + personal direct object to specify who we tell. We use *say* without a personal object:

The teacher told us that we had done well.

→ *The teacher said that we had done well.*
not The teacher said us.



4a Use the information above to rewrite these statements and questions in reported speech.

- John said, 'I'm really short of money this month.'
- Jenny said, 'I've been saving money for a holiday.'
- The Prime Minister said, 'Inflation could increase again this month.'
- 'Have living standards improved in this country in the last few years?' (The examiner...)
- 'Do you want tea or coffee?' (He...)
- 'Who are you going on holiday with?' (She...)

b Rewrite these orders, requests and suggestions in reported speech.

- 'Hurry up!' (She told me...)
- 'Please don't do that.' (He...)
- 'You should spend more time on your homework.' (The teacher...)
- 'Stop shouting!' (He...)

Society & living standards

5a Match the reporting verbs (A-H) with their definitions (1-8).

- | | |
|------------|-----------|
| A advise | E promise |
| B complain | F warn |
| C discuss | G wonder |
| D explain | H report |

- to give more information, or reasons, about something
- to tell someone what you think she/he should do
- to say that you will definitely do, or not do, something
- to say that you do not like, or are unhappy with, something
- to give information about something
- to tell someone that something bad may happen
- to talk about something
- to ask yourself something

b Complete the following sentences with a reporting verb from a).

- He that he had too much work to do.
- I with a friend what to do about the problem.
- My dentist me to brush my teeth after every meal.
- She not to arrive late this time.
- The teacher that the exam was to test our reading skills in English.
- The teacher us that if we didn't study more, we wouldn't pass the exam.
- The newspaper what the prime minister said in her speech yesterday.
- I whether we should go on holiday in July or August?

6a Write five sentences giving your opinion about society and living standards where you live.

E.g. *Recreation facilities could be improved a lot – for instance, there are no public swimming pools in my area.*

b Work in pairs. Find out what your partner put in their list in a).

c Change partners. Report what your partner from b) said about society and living standards.

E.g. *Luis said that he thought that healthcare here is quite good. He complained about public transport. He said that we need a better bus network.*

Phonology

■ Connected speech

7a Listen to each of the words in the list and practice saying them.

Mum told me not to spend all my money on sweets

b Now listen to the same words together in a sentence. The letters where the final sound in a word is lost are underlined. The letters where the last sound of a word runs into the next word are circled.

Mum told me not to spend all my money on sweets.





- c** Work with a partner. Decide where sounds are lost and where they run into the next word in these sentences. Show this by underlining and circling, as in the example in b). Listen to check.

- 1 She asked me whether I would prefer to live in New York or Honolulu.
- 2 The teacher asked us to give her our opinions about living standards in our country.
- 3 He advised me to wait until I was older to apply for the volunteer job.
- 4 They warned us that there would be serious problems if we didn't do something soon.
- 5 I wonder what the government is doing to improve living conditions in this country.

- d** Take it in turns to listen to your partner saying the sentences from c).

It doesn't matter if you don't use these features of connected speech when you speak English, but you need to be familiar with how they change the sounds of words to be able to understand native speakers more easily.

- e** Now think of a recent conversation you had with someone in your family or a friend. Report it to your partner.



exam EXPERT

Interactive, Conversation and Topic phases

Maintaining the interaction

- 8a** Complete the information about how to keep a conversation going using the words and phrases in the box.

ask real show showing

A useful way of keeping a conversation going is to ¹..... interest in what the other person is saying. To do this you can ²..... a **reply question**, then a **follow-up question**.

Examiner: Since the introduction of the Euro I think life has become more expensive.

Candidate: Do you? What sort of things have you noticed changing?

The reply 'Do you?' is a way of ³..... interest, not a ⁴..... question – this comes with the follow-up question, 'What sort of things have you noticed changing?'

- b** Listen to the statements and choose a reply question (A-C) that matches.

- | | | |
|---|---------------------------------------|---------------------------------------|
| 1 | A <input type="checkbox"/> Have you? | C <input type="checkbox"/> Do you? |
| | B <input type="checkbox"/> Can she? | |
| 2 | A <input type="checkbox"/> Can we? | C <input type="checkbox"/> Do we? |
| | B <input type="checkbox"/> Does he? | |
| 3 | A <input type="checkbox"/> Has it? | C <input type="checkbox"/> Were they? |
| | B <input type="checkbox"/> Was it? | |
| 4 | A <input type="checkbox"/> Can they? | C <input type="checkbox"/> Can you? |
| | B <input type="checkbox"/> Could you? | |
| 5 | A <input type="checkbox"/> Will he? | C <input type="checkbox"/> Won't he? |
| | B <input type="checkbox"/> Would she? | |

- c** Now listen to four different statements. Write two possible reply questions for each.

- 1 *Do you?/Are they?*

- d** Listen to the statements from c) again

and write follow-up questions to ask after each reply question.

- 1 *Do you?/Are they?/What sort of things have you noticed changing?*

- e Write a short statement about society and living standards. It should be something that someone can react to, similar to the statements you heard in b) and c).
- f Work in pairs. One of you is Student A, the other Student B. Follow the instructions.

Student A

Stage 1 You're the examiner, Student B is the candidate. Share your statement about living standards from e) with the candidate and respond to their questions.

Stage 2 You're the candidate, Student B is the examiner. Respond to the examiner's statement with reply and follow-up questions to keep the conversation going (for four minutes).

Student B

Stage 1 You're the candidate, Student A is the examiner. Respond to the examiner's statement with reply and follow-up questions to keep the conversation going (for four minutes).

Stage 2 You're the examiner, Student A is the candidate. Share your statement about living standards from e) with the candidate and respond to their questions.

Writing

ISE → See ISE file on pages 106-107/109-110.

- 9 Choose one, or more, of these writing tasks.

An informal letter

You are living and working as a volunteer for an international charity in another country. Write a letter (150-180 words) to a close friend explaining how your living standards have changed and saying how you have been feeling.

A report

You have been investigating living standards in your country. Write a report (150-180 words) for a government committee saying what factors affect people's living standards and whether or not they have improved in the last 5 years. Suggest what could be done to ensure a good standard of living for all.

**Trinity
TAKEAWAY**

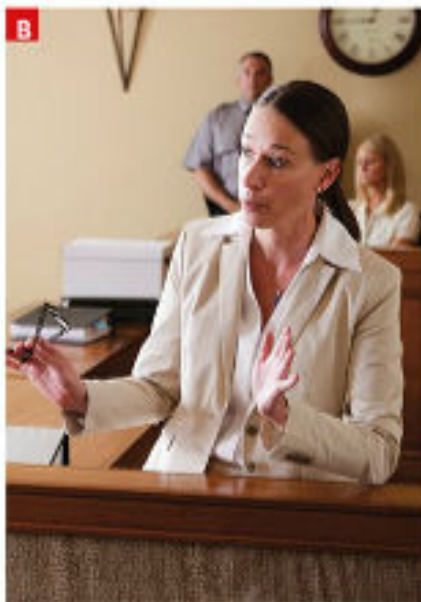
Examiner: Do you think living standards are good where you live?

Candidate: Well, I don't think they're too bad, although it depends how you judge living standards, I suppose. The main advantage is that it's quite a safe place, and it's very clean. Plus there are excellent schools and universities. But the downside is the traffic, and young people have difficulty in finding jobs. The weather could definitely be better, too!

UNIT 11

The world of work

GRADE 8



Vocabulary

1a Work with a partner. Which jobs do the photos show?

I think the woman in A is an engineer.

b With your partner, ask and answer the questions.

- 1 What does each job in a) involve exactly?
- 2 Which job in a) do you think is the hardest? Give reasons.
- 3 Which of the jobs in a) would you like to do? Give reasons.
- 4 Are there any jobs in a) that you wouldn't like to do? Explain why.
- 5 What would your dream job be, i.e. What would you do if you could choose any job?

E.g. Being an engineer can involve *designing* things, *building* things.

■ **Expressing feelings about work**

2a Read the blog posts about people's jobs. Tick (✓) the box if they like their job, put a cross (X) if they dislike it.

Tommy@datatec
I sit in front of a computer all day, typing in the same information, hour after hour, day after day. It's so boring that I nearly fall asleep sometimes! I'm looking around for something else, but it's not easy to find anything at the moment.

IsobelinLondon
I'd say my job is challenging. There's a lot I need to learn, and it's stressful at times, like when I have to deal with a difficult client, or when we've got deadlines to meet. But, overall, I enjoy it – and I'm certainly never bored!

jonManchester88
I never know what's going to happen next in my job – every day is different, which makes it quite exciting. I work really hard, though. I often start the day with breakfast meetings, then all day I have to be creative, thinking up new ideas. The downside is that the job uses up all my energy – I don't really do anything in my free time because I'm too tired.

sara@ schooldays
My job is very demanding. Being responsible for thirty six-year-old children is hard work! But it's also very rewarding – when you see that they're really learning, it's wonderful!

tillyAuckland87
I used to enjoy my job. The people I work with are nice, my boss is OK. The problem is, I've realised I'm just not interested in the products we produce. I just don't feel motivated by my work anymore.

b Underline the words and phrases in the blog posts used to express positive and negative feelings about work.

Function focus

Expressing feelings about work

Positive feelings

*I enjoy it. I'm never bored.
...which makes it quite exciting. ...it's also very rewarding. ...it's wonderful!*

Negative feelings

*It's so boring. ...and it's stressful at times.
...the job uses up all my energy.
It's hard work!*

I just don't feel motivated by my work.

Positive or negative feelings

I'd say my job is challenging.

My job is very demanding.

Phonology

3a Listen to the two phrases and underline the stressed words/syllables in each one.

- 1 It's wonderful!
- 2 It's quite stressful.

b Listen again. Which phrase has the most changes in intonation, 1 or 2?

Notice that when expressing positive feelings and emotions our intonation usually varies more than when we express negative feelings. For both positive and negative feelings, we stress the key word/s in the sentence.

c Underline the stressed words/syllables in these sentences. Tick (✓) the ones that you think will have more varied intonation.

