

## **Integrated Skills in English (ISE)**

### **Classroom Activities – ISE II**

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#### **Speaking & Listening**

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## Talking about Various Topics from Healthy Eating to Extreme Sports

### At a glance

**Level:** ISE II

**Focus:** Topic Task

**Aims:** Talking about various topics in a natural and spontaneous way

**Objectives:** Generating ideas and asking and answering questions about various topics

**Topic:** Communicate facts, ideas, opinions and explain viewpoints about a chosen topic linked across a series of extended turns

**Language functions:** Highlighting advantages and disadvantages, describing past habits, speculating and reporting the conversation of others

**Grammar:** Second and third conditional, *used to*, present perfect continuous tense and reported speech

**Lexis:** Various – health, technology, sports, society, news and lifestyle

**Materials needed:** Board, pens, blank paper, topic and question cards

**Timing:** 60 minutes

### Procedure

#### Preparation

Copy and cut out topic cards and question cards (one set per group of 4-8 students).

#### In class

1. Explain to the class that at ISE II level, candidates are expected to *communicate facts*, *handle interruptions* and *engage the examiner* in their topic. This lesson will help them with this. If necessary, explain the meaning of each of these areas to the students and give examples.
2. Write **TOPIC** on the board in large letters. Elicit some ideas from students about good ideas for topics that they themselves can

talk about. Write some ideas on the board. These should be taken from a wide range.

3. Explain to the students that their topic must be a **personalised** topic, on a subject they are *personally interested in, knowledgeable about* and are able to talk about. Tell them they are going to practise talking about various different topics.
4. Write **INTERRUPT** on the board. Ask students for examples of how they can *interrupt* someone (e.g. Could I just...So what you're saying is...? Can I just interrupt you for a second...?). Ask them to practise these expressions together.
5. Divide students into groups of 4-8, give each group a set of topic cards and question cards each. Pre-teach any unfamiliar vocabulary – *vegetarianism, veganism, extreme sports, and chess*. Tell them to place the topic and the question cards face down on the table in 2 sets. Ask them to pick one topic card from the pile and to pick up one question card. Someone in the group has to answer the question they have picked up relating it to their topic card. The group can help formulate the question if it is incomplete. Model an example of what you want the students to do in open-class. Once one student has answered the first question, repeat the process with a different student picking up a different question and until all of the questions have been answered.
6. Whilst the students are carrying out this activity, walk around each group listening to their ideas and encouraging them to speak more, making sure everyone is involved. Also, make a note on the board of any recurring errors.
7. Once the students have completed all of the topic cards (around 20-30 minutes), give the students some feedback on how well they completed the task.
8. Now ask the students to either choose their favourite topic card or to think of another topic and prepare to talk about it and to write down some questions. Encourage them to use the language requirements and grammar of the level. (Elicit or explain what they are from the current syllabus).
9. As an example, for "new technologies" some questions could be "If you had a thousand (Euros, change to your currency), what item of technology would you buy?" or "If you had had a

thousand (Euros) in your parents' generation, what item of technology would you have bought?" Elicit some more questions based on the grammar of the level.

10. Now give each student a piece of paper and ask them to write the topic they have chosen in the middle. Draw lines from the topic (like in their topic form), writing their questions down. Explain they are going to present their topic to the group for approximately 10 minutes. Walk around checking everyone is involved and motivated.
11. Bring this activity to a close, ask for the names of the topics and write them on the board. Ask each student to think of a question to ask about each of the topics and write it down. Now each group presents their topic to the class. Make sure everyone in the group takes part in this. Ask various students to ask each group questions about their topic. Encourage dialogue and interaction between groups.

### **Extension activity**

More advanced students can prepare their own topic for the exam.

### **Further support activity**

Weaker students can be encouraged to think of vocabulary related to a topic of their choice.

### **After class**

Ask students to choose someone to talk to outside of class (a friend or family member for example). They should ask this person questions about a topic which they are interested in, and be ready to tell the class about it.

## Question cards

What is it?	Why have people chosen to do.....?
Would it be difficult to do.....?	What are the advantages and disadvantages of.....?
In the past, would people have done.....?	What do you think of.....?
In the future, will people still do.....?	Ask someone a question about this.
Talk for 1 minute about this	Interrupt someone when they are speaking about this
How long have you been doing.....?	If you could, would you do.....?
When you were younger, did you used to do.....?	What have people just been saying about.....?

## Topics

Veganism and vegetarianism

Extreme sports

The value of University Education

Chess

The importance of work experience

Multicultural societies

The economic side of football

New technologies

Latest top news stories

Why are some people so rich, others so poor?