- 1 I love it.
- 2 It's really rewarding.
- 3 I'm really fed up.
- 4 That's fantastic!
- 5 My job is very demanding.
- 6 I'd say my job is quite challenging.

d Listen to check your answers. Then listen and practise.

4 Work with a partner. If you work, tell your partner how you feel about your current job. If you don't work, tell your partner how you would feel about doing the jobs in exercise 1. Use words and phrases from the function focus.



Interactive phase

■ Taking control over the interaction

Sa Complete the advice about the interactive phase with words from the box.

explore in control last questions start

In the interactive phase, the examiner may 1..... the conversation by saying something which invites an opinion, advice or recommendation. Remember that this phase needs to 2..... for four minutes – and that the candidate is 3..... of the conversation! So it's a good idea to 4..... the theme of the examiner's prompt by asking 5..... before giving your viewpoint.

b Listen to two candidates in the interactive phase responding to the same prompt from the examiner. How many questions does each candidate ask before giving their viewpoint?

Candidate 1 Candidate 2

c Listen again and note down the questions that Candidate 1 asks.

d Work with a partner. Write at least five questions you could ask about the themes.

- 1 I have a few days here before I go back to England. I'm feeling pretty tired, and not sure whether I should spend some time visiting places, or just rest.
- 2 I'm thinking of studying something new, but I'm feeling quite nervous about the idea.
- 3 I need some advice about a present. I have to go to a birthday party next week but I don't know the person very well.



e Work with a partner. One of you is Student A, the other Student B. Follow the instructions.

Student A

Stage 1 You're the examiner, Student B is the candidate. Introduce a theme from d) and respond to the questions the candidate asks you and the points they make.

Stage 2 You're the candidate, Student B is the examiner. Explore the theme that the examiner introduces by asking the questions you prepared for that theme in d) and making appropriate points.

Student B

Stage 1 You're the candidate, Student B is the examiner. Explore the theme that the examiner introduces by asking the questions you prepared for that theme in d) and making appropriate points.

Stage 2 You're the examiner, Student A is the candidate. Introduce a theme from d) and respond to the questions the candidate asks you and the points they make.

f Decide with your partner how the conversations went. What did you do well? What could you improve? Ask your teacher, too.



Reading

6a Work in pairs. Discuss these questions.

- 1 What do you think is a good age to start your working life? Give reasons.
- 2 Do teenagers in your country usually have a part-time job? Why/Why not?
- 3 Have you heard of any young people who have become very successful and made lots of money? How have they done it?

b Read the text. Answer question 3 above about the young businessman mentioned in it.

c Read the text again and note the five pieces of information that you find most interesting.

d Work in pairs. Tell your partner what you noted in c). Are they the same as your partner's?



TEENAGE SELF-MADE MILLIONAIRES – HOW DO THEY DO IT?

Fraser Doherty has been running his business since he was 14, when he started making jams from his grandmother's recipes in Edinburgh, Scotland. Originally, his customer base was just neighbours and friends, but business picked up quickly, and by age 16, he left school to work on his jams full time.

He perfected his recipes and came up with a name for his product: SuperJam. Orders started to come in faster than he could produce the jam in his parents' kitchen, so Doherty started renting time at a factory a few days each month.

His big break came in 2007, when one of the big UK supermarkets started stocking Superjam in its stores across the UK. Since then, other supermarket chains have followed and the company is now estimated to be worth between \$1 and \$2 million. Not bad for a 19-year-old.

- e** Could you be a young entrepreneur? Decide with your partner, using information from the text.

Writing

ISE → See ISE file on pages 101-102.

- 7** Read the article again and then, in your own words, write an essay (150-180 words) for the students' website at your university explaining how Fraser Doherty became a successful young businessman. Say what you think are the positive and negative impacts of such early success on a young person's life.

Doherty's recommendation to other young entrepreneurs is: 'Have an attitude of adventure, and enjoy the journey'. But is that really enough to become super successful at such a young age? In a recent book on this subject, *50 Interviews: Young Entrepreneurs, What It Takes To Make More Than Your Parents*, seven factors were identified as being common to the young businesspeople who were interviewed:

- 1 They got emotional support and encouragement from their families.
- 2 They started with an idea that was manageable.
- 3 They work hard and don't give up.
- 4 They sacrifice their childhoods.
- 5 They were motivated by being told they wouldn't be successful.
- 6 They kept personal and business lives separate.
- 7 They were good at selling from an early age.

So is entrepreneurship something you're born with or just luck – being in the right place at the right time? Perhaps it's a mixture of the two, combined with another important factor: passion for what you do, not for money. As Fraser Doherty says, 'I can't be

preoccupied with the money. I make jam because it's what I love to do.'



Grammar focus



Present Perfect Continuous

To talk about actions or situations that started in the past and continue into the present we use: *has/have ('s/'ve) + (not) + been + verb + ing.*

Fraser Doherty has been running his business since he was 14.

They've been living here for six months now.

What have you been doing since you left university last year?

Notice the use of *for* and *since* with the Present Perfect Continuous.

Remember:

for = to talk about the length or period of time

since = to talk about the point in time when something started

We use the Present Perfect Continuous instead of the Present Perfect Simple:

1 When we want to talk about more temporary situations and actions.

Compare:

I've lived here all my life.

I've been living here since last year.

2 When we want to emphasise the continuation or duration of an activity/situation, rather than its completion or outcome.

Compare:

I've been working here for eight months.

I've had three pay rises in eight months.



8a Read the information about the people below and complete the sentences using the Present Perfect Continuous and, where necessary, a time expression.

- 1 John works for Supersave Supermarket, as a trainee manager. He started there last summer.
John
- 2 Julie is waiting outside the cinema for her friend. She arrived an hour ago.
Julie
- 3 Bob and Sally live in Brighton. They moved there in 2010.
Bob and Sally
- 4 Elena is lying in bed. She went back to bed this morning because she felt ill.
Elena
- 5 Freddy is doing his homework. He started it three hours ago.
Freddy
- 6 Peter and Rosemary are having problems. The problems began about six months ago.
Peter and Rosemary



b Prepare at least five questions to ask a partner about aspects of her/his life, using the Present Perfect Continuous.

*How long have you been studying English?
What have you been doing recently?*

c Ask your partner the questions you prepared in b).

Topic phase**■ Anticipating and answering questions**

- 9a** Look back at the advice on page 59 to help you choose a topic, then make a mind map for your topic using information about how to do this from page 63. Bring your mind map and notes to your next class.
- b** Work with a partner. Swap mind maps and read the points your partner has made about her/his topic. Then plan at least six questions to ask her/him to find out more about the topic.
- c** One of you is Student A, the other Student B. Follow the instructions to roleplay the Topic phase in the exam.

Student A

Stage 1 You're the candidate. Lead a discussion about your topic, using the mind map and notes from 9a). The examiner (Student B) will ask you some questions about the topic. Be prepared to explain further and clarify any points you make. You should also be prepared to ask Student B some questions.

Stage 2 You're the examiner. The candidate (Student B) is going to lead a discussion about her/his topic. Use the questions you prepared in 9b) to ask for more information about the topic.

Student B

Stage 1 You're the examiner. The candidate (Student A) is going to lead a discussion about her/his topic. Use the questions you prepared in 9b) to ask for more information about the topic.

Stage 2 You're the candidate. Lead a discussion about your topic, using the mind map and notes from 9a). The examiner (Student A) will ask you some questions about the topic. Be prepared to explain further and clarify any points you make. You should also be prepared to ask Student A some questions.

Writing

ISE → See ISE file on pages 107-108/109-110.

- 10** Choose one, or more, of these writing tasks.

A formal email

Today you overheard two colleagues planning to do something dishonest at work. Write an urgent email (150-180 words) to the Chief Executive reporting what you heard and discussing what might happen if immediate action is not taken.

**A report**

Write a report (150-180 words) for your university website about job prospects for young people in your area. Give information about opportunities in different sectors and advice about what young people should do to maximise their chances of finding work.

**Trinity
TAKEAWAY**

Examiner: What would your dream job be?

Candidate: If I could do any job, I'd like to be a research scientist. I think it would be really interesting to work on trying to discover cures for illnesses, and really rewarding, too.

UNIT 12

Unexplained phenomena & events

GRADE 8



Vocabulary

1 Match the photos (A-F) to the different phenomena below (1-6).

- 1 telepathy
- 2 clairvoyance
- 3 haunted house
- 4 crop circles
- 5 the Bermuda triangle
- 6 alien abduction

Listening

2a Match the conversations about strange experiences (1-6) to the photos (A-F).

b Have you heard any stories of strange events similar to the photos above? Tell a partner. Do you believe these stories?

c Read the recording script and listen to the recording again. Put the words and phrases below into the correct column of the table according to how they are used.

*maybe supposedly I've heard (that)...
 even though perhaps they/people say (that)...
 apparently it could/may/might be
 although in spite of though*

Expressing doubt and speculating
Joining contrasting ideas

Grammar focus



Speculating

1 We can use adverbs, such as *apparently* and *supposedly*, to show that we are not sure that what we are saying is completely true.

Apparently there are aliens landing on Earth all the time.

These adverbs can come in different positions in a sentence.

Apparently, she communicated through telepathy all her life.

She **apparently** communicated through telepathy all her life.

She communicated through telepathy all her life, **apparently**.

N.B. In perfect tenses adverbs are positioned like this:

She **has apparently** been able to communicate through telepathy all her life.

2 We can use expressions to show that what we are saying is not necessarily our opinion. This adds doubt.

People say the circles are made by alien space ships.

I've heard that she can see into the future and tell you what is going to happen.

3 We can use modal verbs to speculate about something that we are not sure about.

It's an old house. They **could** simply be noises as the house cools down in the evening.

He **may/might** have a special sort of power that means he can hear what you are saying.

If we are speculating about the past, we use a perfect tense after the modal verb:

I don't know, but she **might have disappeared** in a space ship.

4 There are other adverbs you can use to speculate about something and to show that what we are saying is a guess or an idea.

Maybe there are ghosts in the house. You haven't ever lived there.

Perhaps farmers are making the circles themselves.

She **possibly** uses things that she can see to tell your fortune, like the way you dress.