The importance of a healthy diet and lifestyle

How our generation can make the world a better place

The best thing that has happened to me is.....

**Talking about a Topic:  
What's good, not so good and what's interesting!**

**At a glance**

**Level:** ISE II

**Focus:** Topic Task

**Aims:** To speak about a topic from different viewpoints

**Objectives:** To brainstorm ideas about a topic, to talk about the positive and negative aspects of the topic and to find interesting points about a topic

**Topics:** Hats, phones, books and films, comics and exercise in a gym

**Language functions:** Talking about advantages and disadvantages and making suggestions

**Grammar:** Present simple active and passive

**Lexis:** Positive and negative adjectives

**Materials needed:** Blank paper, pictures/ or realia of a cap, a helmet, a crown, a sun-hat, a woman's hat, a scarf and a fur hat.

**Timing:** 45 minutes

**Procedure**

**Preparation**

1. Make three columns on the board with the headings: Positive, Negative and Interesting.

Positive	Negative	Interesting

2. Get pictures or realia of a cap, a helmet, a crown, a woman's hat, a sunhat.
3. Draw a table on the board.

**In class**

1. Tell the class that they are going to practise talking about different topics from different points of views. They are going to think about topics and what the good things are about the topics, what the negative things are about the topic and what is interesting about the topic\*. Tell the class that this is to practise the first part of the speaking examination in ISE II, where they will talk about a topic they have chosen before the interview.
2. Tell the class that, to start with, they are going to talk about 'Hats or Headwear'. Ask the students to name different kinds of hats or headwear. They could say: helmets, caps, a crown, sun-hat, a hat for a wedding, a scarf or a fur hat. Show students the pictures or realia that you prepared before the class and ask them to identify each kind of hat/headwear. Write up the answers on the board.
3. Tell the class that now they must think about this topic from a positive point of view e.g. the good things about hats or headwear, from a negative point of view e.g. (the negative things about hats/ headwear and what is interesting about hats or headwear). Direct the students to the table you have drawn on the board:

Positive	Negative	Interesting

For example: ask the class what is positive about a helmet? They can answer, 'It protects people from injury/accident because it is very hard' 'It's also colourful so people can see it from a distance'.

What's negative about a crown? They can answer: 'It's very expensive/'It's heavy'/ 'Only a few people can wear a crown'/ 'An expensive crown could be stolen for the jewels.'

What's interesting about 'caps'? They can answer: 'Old/ young people all wear caps – there are thousands/ millions of different kinds of caps in different colours, with different writing. Some caps are used by companies for publicity'.

4. Now elicit and teach some positive and negative adjectives that can be used when the students talk about hats or headwear. For example, positive adjectives: protective, elegant, sporty, warm, shady, pretty, universal and colourful. Negative adjectives: expensive, unattractive, heavy, strange and concealing. Write up some of the ideas on the board in the correct category.
5. Then ask the students what kinds of comments or questions they could put in the interesting column. The interesting column is for comments or questions that are neither positive nor negative but are related to the topic. For example: 'Crowns must weigh several kilos', 'Where does the straw for some sun-hats come from?' 'Men and women both wear scarves on their heads in different ways.'
6. Now put the students in pairs and give each student a piece of blank paper. Ask the students with their partner, to add to the ideas on the board under the different columns. Give the class 8 minutes to talk in pairs and write down their lists.
7. Get information from the class and write it on the board under the three columns. After the class has looked at the board, rub out the columns.
8. Tell the students to turn over the paper they made their notes on, so they can't see the ideas on the sheet and tell them to practise talking to their partners about hats/ headwear from the three different viewpoints. Each student takes a turn and tries to talk about the topic for 1 minute without stopping.
9. Now tell the class that they have to use the Positive, Negative and Interesting analysis on two other topics. Write up the following topics on the board:
  - mobile or cell phones
  - doing regular exercise in a gym
  - turning a book into a film
  - reading comics.

Tell the class they can work in pairs and choose two topics and think about the analysis. Give the class 8 minutes to write down their notes about the two topics they have chosen.

10. Tell the class that in pairs, each student must choose one of the two topics and speak about it for at least 2 minutes to his/ her partner. Give the class some feedback on what they have said

and tell them that in the examination they need to talk for 4 minutes on specific topic.

### **Extension activity**

For those students who finish their analysis of two topics early, they can do a third topic and talk about three topics.