3a Rewrite the sentences using the word given to add doubt.

- 1 He can tell you what you are thinking. (*apparently*)
- 2 The plane disappeared while flying through the triangle. (*heard*)
- 3 The house has ghosts. (*people*)
- 4 When the photos were developed, you could see ghosts behind them. (*supposedly*)
- 5 There were UFOs sighted over the city last night. (*they*)
- 6 The police use clairvoyants sometimes to solve mystery cases. (*apparently*)

b Rewrite the sentences with the words supplied in the correct order.

- 1 she/train/missed/maybe/the
- 2 saw/happen/possibly/she/it/dream/a/in
- 3 may/made/corn/patterns/themselves/ the/they/have
- 4 explanation/there/perhaps/is/a/simple
- 5 accident/boat/sunk/have/could/by/the
- 6 just/may/it/be/noisy/house/a



c Work in pairs. Take it in turns to explain what has happened in these situations. Think of as many reasons as you can to explain what has happened, and use different expressions to speculate about the cause.

- 1 A friend of yours has arrived in class with a suntan.
- 2 Your teacher has not turned up for class.
- 3 Your wallet is not in your bag/pocket.
- 4 You have left a message on a friend's answering machine inviting them to a party, but they have not replied.
- 5 Suddenly all the lights in your classroom go out. It is completely dark.

Reading

4a Read the article about the Nazca Lines once. Is the article definite about why and how they were made?



NAZCA LINES: ARE THEY A MYSTERY?

They are geometrically perfect and totally fascinating, but are these incredible formations the work of an enthusiastic ancient community working alone or is there a more mysterious explanation?

The Nazca Lines are a series of ancient geoglyphs (drawings on the ground made by moving stones) in the Peruvian desert over an area of 500 square kilometres. The designs include many straight lines as well as over 70 figures in the shape of animals and plants including: a spider, a hummingbird, a monkey, a lizard, a cactus and many more.

There are many theories about their purpose. Some people believe they are astronomical calendars or that they have a religious significance for example, that animal figures were sites where people worshipped water gods. Some scientists say the straight lines



b Read the magazine article again. Decide if the statements are true (T), false (F), or if the information is not given (NG).

- 1 The lines cover an area of 500 square metres.
- 2 Lines like this are found in other parts of the world.
- 3 We are sure the lines follow underground streams.
- 4 There are more than 50 different designs.
- 5 We are sure the lines were made by using the sun.
- 6 One of the figures is in the shape of an alien.

running for kilometres follow underground rivers. One of the more outlandish claims is that the lines are landing strips for alien aircraft. No one yet has come to a definitive answer.

There is also speculation about how they were made. The figures and lines are only visible from above and are made by turning over stones to reveal white soil beneath. This leads some people to believe that they may have been done from hot air balloons or even with the help of aliens. The most likely answer is that people used simple surveying tools and the rising and setting sun to map out the straight lines and shapes. Whatever the answers, they are a wonderful sight, one of the most visited places in Peru and a UNESCO World Heritage site.



Writing

ISE → See ISE file on pages 103-104.

- 5** Refer to the article about the Nazca Lines. Write an article (150-180 words) for a school magazine summarising in your own words what the article says. Speculate about why you think they were made.



Phonology

■ Using sentence stress to speculate

- 6a** Listen and circle the word or words that are stressed the most.
- 1 She can apparently tell people's fortunes.
 - 2 They say that hundreds of cars have disappeared.
 - 3 The marks are supposedly done by aliens.
 - 4 I've heard that there are none left.
 - 5 People say that the house has a ghost.
- b** Use words and expressions to add doubt to these sentences. Practise pronouncing them with a partner.
- 1 He can read people's palms.
 - 2 He was taken by aliens.
 - 3 They can talk to each other without speaking.
 - 4 There are ghosts in that building.
 - 5 A plane disappeared last night in the Bermuda triangle.



exam EXPERT

Topic task

■ More concerns about your topic

- 7a** Listen to a candidate expressing her concerns about her topic presentation. Tick the concerns she mentions in the list below.
- 1 She has too much to talk about.
 - 2 She will forget what to say.
 - 3 She will pronounce some words incorrectly.
 - 4 Her topic sounds boring.
 - 5 She doesn't know everything about the topic.
 - 6 She has too many photos to take into the exam.

b Follow these instructions.

- Write a list of the things that you think might cause problems in your exam.
- Share your thoughts with a partner.
- Now practise talking about your topic with your partner.
- Listen for things that your partner is worried about while they talk and then give some feedback.
- Think about your partner's feedback. What can you do about your concerns?



Conversation task

■ Keeping the conversation going



8a In the Conversation task for Grade 8, the examiner will choose one subject from the following list. Match a question (1-6) with each subject (A-F).

- A National environmental concerns
- B Unexplained phenomena and events
- C Public figures
- D Society and living standards
- E The world of work
- F Personal values and ideals

- 1 What kinds of jobs do you think won't be required in 20 years time?
- 2 Do you think that famous people have a right to privacy?
- 3 In films there are many characters with magical powers. Do you think it is possible for people to have these powers in real life?
- 4 What do you think are the most important environmental issues in your country?
- 5 What kind of things do you value in a friend?
- 6 Have people's lifestyles changed recently in your country? Are people better off?



b One way of keeping a conversation going is by providing longer answers. Listen to the answers to the questions from a). What extra information does the candidate give? Choose A, B or C.

- 1 Personal values and ideals
 - A She has always valued her education.
 - B She has always valued her friends.
 - C She will definitely value her health.
- 2 Public figures
 - A Too much money is wasted on famous people.
 - B Famous people are just like us.
 - C Famous people have no privacy at home.

- 3 Unexplained phenomena or events
 - A He likes superhero films.
 - B It would be good to have super powers.
 - C Intuition could be another sense.
- 4 National environmental concerns
 - A Her city restricts traffic in the centre.
 - B There are no cars in the city centre.
 - C There is more public transport.
- 5 The world of work
 - A We can't live without computers.
 - B The Internet is very important.
 - C We will work less in the future.
- 6 Society and living standards
 - A Shops open for more hours.
 - B People spend less money.
 - C People don't go shopping anymore.



- c** In pairs, write down three questions you could ask for each of the topics listed in a).
- d** Change partners. One of you is the candidate and the other is the examiner. Your teacher will call out a subject.

Student A: you are the examiner, ask the questions you have written for that subject.

Student B: you are the candidate, answer the questions, giving extra information each time.

Keep going until your teacher changes the subject.

Interactive task

■ Encouraging comments

Sometimes asking someone to comment on what you have been talking about can be a way of keeping the conversation going when it has come to an end. You will explore the conversation more and it can give you more opportunities to open out the conversation.

9a Listen to these parts of conversations. Write down the exact questions the people use to invite comments.

- 1

 2

b Match the beginnings and endings of the questions and find other ways of inviting comment.

- 1 What do you
 2 Have you ever experienced
 3 What would you have
 4 What's your
 5 Have you ever been
- A something like that?
 B opinion about it?
 C think about it?
 D in a situation like that?
 E done in a situation like that?



c Work in pairs and follow these instructions.

- Write notes about a strange event you have heard about.
- Practice telling the short story together.
- Find a new partner and tell your story.
- Partners, comment on the story you have heard.
- After your partner has commented, ask more questions about what they have said to keep the conversation going.

Writing

ISE ➔ See ISE file on pages 106-107/103-104.

10 Choose one, or more, of these writing tasks.

An informal email

You have received an email from your Scottish friend who lives in an old house. She is frightened because she thinks her house might be haunted and that there is a ghost in the attic. Write an email (150-180 words) to your friend expressing your concerns and advising her how to deal with the situation.

An article

You recently met a fortune teller, Eva Kay, who looks into her crystal ball and predicts the future for people. Write an article (150-180 words) for a family magazine, describing what she told you about your future and what your reaction was. Say how far you think such forecasts can be trusted.

Trinity TAKEAWAY

Examiner: Why do you think that people enjoy mysteries?

Candidate: Well, I'm not really sure. Apparently, near where I live, some farmers' animals have disappeared overnight. They say that something takes them. I don't really believe it is anything mysterious. Maybe they're stolen by someone.

Review Units 10-12



1 Re-order the words to make sentences and questions.

- 1 not/me/about/worry/to/it/told/she
- 2 a/working/I/have/been/here/year/for
- 3 long/have/been/you/living/here/how?
- 4 they/ask/didn't/if/I/seen/had/before/it
- 5 heard/there/that/that/are/in/house/ghosts/have/you?
- 6 she/hear/apparently/thoughts/your/can
- 7 are/they/perhaps/aliens/made/by
- 8 hadn't/Frank/driving/long/been/car/stopped/when/the
- 9 made/explained/he/how/cheese/was



2 Complete the sentences with one of the verbs supplied (some can be used more than once).

*told promised doubt heard asked
discussed say think said*

- 1 I he'll come. He's been working so hard lately he never goes out.
- 2 She me to be careful. They've been cleaning the floor and it is slippery.
- 3 I don't I'd like a job that didn't have any responsibility. I like to be in charge.
- 4 She that we should study all six units to prepare for the exam.
- 5 They that it is expensive to live there. I don't know if it is true or not.
- 6 I that he disappeared and never came back. Do you think it's true?
- 7 We if other people had seen ghosts as well.
- 8 He to take him on holiday to the Caribbean.



3 Choose the correct answer (A or B) to complete the gap.

- 1 I really don't know what got into her. crazy and slapped her friend in the face.
A She went apparently
B She apparently went
- 2 It's one of the oldest things in this museum. A priest it in the 12th century.
A made supposedly
B supposedly made
- 3 They the island and went to another place when the food ran out. We don't really know it was so long ago.
A might leave
B might have left
- 4 A: 'What do you think is eating the lettuce in the garden. Each morning there is less and less.'
B: 'It a rabbit. We'll have to stay up and watch to find out.'
A could be
B can be
- 5 The old man has able to tell the future since she was a little boy.
A been apparently
B apparently been
- 6 that they were made by local tribes long ago but I don't believe them.
A I say
B People say



What do you know about the ISE II Speaking and Listening Exam?



4 Choose the correct options.

- 1 The ISE II Reading and Writing exam lasts **two / three** hours.
- 2 In the Long reading task, you have to read one text of about **400 / 500** words.
- 3 In the Multi-text reading, you have to read **three / four** texts totalling approximately 500 words.
- 4 There are **15 / 18** questions in each of the reading tasks.
- 5 In the Reading into writing task, you use information from the text/s in **Task 1 / Task 2**.
- 6 You have to write a text of **130-150 / 150-180** words for each of the writing tasks.



Exam tips – Writing

1 Practise writing texts of different types of 150-180 words to get a feeling for how long this is. Work out how many words you write per page so you don't waste time in the exam counting words!

2 There are two writing tasks and you must complete each one – you don't get a choice of what to write. Try to give the same amount of time to each task.

Units 10-12 Self-evaluation

Write Y (yes) or N (needs more practice) for each statement.

- 1 I can talk about society and living standards.
- 2 I can talk about the world of work.
- 3 I can talk about unexplained phenomena and events.
- 4 I can report what others have said.
- 5 I can emphasise an event's duration or the fact that it is not finished yet using the Present Perfect Continuous.
- 6 I can speculate and express doubt.

Now you write 'can do' statements like the ones above for the interactive and communicative skills you have practised in Units 10-12.

The following section provides examples of the types of examiner and candidate language for different parts of the exam.

1 Focus on the Topic task

In this phase you will talk about a topic that you have prepared for. Here is an example for the Grade 8 exam.

Getting ready

Examiner: We're going to start the topic phase now. What have you chosen for your topic?

Candidate: I've prepared to talk about one of my favourite places, the British Museum in London. I have been there a couple of times and I love it.

Examiner: Do you have any notes or materials that you are going to use?

Candidate: Yes, I have some notes and also some material I have collected when visiting. Here is a copy of my notes.

Starting

Examiner: Great. So let's get started. Why have you chosen this topic in particular? .

Candidate: Well, I thought I should choose something that interests me and I am studying art history at university, so the British Museum is a great place for people like me. I'm sure you can go there more than twenty times and still see new things. Also, it has some of the most amazing things from all over the world and therefore there is something for everyone no matter if you are interested in jewellery, sculpture, paintings, craft. Whatever you like, you'll find something.

Spontaneous discussion

Candidate: ... and one of the most famous and perhaps controversial pieces are the Greek marbles and the Egyptian mummies. And it's the Egyptian mummies that I'm most interested in.

Examiner: I haven't heard of the Greek marbles. Why do you say they are controversial?

Candidate: Well, they are statues taken from the Parthenon in Athens a long time ago – I'm not sure exactly when – and taken to the UK. Greece would like the marbles returned and have even built a museum to house them. But the UK currently refuses to return them. They say that the marbles wouldn't exist if it wasn't for the British Museum. Have you ever seen them?

Examiner: Yes, once. Maybe. I think I know the ones you mean. What is your opinion about them? Do you think they should be returned?

Candidate: Well I'm not completely sure. I believe it is likely that the marbles wouldn't exist at all if the British hadn't taken them but I can also see that Greece believes they were stolen and should be returned. But that would call into question a lot of the content in many museums around the world. If I was Greek though, I'm sure I'd want them back.

2 Focus on the Interactive task

In this phase, you will talk about a topic that the examiner introduces. However, the candidate is responsible for taking control of the conversation and keeping the discussion going.



Getting ready

Examiner: Thank you for talking to me about museums, now we'll move on to the next part.

Candidate: OK.

Prompt 1 (Grade 7)

Examiner: One of my old school friends is organising a party to meet up with all the people who were in our class at school. But I'm not sure I want to go.

Candidate: Oh really. I went to a party like that once. I had a good time. Why do you think you won't like it?

Examiner: Well there are a lot of people it would be good to see but there are some people that I've lost contact with and I would feel strange seeing them again.

Candidate: Yes, I know how you might feel. Could be strange being there with some people that you used to spend a lot of time with but that you haven't seen for a long time. But on the other hand, it could be an opportunity too... I don't know how to say this in English... to become friends again with them.

Examiner: Yes, that's true. But I'm worried that we will all be quite different now from what we were then.

Candidate: Yes, I can understand that. But maybe that is part of life... You know, your interests change and you have different priorities. Do you think there will be a lot of people at the party?

Examiner: I'm not sure. But my friend says that she has invited everyone who used to be in our class. That would be about 60 people.

Candidate: 60 people is a lot. If they all came, it would be difficult to speak to everyone. So maybe it won't be so bad. If there are some people that come that you don't want to talk to much, you could talk to others.



Prompt 2 (Grade 8)

Examiner: I'm a bit tired of my job and am thinking of making a career change. But I have no idea where to start.

Candidate: Really. Don't you like being an examiner?

Examiner: Oh, yes. Of course I do. But I only do this part time. My other job is as a writer.

Candidate: Wow. That's great. I had a friend who was a writer. He said it was a great job. What don't you like about it? I imagine it would be an interesting and creative job.

Examiner: Well I've been doing it for a while now and it can take up a lot of time. It's not really a nine to five job. You've always got something to think about.

Candidate: Yes. I've never thought about it like that. I suppose it could become tiring after a while. Always having something you should be doing. Like you're never able to relax. Like being a student and always having homework or reading to do. So perhaps you need to think of an alternative, or have a break.

3 Focus on the Conversation task

In the conversation phase for **GESE Grades 7 & 8** you will talk about two of the subject areas from the six on the syllabus. Again, while the areas are chosen by the examiner, the candidate needs to demonstrate that they can take an active role in keeping the conversation going.



Grade 7

Examiner: Now let's talk about something different. What type of school did you go to?

Candidate: I went to a local primary and secondary school in my town. It wasn't a big town so the school was small and it was co-educational. I liked it because you knew everyone there.

Examiner: What about your teachers, did you have a favourite?

Candidate: I liked all of my teachers really but I remember that my grade 5 teacher was lots of fun. She used to play the guitar and teach us songs in class. We loved that... So what about you? What kind of school did you use to go to?

Examiner: Well, I used to go to a huge modern school.

Candidate: Oh, I think it would be difficult to go to a large school, but the advantage is that you can probably study a wide range of subjects.



Grade 8

Examiner: OK. Now let's change the subject. How about the natural environment? Are you concerned about recycling?

Candidate: I am, but it's not my main concern. I know a lot of people that spend time recycling, joining groups that clean up the local area and stuff but I don't do that much. I do what I can at home, but I don't think I go to any special effort.

Examiner: Don't you think you should be more concerned?

Candidate: You're probably right, but I trust the local government to do a good job. I'm more worried about protecting wildlife in the countryside. I feel that people should worry about that rather than recycling. Which do you think is more important?

Examiner: Why do you think that people enjoy mysteries?

Candidate: Well, I'm not sure really. Apparently near where I live, some farmers' animals have disappeared overnight. They say that something takes them. I don't really believe it is anything mysterious. Maybe they're stolen by someone.



Task 1 – Long reading (I)

- 1 Read the following text about online learning and answer the 15 questions.

Online learning and MOOCs

Paragraph 1

Many adults can't access higher education because they don't have the time to attend classes, can't afford it or have not been successful in getting a place due to high competition. All that is changing with the growth of online learning and MOOCs (Massive Open Online Courses). In MOOCs the delivery of material and interaction between learners and teacher are achieved through the Internet and aim to have unlimited numbers of people participating. A quick Internet search brings up hundreds of universities and other institutions offering courses and qualifications online.

Paragraph 2

The study materials are usually text documents that you can download from the website but there are also filmed lectures, questions and assignments. Communication between learners and the instructor can include many types of technology such as forums, email and message boards or text, voice and video chat. A small percentage of courses are assessed. These are often in the form of assignments and real life tasks as well as tests and exams. Because of the large numbers of students, some of the common ways that interaction is achieved to support learning are: peer-review and collaboration and automated feedback through online assessment, for example quizzes.

Paragraph 3

The fact that a lot of the communication is done online means that learners do not need to study at the same time or in the same place. This offers flexibility for busy people, who can study when and where they like, even with a university that is not nearby. The original idea was a response to the commercialisation of education, which restricted access for many people. Most MOOCs are offered on an open access basis, that is, free to the learners.

Paragraph 4

Some people are concerned that the lack of face to face classes or lectures makes it a lonely way to study. This can be true for some, but many people report that they have developed valuable online relationships while discussing the course and readings. The rapid development of access to high quality Internet connections also allows people to be able to use real-time video discussions that could not be take place five or ten years ago.

Paragraph 5

Learning online is very different to learning at a campus. Learners need to be motivated and good time managers if they want to succeed. There has been widespread criticism of MOOCs because of the large number of people that start but do not finish. However, advocates of MOOCs often remind us of the free and open nature of the courses which enables many people to have the chance to study who would not normally do so. They also take the view that all learning is positive and completion is not always the most important thing. If an individual student has had a quality experience and has opportunities to learn and study new ideas, this is a valuable achievement.

ISE file



Questions 1-5 (one mark per question)

The article on page 91 has five paragraphs (1-5). Choose the best title for each paragraph from A-F below. There is one title you don't need.

- | | |
|----------------------|---------------------------------------------------------|
| 1. Paragraph 1 | A. Valuable and personal interaction |
| 2. Paragraph 2 | B. Opportunities for more people to learn at more times |
| 3. Paragraph 3 | C. So what is a MOOC? |
| 4. Paragraph 4 | D. Various forms of online learning and MOOCs |
| 5. Paragraph 5 | E. A chance to save money |
| | F. Arguments for and against MOOCs |



Questions 6-10 (one mark per question)

Choose the five statements from A-H below that are TRUE according to the information given in the text on page 91.

- | | |
|----------|--------------------------------------------------------------------------------------------------------|
| 6. | A. MOOCs are always free – no cost and anyone can do them. |
| 7. | B. There are a large number of institutions offering MOOCs to learners. |
| 8. | C. There are a variety of content types offered in MOOCs. |
| 9. | D. Not many MOOCs have formal assessments as part of the course. |
| 10. | E. The lack of face to face classes in online learning make it a lonely way to study for all students. |
| | F. Increased speed of Internet connections and access have encouraged more people to take part. |
| | G. Many people believe that MOOCs are a failure because so few people complete courses. |
| | H. It is unlikely that MOOCs will survive in the next five to ten years. |



Questions 11-15 (one mark per question)

Complete sentences 11-15 with a word, phrase or number from the text on page 91 (maximum 3 words). Write the word, phrase or number on the lines below.