### **Further support activity**

Less able students can be supported with some ideas for the further analysis of mobile phones, for example: mobile phones mean we can easily get in touch with our friends; we can change appointments easily; we can speak to people from our cars, from the middle of the countryside; we can use them in emergencies to get help/mobile phones cost money; mean that people talk less in real life; interrupt people when they are doing other things/mobile phones seem to be a necessity of life in every country even if the country is poor; mobile phones are like extensions of people's hands.

### **After class**

Students choose a further topic that they are personally interested in and make a mind map of five areas related to the topic that they want to talk about. They must bring it to the next class to talk to their partner about. Tell the students that this is what they will have to do in the examination.

\* From Edward de Bono (1982) PMI (Plus, Minus, Interesting)

## **Conversation: The Environment Concerns Us All**

### **At a glance**

**Level:** ISE II

**Focus:** Conversation Task

**Aims:** To develop students active vocabulary when discussing the environment, to expand their knowledge of useful phrases used in conversation

**Objectives:** To show understanding by responding appropriately, to maintain a conversation on environmental concerns and to repair the conversation if there is a misunderstanding

**Topic:** Environmental concerns

**Language functions:** Expressing and expanding ideas and opinions, eliciting further information and negotiating meaning

**Grammar:** Linking expressions

**Lexis:** Environmental concerns, words and phrases to encourage further participation

**Materials needed:** Whiteboard, one worksheet per student, pens, one blank piece of paper per two students and dictionaries

**Timing:** Approximately 60 minutes

### **Procedure**

#### **Preparation**

Print one worksheet per student.

#### **In class**

1. Explain to the class that they will be doing an activity that will help them to practise for the Conversation phase of the ISE II exam.
2. Write "Environmental concerns" on the board and let students discuss in pairs what this may mean. Ask the groups to feedback in open-class and elicit responses.

3. Give each student a copy of the worksheet and ask them to complete Task A. Tell the students to put a tick next to the environmental concerns that were mentioned in step 2. Ask students to compare their answers with their partner and discuss the meaning of the new environmental concerns. Then carry out group feedback.
4. Put students in pairs and give each pair one piece of blank paper. Ask the students to draw a circle on the blank piece of paper. Let them pick one environmental concern and ask them to write it in the circle (ensure that not all of the students choose the same concern). Ask the students to write down as many words that come to mind when thinking of the environmental concern of their choice. Let them use a dictionary, if possible. Monitor and assist if necessary.
5. Discuss as a group and write any useful vocabulary on the board.
6. Tell the class they are going to discuss one or more of the environmental concerns in groups later, but before they do they are going to look at some useful expressions they can use during the conversation phase.
7. Draw the following table on the board:

<b>Linking words</b>	<b>Asking for an opinion</b>	<b>Asking for clarification</b>

Elicit some example phrases/expressions for each column.

8. Tell students to complete Task B. Ask them to put each expression into the correct column. Ask students to compare their answers in pairs. Then carry out group feedback. Write the answers on the board or ask the students to do this.
9. Practise the pronunciation of the words and expressions by asking the class to repeat after you. When modelling, use the appropriate intonation patterns. Drill the words chorally and individually.

10. Put students in pairs and let them discuss one environmental concern. Ask them to use as many linking words from Task B as possible. Monitor and assist if necessary. After a few minutes, ask the students to choose another environmental concern and discuss it in pairs.
11. Put the students in new pairs and let them discuss a different environmental concern. Ask the students to use the linking words again from task B and encourage them to ask for each other's opinion using the expressions from task B. Monitor and write down any errors on the board. After 1-2 minutes stop the students and have one of the students ask the other for clarification using one of the expressions from task B.
12. Have a whole class discussion on one or more environmental concerns and mainly focus on content. Encourage students to ask for clarifications and opinions.
13. Now draw the students' attention to the errors that you have written up on the board. Ask the students to discuss in pairs what is wrong with the sentences or phrases and to correct them. Correct the errors as a group. Elicit the correct answer and the reason.

**Extension activity**

Ask the students to discuss in pairs the consequences for each environmental concern. Ask the students to discuss how they may be linked. For example, deforestation may be linked to species becoming extinct when they lose their natural habitat.

**Further support activity**

Allow students to talk about the same environmental concern when they change partners. This way they will repeat their ideas.

**After class**

Ask students to choose one environmental concern and let them use the Internet to find more about it. Ask the students to report back in the next class.