- MOOCs started in response to the fact that many people didn't have the time or couldn't afford higher education.
- There are different types of institutions that offer MOOCs and online course.
- Many people who would normally be too busy can now take advantage of that online learning offers.
- For many students, not having access to other learners and their teacher makes them think it's a lonely way to study.
- Some people criticise MOOCs because of the high numbers of people who their course.

Task 1 – Long reading (II)

- 1 As part of your studies you are going to read about literacy skills in the UK. Read the following text and answer the 15 questions.

Literacy in the UK

Paragraph 1

A recent report by the National Literacy Trust in the UK has found that more than 16% of the adult population can be described as only “functionally literate” meaning they are considered to have relatively poor literacy skills with a reading ability comparable to that of an eleven-year-old. Although they claim that literacy in the UK has improved, other reports state that it is not moving at the same pace as the rest of the developed world. Research by the Organisation for Economic Co-operation and Development (OECD) has revealed that many of the UK’s 16 to 24-year-olds are falling behind their European and Asian counterparts, with England arriving in twenty-second place for literacy, and Northern Ireland eighteenth, out of the twenty four industrialised countries that took part (Scotland and Wales did not take part in the survey).

Paragraph 2

The consequences of low literacy skills are many and can have lasting effects, with a proven link between literacy and social mobility. Parents who have low literacy are not in a position to help their children with reading, homework and other tasks. In turn, these children often get poorer results at school with consequently fewer areas of employment open to them. And so the cycle of disadvantage continues. People with higher literacy skills have been shown to have more confidence, better health, more job opportunities and higher wages.

Paragraph 3

Blame for low literacy rates has been given to different governments and their education policies. Methods of instruction through the years have varied enormously with experts unable to agree on the most effective technique. In the 1970s, the phonics-based method was popular, with young children being taught to hear and identify phonemes and look for the correspondence between sounds and spelling patterns. The 1980s saw a swing in the other direction with a move towards whole language instruction where pupils were encouraged to use critical thinking strategies and to guess words they did not recognise via context.

Paragraph 4

Literacy rates in the UK did improve considerably after 1998 following the introduction of the National Literacy Strategy, with one hour per school day devoted solely to literacy. It is clear, though, that more has to be done. Teaching methodology is still under fire but fans of both phonics and whole language-based methods seem to have found a middle ground with a new approach called Balanced Literacy Instruction. This, in its most basic form, is a mix of the most constructive aspects of the two former teaching approaches and could be key to improving literacy skills.

Paragraph 5

However, the war on illiteracy is not yet over. With concerns that young children are less interested in reading traditional books, the use of technology as a learning tool has now taken prominence in the reading debate. The National Literacy Trust has recently advocated exploiting smartphones and tablet computers, especially with children from disadvantaged backgrounds, since they can be used as a novel way into reading. In addition, they have seen that children tend to enjoy reading more if they use both books and a touch screen to look at stories. Since the UK’s economic future depends on developing the skills of its young workforce, the UK will have to try everything possible to improve literacy substantially across the country and across the social divide.

ISE file



Questions 1-5 (one mark per question)

The text on page 93 has five paragraphs (1-5). Choose the best title for each paragraph from A-F below and **write the letter (A-F) on the lines below**. There is one title you don't need

- | | |
|----------------------|-----------------------------------------------------------------------------------------------|
| 1. Paragraph 1 | A. Young children should use technology to improve reading skills |
| 2. Paragraph 2 | B. Young people in England have literacy skills similar to those in other developed countries |
| 3. Paragraph 3 | C. Most people in the UK can read but not everyone can read well |
| 4. Paragraph 4 | D. The effects of low literacy skills on job prospects |
| 5. Paragraph 5 | E. The latest teaching methodology is based on a mix of previous methodologies |
| | F. A range of teaching methodologies have been tried with varied results |



Questions 6-10 (one mark per question)

Choose the **five statements** from A-H below that are TRUE according to the information given in the text on page 93. **Write the letters of the TRUE statements on the lines below (in any order)**.

- | | |
|----------|--------------------------------------------------------------------------------------------------------------------------------|
| 6. | A. Literacy ability in young people in England is less than in many other developed countries. |
| 7. | B. Technology skills are more important than reading skills for the future of the UK economy. |
| 8. | C. 16% of the adult UK population is unable to read. |
| 9. | D. People with good reading ability are likely to be healthier than people who can't read as well. |
| 10. | E. In the 1970's, children were taught to read through looking at and analysing sounds. |
| | F. If parents give both books and touch-screen devices to their child to read with, the child is likely to enjoy reading more. |
| | G. A single effective teaching methodology has been put into practice in recent years. |
| | H. Since teachers have focused on reading for one hour every day, literacy has improved. |



Questions 11-15 (one mark per question)

Complete sentences 11-15 with a word, phrase or number from the text on page 93 (maximum three words). **Write the word, phrase or number on the lines below**.

11. Young people who have low literacy do not do well at school and have fewer to find work in.
12. Experts worry that young children are not as attracted to reading as before.
13. The newer teaching approach based on older methods is called
14. People who are "functionally literate" can only read as well as an
15. Experts have, until recently, found it difficult to come to an agreement on the most to teach reading.

Task 2 – Multi-text reading (I)

1 In this section there are four short texts for you to read and some questions for you to answer.

Questions 1-5 (one mark per question)

Read questions 1-5 first and then read texts A, B, C and D below the questions. As you read each text, decide which text each questions refers to. You can use any letter more than once.



Which text

16. summarises how much food is wasted in the world?
17. suggests ideas for the general public for how to change the amount of waste?
18. describes the process we use to reduce packaging waste?
19. describes some of the advantages a family can have from wasting less food?
20. compares different areas of the world and their record on waste and recycling?

Text A

I interviewed Jasmine Chaudry, a local expert on our use of natural resources, for Planet magazine.

What should everyone know about our natural resources, Jasmine?

"People need to understand that we live in a world of diminishing resources but we continue to consume and consume as if they'll last forever. Let's take steel cans, for example used as food containers. They are 100% recyclable and you can recycle them again and again. Using recycled steel uses 75% less energy than starting from raw material. Yet, only 55% of steel cans made in Europe come from recycled steel. Much less than some other continents. This really is a waste."

Text B

Easy ways to make the most of our natural resources

Reduce

- Buy less food each week. Top up when you have run out
- Grow your own vegetables
- Drink tea and coffee from your own cup, not a disposable cup



Reuse

- Reuse carrier bags from the supermarket
- Use scrap paper for writing notes
- Buy rechargeable appliances not ones that use batteries



Recycle

- Separate your rubbish and use the recycling bins available in your town
- Compost your food scraps from the kitchen – your plants will love it




Text C

A quarter to one third of all food produced for people to eat is lost in the production and transport process or wasted by consumers. This adds up to about one billion tons of wasted food a year. The situation is the worst in developed countries where 56% of food is lost or wasted. While in developing countries this is 44%. This lost food and calories could remove hunger gaps in the developing world.


An average person needs about 2,000 calories per day. Over 1,500 are lost in North America and Oceania. 61% of that lost is a result of waste by consumers. Other continents waste half as much as North America and Oceania but the record is still poor. For example, Europe and industrialised Asia waste over 700 calories per person, Africa over 500 calories per person and Latin America, South Asia and South East Asia waste over 400 calories per person.

Text D


 Martin: I watched a TV programme last night about food waste. I had never really thought about it before.

 Susan: Really? We are really strict in our house about recycling and using less. The whole family is involved.

 Martin: But how do we know it's making a difference?

 Susan: We're trying to reduce the amount of food we throw out. Over the last couple of months we have tried to buy less, freeze a lot more so food doesn't go off and juicing older fruit so my kids eat it when they wouldn't normally. We also buy loose fruit and vegetables if we can. I hate plastic packaging!

 Martin: Have you noticed a difference?

 Susan: Absolutely. We spend less each week on the grocery bill. About £20 less. And we have less food left in the fridge at the end of the week. I was really surprised at how much it changed.



Questions 21-25 (one mark per question)

Choose the five statements from A-H below that are true according to the information given in the texts above. Write the letters of the **TRUE** statements on the lines below in any order.

- A. Developing countries have a worse record than developed countries for food waste.
- B. Europe and industrialised Asia are similar in the amount of calories lost to food waste.
- C. More than two billion tons of food is wasted a year.
- D. Europe is not the best continent at recycling steel cans.
- E. Some families are able to save money by reducing the amount of food they throw out each week.
- F. Over 60 per cent of calories lost in North America is due to waste by transporters.
- G. Using recycled steel rather than raw steel saves three quarters of the energy.
- H. Steel cans can be continually recycled.

21.

22.

23.

24.

25.



Questions 26-30 (one mark per question)

The summary notes below contain information from the texts in Part 1. Find a word or phrase from texts A-D to complete the missing information in gaps 6-10.

Summary notes

Supporting the environment through your food consumption

- (26) more of the packaging used for your food
- (27) the amount of food waste you produce

Packaging

Europe doesn't recycle as much steel as other continents

- Choose steel. Steel cans are completely (28) and you can recycle them many times.
- Buy (29) food to avoid packaging waste

Food waste

A quarter to a third of all food is wasted. Europe, industrialised Asia, North America and Oceania have the worst records.

- Buy fewer groceries each week and (30) if you need to
- Grow vegetables, if you have a garden

Task 3 – Reading into writing (I)

Use the information from the four texts you read in Task 2 (pages 95 to 96) to write a short article (150-180 words) for a student magazine, presenting the options people have for reducing food and packaging waste. Try to use your own words as far as possible – don't just copy sentences from the reading texts.

You should plan your article **before** you start writing. Think about what you want to say and make some notes to help you in this box:

Planning notes

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(No marks are given for these planning notes)



Now write your essay of 150-180 words on the lines below. Try to use your own words as far as possible – don't just copy sentences from the reading texts.

Task 2 – Multi-text reading (II)

As part of your studies you are going to read about student gap years. In this section, there are four short texts for you to read and some questions for you to answer.



Questions 16-20 (one mark per question)

Read questions 16- 20 first and then read texts A, B, C and D below the questions.

As you read each text, decide which text each question refers to. **Choose one letter – A, B, C or D – and write it on the lines below.** You can use any letter more than once.

Which text

16. explains how gap years developed?
17. implies that a gap year can change a person dramatically?
18. suggests how to organise a year abroad.....
19. gives details of gap year experiences in different countries?
20. explores some of the negative aspects of taking a gap year?

Text A

Fact File: Gap Year

In many European countries and, increasingly, the USA, many students take a break between high school and university. The concept of a gap year started off in the 1970s in the UK for young people going abroad before their university studies, but the label now covers a larger variety of options ranging from staying at home and working, doing voluntary work, or back-packing your way around the world.

Although there has been much discussion about the advantages and disadvantages of gap years, most universities look favourably on it if students plan to do something worthwhile with their time. In addition, recent research from the States shows that students who take time off before university do better than students who don't and that they get higher graduation scores than expected based on their high school results.

Text B

Gap Year? Don't do it!

Newspapers are full of the benefits of taking a gap year, but really, is it the best thing for everyone? Apart from the fact it can be expensive, there are lots of other problems. I worry that my daughter might take a year off from academic studies and then never want to return. She might work during her year out and, once she starts earning money, decide she doesn't want to get into debt just to study more. Worse still, she might not even find a job, waste a year in front of the TV instead, and then lose interest in going to university. Really, am I the only parent who worries about these things?

Text C

MyBLOG

Julie's travels

That's it. Packed my bags and fly back to the UK tomorrow. Can't believe how fast the year has gone by. What an experience! I worked as an English teacher in Thailand, did voluntary work with children, went swimming with sharks in Australia, and stayed with relatives in Sydney. This experience has introduced me to other cultures and a new language! I've learnt so many new skills that my CV will look great.

I've grown up this year and feel more confident- I know I can face any situation life throws at me. And best of all? I'm full of energy for university next week. Can't wait!



Text D

How to have a successful gap year abroad

- ✓ Be prepared – research the countries you're going to visit.
- ✓ Learn some language basics for the countries on your itinerary – please, thank you, How much..?
- ✓ Book your plane tickets in advance to take advantage of discounts.
- ✓ Make sure you have enough money for your travels, plus some extra for emergencies.
- ✓ Tell your chosen university that you'll be taking a year out.
- ✓ And finally... enjoy yourself!



Questions 21-25 (one mark per question)

Choose the five statements from A-H below that are **TRUE** according to the information given in the texts above. **Write the letters of the TRUE statements on the lines below (in any order).**

- A. You are entitled to cheap plane tickets if you are a gap year student.
 B. A gap year is too expensive for most students.
 C. A gap year can help students recharge their batteries before going to university.
 D. Students should plan to take more money than they need on their year off.
 E. A gap year experience can be a positive feature on your CV.
 F. Students don't necessarily have to go abroad for their gap years.
 G. More students in the USA than in Europe take gap years.
 H. The majority of universities think that taking a gap year is a positive thing if organised well.

21. 23. 25.
 22. 24.

ISE file



Questions 26- 30 (One mark per question)

The summary notes below contain information on the texts on pages 98 and 99. **Find a word or phrase (maximum three words) from texts A-D to complete the missing information in gaps 26–30.**

Write your answers on the lines below.

Summary notes

- A gap year is usually taken before going to university.
- Gap-year students in the USA usually get better **(26)**
- Students who take a gap year might decide not **(27)** to their academic studies.
- Gap-year students might worry about getting **(28)** to pay for university.
- Students can do a variety of things during their gap year, including: staying at home or doing **(29)** work.
- If going abroad, students should:
 - find out information about the places they're going to;
 - acquire some **(30)** of the countries they want to visit, for basic communication.

The secret to a successful gap year is to be prepared and organised.

Task 3 – Reading into writing (II)

Use the information from the four texts you read in Task 2 (pages 98 to 99) to write a short article (150-180 words) for a student magazine discussing the things that need to be taken into consideration when taking a gap year.

You should plan your article **before** you start writing. Think about what you want to say and make some notes to help you in this box:

Planning notes

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.....

(No marks are given for these planning notes)



Now write your essay of 150- 180 words on the lines below. Try to use your own words as far as possible – don't just copy sentences from the reading texts.

Task 4 – Extended writing – a discursive essay

- 1 Work with a partner. Make a list of the advantages and disadvantages for a young person of taking a gap year – a year's break between finishing secondary school and going to university and spending the year doing something different, e.g. volunteering for a charity, getting work experience, or travelling.
- 2 Read the task and the essay in response to it. Which of the advantages and disadvantages from your list in Exercise 1 are mentioned?

Write an essay (150–180 words) for the school magazine about the advantages and disadvantages of taking a gap year. Give your opinion about whether the advantages outweigh the disadvantages.

- 1 Taking a year's break between finishing secondary school and going to university is something that an increasing number of young people do nowadays. In this essay, I will discuss some advantages and disadvantages of gap years and conclude with my opinion about it.
- 2 One advantage of taking a gap year is that it can help you gain new skills and experiences. Another positive aspect is that it can make you more interesting to future employers. An additional positive point is that it gives you more time to think about what you want to study at university.
- 3 On the other hand, a drawback of taking a gap year is that you may not have the skills to do anything very useful. Another negative aspect is that you often have to pay to have a gap year experience and it can be very expensive. A further argument against it is that you may find it difficult to return to studying at the end of the year.
- 4 In conclusion, I would say that whether the advantages of taking a gap year outweigh the disadvantages depends on the activity that you choose to do – some gap year activities are worth doing, but others can be an expensive waste of a year.



- 3 Read the essay again. Complete the guidelines about writing discursive essays with a phrase from the box.

introduce and link more neutral features one side of the argument
concluding the argument style of language what the purpose of the essay is

- Organise it into four paragraphs.
 - 1) Introduce the topic and explain ¹.....
 - 2) Give ².....
 - 3) Give the other side of the argument.
 - 4) End by ³.....
- Use words and expressions to ⁴..... the points you make, e.g. *One advantage of...*, *Another positive aspect is that...*, *An additional positive point is that...*, *a drawback of...*, *Another negative aspect is that...*, *A further argument against it is that...*, *On the other hand...*, *In conclusion*.
- The ⁵..... should generally be formal, but the following ⁵..... can be used: when talking about people in general, use **you**, e.g. *It can help you...*, *It can give you...*; use the contraction **don't** instead of *do not* and **can't** instead of *cannot*.

ISE file

- 4** Plan an essay for the following task. Think about what points to include and make notes.

Write an essay (150–180 words) for your school online magazine about the advantages and disadvantages of leaving school at 18 and not going to university. Give your opinion about whether the advantages outweigh the disadvantages.

- 5** Write your essay. Use your notes from Exercise 4 and follow the guidelines about writing essays in Exercise 3.
- 6** Check your essay. Have you included enough relevant points? Have you organised it correctly? Have you followed the guidelines from Exercise 3?

Task 4 – Extended writing – a descriptive essay

- 1** Work with a partner. Ask and answer the questions.

- 1 In what ways do politics affect your life and the lives of your family and friends?
- 2 If you wanted to get involved in politics in your country, what things could you do?

- 2** Read the task and the essay in response to it. Are any of the things that you discussed in Exercise 1 mentioned?

You are doing a project on politics and government and your teacher has asked you to write an essay (150–180 words) describing how important politics are to people in your country.

The importance of politics in my country

Politics affect every aspect of our lives, so should be very important to everyone, everywhere. However, I think that, in my country, the importance that people give to politics varies enormously.

Generally, older people seem to be more interested in politics than younger people. My parents and their friends all read newspapers regularly and often discuss what's happening politically and give their opinions on it. They also always vote in elections. Perhaps the reason for this involvement is that older people in my country remember what life was like before there was a democracy, and they want to make the most of the democratic rights that they now have.

On the other hand, younger people don't seem to care so much about what's going on politically. They might express dissatisfaction with the way the country is run, but then may not even vote when they have the chance. There is, however, a small minority of young people who are extremely active politically. They started a protest movement a few years ago which has now become an official political party that is going to stand in the next election.

To sum up, I would say that politics aren't important enough to people in my country. If we want things to change, we should all be more active rather than simply complaining about the situation.

-  **3** Read the essay again and complete the guidelines about writing a descriptive essay with words and phrases from the box.

contrasting interesting main body summarising tentative title

- Give the essay a ¹..... to make it clear what it's about, e.g. *The importance of politics in my country*.

- Structure the essay as follows: an introduction, the ²..... (one or two paragraphs) and a concluding paragraph. Organise your ideas logically within these paragraphs.
 - Use connecting words and phrases. In this essay, they are used for making ³..... points, e.g. *However, On the other hand*; and ⁴....., e.g. *To sum up*.
 - In a descriptive essay where you are giving your opinion about something, use words and phrases for sounding ⁵....., e.g. *(older people) seem to be..., (younger people) don't seem to (care)...*, *Perhaps the reason for this is that...*
 - Use varied adjectives and/or adverbs to make the description ⁶..... to read, e.g. *enormously, extremely, simply*.
- 4** Plan an essay for the following task. Think about what points to include and make notes.
- You are doing a project on the environment and your teacher has asked you to write an essay (150-180 words) describing how important 'green' issues are to people in your country.*
- 5** Write your essay. Use your notes from Exercise 4 and follow the guidelines about writing a descriptive essay from Exercise 3.
- 6** Check your essay. Have you included enough relevant points? Have you organised it correctly? Have you followed the guidelines from Exercise 3?

Task 4 – Extended writing – article writing


- 1** Work with a partner. What positions of responsibility and power do women hold in your country or region? Are there more women in senior positions than in the past? Are women more equally represented in some areas than others?
- 2** Read the task and the article in response to it. Is the author positive, neutral or negative about the woman's potential for success?