**STUDENT WORKSHEET**

**CONVERSATION: THE ENVIRONMENT CONCERNS US ALL**

A. Put a tick (✓) next to the environmental concerns that were mentioned in the discussion.

<b>Environmental concerns</b>	✓
global warming	
overfishing	
endangered species	
air pollution	
inefficient energy use	
water pollution	
deforestation	
littering	

B. Put the words and expressions in the right column.

What's your opinion?, even though, So what you mean is..., Do you agree?, although, Are you saying that..., unless, however, And what do you think?

<b>Linking words</b>	<b>Asking for an opinion</b>	<b>Asking for clarification</b>

**Answer key:**

- B. *Linking words:* unless, however, although, even though  
*Asking for an opinion:* What's your opinion?, And what do you think?, Do you agree?  
*Asking for clarification:* Are you saying that...?, So what you mean is...?

## Talking about the World of Work

### At a glance

**Level:** ISE II

**Focus:** Conversation Task

**Objectives:** To become familiar with the Conversation phase of the ISE II speaking test

**Aims:** To practise speaking, to become familiar with vocabulary used for work and jobs and to gain fluency in presenting ideas

**Topic:** The world of work

**Language functions:** Expressing feelings/emotions/opinions, eliciting further information, expanding ideas and expressing agreement and disagreement.

**Grammar:** Forming and answering questions

**Lexis:** Jobs, adjectives used to describe jobs and work

**Materials needed:** One worksheet per student

**Timing:** 60 minutes

### Procedure

#### Preparation

Print one student worksheet per student.

#### In class

1. Tell the class that today they are going to concentrate on the Conversation phase of the ISE II exam. Ask the students what they know about this phase.
2. Tell the class that in today's class they are going to talk about jobs. Write 'jobs' on the board and ask the students to list a few popular and a few unusual jobs.
3. Give out one student worksheet per student and ask the students to complete Task A. Task A asks the students, in pairs, to look at adjectives used to describe jobs and to decide on 2 jobs that they think each adjective describes and explain why.

4. Whilst the students are completing Task A, walk around and monitor to make sure the students are doing the task in English and to listen to what they are saying. Once they have finished the task, write up some of the jobs on the board. Check that everyone understands the meaning of the jobs.
5. Write on the board 'Speed Dating' and ask the students if they know what it is.

**Description of speed dating:** In Speed Dating, people wanting to find a boyfriend/girlfriend are all together in one room. All the boys/men sit at tables around the edge of the room, the girls move around starting at one end and each girl has 3 minutes to talk to each boy. They all write 'yes' or 'no', 'like' or 'don't like' on their own paper. At the end, everyone gives their paper to the organiser who arranges for the ones who said they liked each other to get their email or phone number.

6. Tell the students they are going to do 'Speed Job Interviews'. So it will be exactly the same format but the ones who don't move are the interviewers and the ones moving around are the people wanting a job.
7. Before they start the 'Speed Job Interviews', ask the students to look at the jobs in Task B and to complete the table. Give the students approximately 10 minutes to do this and then feedback in open-class.
8. Then give the students 10 minutes in their pairs to brainstorm some popular interview questions. For example:
  - Why do you want this job?
  - What are your qualifications?
  - Are you prepared to work hard?
  - Are you available 24/7?
  - What had you done before your last job?
  - If I contact your last employer what will he/she say about you?
  - If you hadn't applied for this job what other type of job would you have applied for?

Ask the students to be a bit creative. Write up some of the more interesting questions on the board.

9. Set the classroom up, divide the class into two groups: interviewers and candidates and begin the activity. The interviewers should write some notes about the candidates that

they interview (See Task C). Each interview should last 3 minutes. Those being interviewed should choose a different job for each interview that they carry out. Once the interview has finished, the teacher should shout 'stop' and ask the candidate to move to the next interviewer. You could ask the students to repeat this phase a total of 6 times.

10. Whilst the interviews are taking place, monitor the students and make a note of the common errors.
11. Address the common errors once the students have completed this part of the lesson by writing them on the board and asking the students to correct them.
12. Now put the students in groups of 3 and give them the conversation topics (see Task D). Ask each group to choose one topic and discuss it. Whilst they are discussing the topic, choose one student to interrupt from time to time to interrupt the flow of the conversation. This is to encourage the students to get used to someone interrupting and to encourage the students to keep the conversation going (this is something that could happen in the speaking test). Whilst they are completing this activity, walk around and monitor. Go through any common errors.

**Extension activity**

The stronger candidates can write an 80-100 word response to a number of the conversation topics.

**Further support activity**

If the weaker ones are really struggling with the conversation topics, re-group them in weaker only groups and they can brainstorm ideas of what they could say about the topics without having the conversation.