Write an article (150-180 words) for a local news magazine, about a female public figure in your country. Outline her background, the reaction of the general public to the appointment and speculate about her future success.

First woman to hold post of Regional Minister for Education

- 1** For the first time in our country's history, a woman has been selected as Education Minister. Dr Emilia Suarez now has the hopes and dreams of hundreds of thousands of children in her hands.
- 2** Born in a small town in Merida, she was a star student and won a competitive scholarship to study languages at the National University. She excelled at university and won a further scholarship for post-graduate studies in the UK. Dr Suarez only entered politics recently but has been a strong voice behind education reform.
- 3** Public opinion is strong for Dr Suarez, who in her first speech, stressed the difficulties she would have with less funding for education. She also announced her plans for introducing a minimum of four hours a week for sports education.
- 4** Dr Suarez enters a political world full of men. It is likely that her fresh approach will be popular, especially among the teaching community, where women dominate and have been calling for more female politicians for years.

ISE file

-  **3** Work with a partner. Read the article again. Which paragraphs have the following purpose?
- a author's view of public opinion and how successful the public figure might be
 - b the woman's background
 - c the event or fact that the article is about
 - d interesting facts about the immediate future.

-  **4** Complete the guidelines about writing article with a word from the box.

factual statement paragraphs style title

An article has the following features:

- it includes a ¹..... that summarises the content of the article
- it usually provides ²..... information first, but can include the author's opinion later on
- it often starts with an ³..... to attract the reader
- it's organised in ⁴....., often short ones
- the language ⁵..... is informal and neutral.

- 5** Plan an article for the following task. Think about what you will include and make notes.

Write an article (150-180 words) for a family magazine with the following title: "It is better to have brothers and sisters than to be an only child". Explain some of the advantages and disadvantages and whether you agree or not with the statement.

- 6** Write your article. Use your notes from Exercise 5 and follow the guidelines from Exercise 4.
- 7** Check your article. Have you included enough relevant points? Have you organised it correctly? Have you followed the guidelines from Exercise 4?

Task 4 – Extended writing – argument essay

- 1** Work with a partner. What different arguments can you think of in support of national products over international products? Make a list together.
- 2** Read the task and the review in response to it. Were any of the ideas you thought of in the essay?

You have been talking in class with a teacher and other students about the growing number of international products available in your country. Write an essay (150-180 words) on whether you think there should be more support for national products. Give your opinion with reasons and arguments.

The growing number of international products in our local market is reducing the unique culture and identity of where we live and is potentially damaging to our success.

Where I live, we have many rich traditions and products that are the source of great interest for tourists. The availability of many international products would threaten this tourist industry if people came here and saw the same things they find in other places.

Also, international products increase the amount of pollution, as they have to be transported many kilometres across the world. A higher proportion of local produce and products, would reduce this pollution.

Finally, more international products reduce jobs in our local economy. If we had more local products available and marketed them as unique, this would create jobs to manufacture those products. It would also create more jobs in the tourism industry.

In summary, I believe that we should support local and national products more to support jobs in our area and promote our unique culture.

 **3** Work with a partner. Read the essay again. Are the following statements true, false or not given?

- | | T | F | NG |
|-----------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| 1 The author believes her area has things that you can't find in other places. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 The author believes that a higher number of national products will reduce the number of tourists. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Local products reduce pollution because they use less chemicals in their production. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 The author believes focusing on local products will boost the local economy through jobs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

 **4** Complete the guidelines about writing argument essays with a word from the box.

conditional connecting divided opening present reasons restatement

An argument essay has the following features:

- An ¹..... paragraph introducing the author's argument – for or against the topic.
- Paragraphs ²..... according to each argument – one argument per paragraph.
- ³..... words between paragraphs, linking and indicating new ideas e.g. *firstly, also, finally*
- Gives ⁴..... and opinions to justify arguments
- Can contain language in ⁵..... tenses to describe facts.
- Can use ⁶..... sentences to describe how something could be different
- Concludes with a ⁷..... of the author's opinion and argument.

5 Plan an argument essay for the following task. Think about what you will include and make notes.

With your class and teacher you have been discussing different public figures and how their lives and pictures affect young people. Write an essay (150-180 words) for your teacher on whether celebrity culture is too popular and is damaging for young people. Give your opinions with reasons and arguments.

6 Write your argument essay in 150-180 words. Use your notes from Exercise 5 and follow the guidelines from Exercise 4.

7 Check your argument essay. Have you included enough relevant points? Have you organised it correctly? Have you followed the guidelines from Exercise 4?

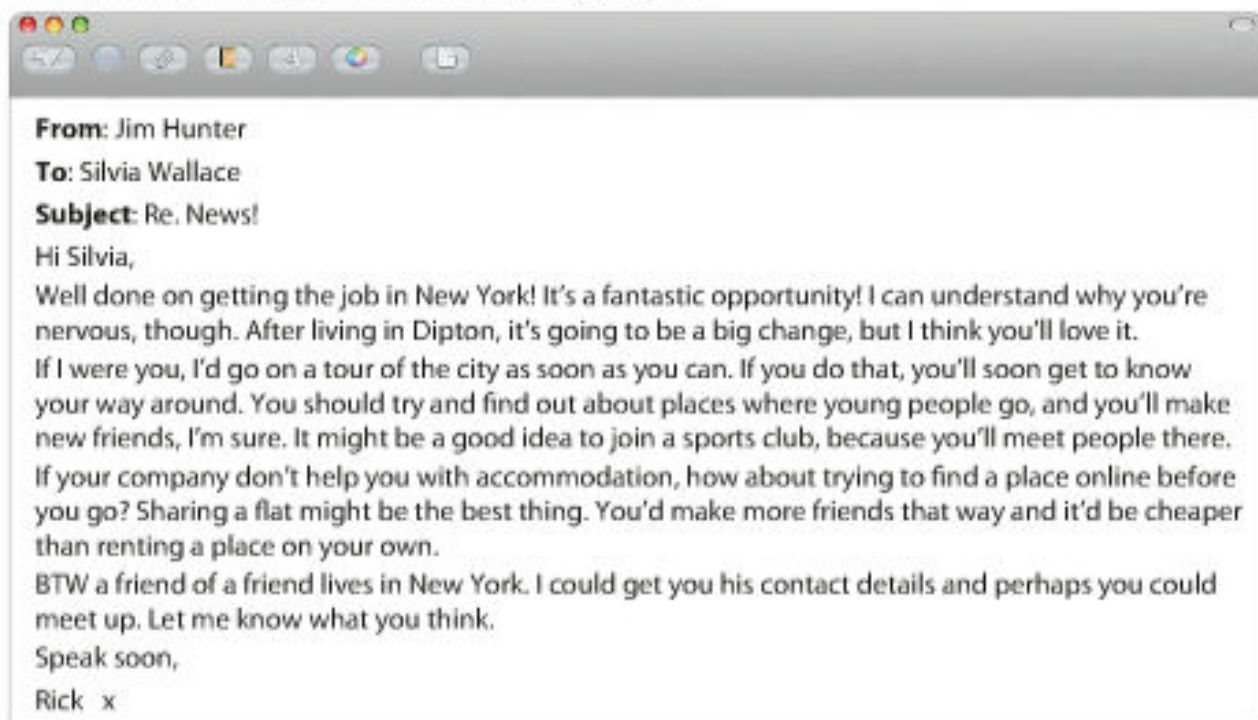
Task 4 – Extended writing – informal letters and emails

1 Work with a partner. Imagine that a friend of yours is going to move from a small village to a big city. What advice would you give them about how to adapt to their new lifestyle?

ISE file

- 2 Read the task and the email in response to it. Are any of the things that you thought of in Exercise 1 mentioned?

Your friend Silvia, who currently lives in a small village in the UK with her parents, has sent you an email to tell you that she's been offered a job in New York City. She's happy about the job, but is worried about such a big change in lifestyle. Write an email (150-180) in reply, congratulating her on her new job and giving her advice on how to adapt to living in a new place and to enjoy city life.



From: Jim Hunter
To: Silvia Wallace
Subject: Re: News!

Hi Silvia,

Well done on getting the job in New York! It's a fantastic opportunity! I can understand why you're nervous, though. After living in Dipton, it's going to be a big change, but I think you'll love it. If I were you, I'd go on a tour of the city as soon as you can. If you do that, you'll soon get to know your way around. You should try and find out about places where young people go, and you'll make new friends, I'm sure. It might be a good idea to join a sports club, because you'll meet people there. If your company don't help you with accommodation, how about trying to find a place online before you go? Sharing a flat might be the best thing. You'd make more friends that way and it'd be cheaper than renting a place on your own.

BTW a friend of a friend lives in New York. I could get you his contact details and perhaps you could meet up. Let me know what you think.

Speak soon,

Rick x



- 3 Complete the guidelines about writing informal emails and letters with *do* or *don't*.

- The organisation of the email can be quite flexible, but ¹..... order information logically. Use paragraphs to separate ideas.
- ²..... use informal language, e.g. *fantastic*, not formal language.
- ³..... use contractions, not full forms, e.g. *it's*, not *it is*, and *you'll*, not *you will*.
- ⁴..... use correct spelling and punctuation. ⁵..... use text message spelling, e.g. *C for see*, *R for are*, but ⁶..... use standard abbreviations such as *btw* (*by the way*), and emoticons to signal moods and jokes, e.g. 😊
- ⁷..... use exclamation marks to show enthusiasm, e.g. *It's a fantastic opportunity!*
- ⁸..... include an appropriate opening, e.g. *Hi Silvia*, and ending, e.g. *Take care*, *See you soon*, *Speak soon*, *Bye for now*, *Love* (to a partner, family member or close friend), or *All the best*, to someone you don't know so well.
- ⁹..... add an 'x' after your name at the end to represent a kiss, but ¹⁰..... add this if you don't know the person you're writing to very well!

- 4 Plan an email for the following task. Think about what points to include and make notes.

You have recently started the job of your dreams, but it is a long way from your family and friends. Write an email (150-180 words) to a friend you have left behind explaining how your life has changed and how you have been feeling.

- 5 Write your email. Use your notes from Exercise 4 and follow the guidelines about writing informal emails from Exercise 3.
- 6 Check your email. Have you included enough relevant points? Have you organised it correctly? Have you followed the guidelines from Exercise 3?

Task 4 – Extended writing – formal letters and emails

- 1 Read the writing task and the letter in response to it. Does the letter cover all the points in the task?

Your local council has decided to cancel this year's festival in your area for reasons of public safety. It has taken place for over 100 years and you think it is an important event for the community. Write a letter (150-180 words) to the council explaining why you think the festival should go ahead and suggesting measures to protect the public.

3 West Street
Lewes
East Sussex
BN7 5DY

The Manager,
Lewes Council Public Events Team
Town Hall
Lewes
BN7 7SL

15 April 2015

Dear Sir/Madam,

I am writing to complain about your decision to cancel this year's Bonfire Night festival for reasons of public safety.

There has been a bonfire supplied by the local council for over one hundred years as part of the national commemoration of the failed attempt to explode a bomb at parliament house in London in the seventeenth century. Not providing this service would break a very old tradition and deny residents the chance to celebrate as a community. It would also increase the risk to public safety, because individual residents would make bonfires and set off fireworks in their own gardens and burns and accidents are more common at home than at controlled public events.

I would ask you to listen to the views of local residents and consider solutions that could help maintain a safe public environment, for example, ensuring that children are accompanied by parents and having the fire brigade on hand to deal with any emergencies.

I look forward to hearing from you on this matter.

Yours faithfully,

James Hunter

- 2 Work with a partner. Read the letter again and ask and answer the questions.
 - 1 How many reasons does the writer of the letter give for why the festival should be allowed to go ahead?
 - 2 Do you think the measures the writer suggests for protecting the public would be effective?

ISE file



3 Complete the guidelines about writing formal letters with a word from the box.

closing contractions date emails end recipient sender start

Notice that in a formal letter:

- the ¹.....'s address goes on the top right-hand side, the ².....'s address on the top left-hand side and the ³.....below the sender's address
- if we ⁴.....the letter with *Dear Sir/Madam*, we ⁵.....it with *Yours faithfully*. If we start it with *Dear Mr Brown/Mrs Smith*, we end it with *Yours sincerely*. In formal ⁶....., we would usually know the name of the person we're writing to and would end the email with *Regards* or *Best wishes*
- we can use *I look forward to hearing from you* as a way of ⁷.....a letter or email
- we use neutral to formal language, e.g. *consider, ensure, accompanied*. This includes not using ⁸....., e.g. *I am writing*, not *I'm writing*, and *There has been*, not *There's been*.

4 Plan a formal letter for the following task. Think about what points to include and make notes.

When you were shopping at your local supermarket recently, the assistant at the checkout was very rude to you. Write a letter (150-180 words) to the supermarket manager reporting what the assistant said, explaining how you felt and saying what action you think the manager should take.

5 Write your letter in 150-180 words. Use your notes from Exercise 4 and follow the guidelines about writing formal letters from Exercise 3.

6 Check your letter. Have you included enough relevant points? Have you organised it correctly? Have you followed the guidelines from Exercise 3?

Task 4 – Extended writing – review

1 Work with a partner. Discuss a book or story that you loved as a child. What was it that you loved so much?

2 Read the task and the review in response to it. Are any of the things that you discussed in Exercise 1 mentioned?

There is a magazine competition for a feature on "The world's most popular children's books". Write a review (150-180 words) for the competition including details of the story and main characters and why you would recommend it to young readers.

The Very Hungry Caterpillar keeps eating

One of my favourite books as a child and one that I love reading to my young children is *The Very Hungry Caterpillar*, written and illustrated by Eric Carle. First published in 1969 the book is still in print today and available in over 50 languages.

The story focuses on the journey of the adorable main character, a caterpillar. As you might guess, she is very hungry and eats many different types of food, which grow in number on each page. What I like most is the scope for teaching numbers, colours and types of food familiar to all children. Each page also includes a small hole which the caterpillar goes through, encouraging your children to guess what is next.

The illustrations are very vivid, colourful and expressive. The story ends with a bang and a breathtaking image that your child will love.

The Very Hungry Caterpillar is a must in every child's bookcase and will provide years of enjoyment.

3 Work with a partner. Read the review again. Can you find examples of the following features of a review?

- 1 a personal opinion
- 2 facts about the work (e.g. when it was written, who wrote it)
- 3 facts about book (e.g. where it is available, what it is useful for, what is special)
- 4 examples of strong language to describe the work



4 Complete the guidelines about writing reports with a word from the box.

factual feelings negative opinion paragraphs title

A review:

- has a ¹..... that refers to what you are reviewing.
- often starts with ²..... information about the work.
- is organised in ³.....
- can be about many different things – an event, a work of art or exhibition, a performance e.g. theatre and music, a place
- can include both positive and ⁴..... things about it
- includes the ⁵..... of the reviewer
- often has strong and emotive language to express ⁶.....
- can include details of facts towards the end – dates, times, locations and how to get more information.

5 Plan a review for the following task. Think about what points to include and make notes.

An educational magazine has asked a member of your school/college for a review of a factual television programme that has an educational purpose. Write a review (150-180 words) of a programme which you think is outstanding. Explain what the programme is about, what people can learn from it and why you recommend it so highly.

6 Write your review in 150-180 words. Use your notes from Exercise 5 and follow the guidelines from Exercise 4.

7 Check your review. Have you included enough relevant points? Have you organised it correctly? Have you followed the guidelines from Exercise 3?

Task 4 – Extended writing – report

1 Work with a partner. Discuss the advantages and disadvantages for people of being able to start and finish work at a time they choose.

2 Read the task and the report in response to it. Are any of the things that you discussed in Exercise 1 mentioned?

A company you work for is considering introducing flexible working hours, which would give employees more choice about when they start and finish work. Write a report (150-180 words) for the company highlighting the benefits of flexible working hours, outlining why this policy might have disadvantages and offering recommendations for what action to take.

Flexible working hours

This report will first present some benefits of flexible working hours for the company and its employees, then outline some disadvantages, before ending with some recommendations for action.

Benefits

The main benefit to employees of flexible working hours is that they would have a better work-life balance if they could choose when to start and finish. As for the company, the office would be open for business for more hours a day. Employer-employee relations could improve due to this increased flexibility.

The disadvantages

However, there are some disadvantages. It might be difficult to organise meetings because of differing work hours. In addition, there might be times when there is no one in the office. Finally, it could be difficult to check whether people are working their full number of hours.

Recommendations

I would recommend introducing flexible working hours for a trial period of six months, then making a long-term decision after this. I would also suggest limiting the flexibility of starting and finishing times, for example between 8am and 10am and 5pm and 7pm.

3 Work with a partner. Read the report again and ask and answer the questions.

- 1 Which is the most convincing advantage, in your opinion?
- 2 Which do you think is the worst of the disadvantages?
- 3 What is your opinion of the recommendation the writer makes?



4 Complete the guidelines about writing reports with a word from the box.

article bullet points information purpose sections style suggestions

Notice that a report:

- has a title stating its ¹
- often starts with a statement explaining the ² that it is going to include
- can use ³ instead of paragraphs to organise information (however, paragraphs might be better so that you can show how you can link your ideas)
- should include headings for indicating different ⁴
- is usually neutral to formal in ⁵ of language
- often ends with ⁶ or recommendations.
- is more objective and factual than an ⁷ on a similar topic.

5 Plan a report for the following task. Think about what points to include and make notes.

A company you work for is considering allowing its employees to work from home some days of the week. Write a report (150-180 words) for the company highlighting the benefits of working from home, outlining why this policy might have disadvantages and offering recommendations for what action to take.

6 Write your report in 150-180 words. Use your notes from Exercise 5 and follow the guidelines from Exercise 4.


7 Check your report. Have you included enough relevant points? Have you organised it correctly? Have you followed the guidelines from Exercise 4?

Independent listening (I)

1 Work with a partner. Look at the photo and answer the questions.

- 1 What is the object in the photo?
- 2 What is it used for?



 2 Listen to a talk about drones. Afterwards, be prepared to say in one or two sentences what the speaker is talking about in relation to drones.

3 Work with a partner and compare your answers from Exercise 2.

4 Listen again. As you listen, make notes about drones and their different uses, why there are concerns about their use and what is being done, and could be done, to deal with these concerns. You should note down approximately 10 different points.

5 With your partner, compare your notes from Exercise 4.

 6 Choose the correct options in the guidelines about the ISE II Independent listening task.


- The examiner ¹ *tells / doesn't tell* you what the topic of the talk is.
- You listen ² *twice / three times*.
- After the first time you listen, you have to tell the examiner ³ *detailed facts about / a brief outline of* what you have heard.
- When you listen the second time, you ⁴ *can / can't* make notes on the Listening Exam Form. Remember that your notes ⁵ *are / aren't* marked.
- After you have listened the second time, the examiner ⁶ *will / won't* ask you specific questions about what you have heard – you ⁷ *have to report the information to the examiner / respond to the examiner's questions*.
- The examiner ⁸ *will / won't* ask you follow-up questions about the talk. After you have reported the information, the Listening exam finishes.

Independent listening (II)

In the Independent listening part of the exam, you will hear a recording of a speaker twice. The first time, you'll be asked a general question about what they are speaking about overall. The second time, you'll be asked to summarise in detail the different arguments or main points that the speaker makes. You can take notes to help you while listening.

Task 1

A You are going to hear someone talking about different types of fuel for producing energy. With a partner, list some different things that can be used to produce energy for example, heat and electricity.

 B Now listen to the speaker, what types of energy are they talking about in general? With a partner, summarise this one into or two sentences?

Task 2

In the Independent listening exam, you are allowed to take notes. They are not assessed, so you don't have to do it, but they can be a good way of helping you remember what was said.

A Now listen again and take notes about the different advantages and disadvantages of the energy types.

B Compare your notes with a partner. What are the different positive and negative points that the speaker gives for the different types of fuel?



internet: www.blackcat-cideb.com
e-mail: info@blackcat-cideb.com



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