**After class**

Ask the students to choose one of the topics for discussion and to prepare a 4 minute presentation which they will give to the class in the next lesson. The presentation must show both sides of the argument and come to a conclusion.

## **The World of Work**

### **Student worksheet**

**A. In pairs think of 2 jobs that you associate with each of the following adjectives. Talk about the jobs and say why you think the adjective describes the job.**

dangerous

exciting

well paid

dirty

boring

challenging

only for men

stressful

interesting

**B. Jobs for Speed Interviewing.**

**Look at the jobs and complete the table.**

<b>Job</b>	<b>Skills needed</b>	<b>Experience needed</b>
Actor / actress		
Footballer		
Toilet attendant		
President of the USA		
Astronaut		
Doctor		
Formula one driver		
Stuntman/woman		
Politician		
Midwife		

**C. Note cards for interviewers**

<b>Candidate</b>	<b>Job</b>	<b>How good would they be at the job?</b>	<b>Would you give them the job?</b>

**D. Topics for discussion**

- Does school really prepare people for the world of work? Do you think it's preparing you?
- Would you do a job you didn't like for a lot of money? If you did that what problems do you think you'd have?
- Do you think some sportsmen e.g. footballers earn too much money? If they earn so much money should they be role models for the rest of society?
- Some people say that everyone must get the same salary no matter what the job is, do you agree? If not why not?
- If there were a law that said all students over 18 must do a holiday job, would you be happy about it? What are the advantages of working in the school holidays?
- Do you think companies have to pay for their employees to do sport to keep them fit?
- In companies it's a good idea for them to provide baby and childcare facilities to help their female staff?
- What sort of job do you want to do and why?
- Do you think it's accepted in society now for a man to be a house husband? Would you be prepared to do it? (For the boys only)

## Role-plays for the Collaborative Task

### At a glance

**Level:** ISE II

**Focus:** Collaborative Task

**Aims:** To understand the requirements of the Collaborative Task, to practise asking questions and commenting on the examiner's responses, to practise speculating about a situation and to practise highlighting advantages and disadvantages

**Objectives:** To make students aware of what is expected during the Collaborative Task and for students to role-play the Collaborative Task twice as both the examiner and the candidate

**Topic:** School/university

**Language functions:** Giving advice and highlighting advantages and disadvantages, expressing possibility and uncertainty, eliciting further information and expansion of ideas and opinions, expressing agreement and disagreement and speculating

**Grammar:** Second and third conditionals, simple passive, modals and phrases used to express possibility and uncertainty, discourse connectors, linking expressions and cohesive devices

**Lexis:** Leaving school, leaving home and school curriculum

**Materials needed:** Whiteboard and paper and pens, copies of Prompt A for half the class and copies of Prompt B for the other half

**Timing:** 90 minutes

### Procedure

#### Preparation

Copy Prompt A for half the class and Prompt B for the other half.

#### In class

1. Tell students they are going to practise the Collaborative Task for the ISE II speaking test. Tell them they will begin by discussing the school-leaving age. Elicit the school-leaving age

in your country. Ask students to discuss in pairs, for 2 minutes, whether they think it is the right age. Ask a few students to share their opinions with the class.

2. Remind the students that in the Collaborative Task of ISE II, the examiner will provide a prompt and the candidate must ask questions to find out more information and comment on the examiner's responses.
3. Dictate the following prompt to the students: *In England, you have to stay in some form of education or training until you turn 18. I wonder if this is the right age.*
4. Tell students that they should begin the Collaborative Task by asking a question. Ask each student to write a question they could ask the examiner following this prompt. Once they have done this, ask each student to compare what they have written with a partner. Elicit some examples from the class and write them on the board. Some appropriate questions are:
  - *Do you think this is too old or too young?*
  - *Why aren't you sure if it is the right age?*
  - *What do you think is the right age?*
5. Dictate the examiner's response for students to write down: *I think that some people are ready to leave school when they are younger. For example, my niece is 16 and she wants to leave school to start working in the family business.*
6. In pairs, give students 15 minutes to list the possible advantages and disadvantages of this decision.
7. Draw two columns on the board; one for advantages and one for disadvantages.

Advantages	Disadvantages

Ask each pair to give you one suggestion for each column, and write them on the board. Some example ideas are:

Advantages:

*She will get real work experience*

*She will gain practical skills*

*She will start to earn money*

Disadvantages

*She won't have any qualifications*

*Her knowledge will be specific to one area*

*If she is working in the family business, she might miss out on the social life that school/ university offers*

8. Tell the students that they are going to perform the Collaborative Task in pairs. One is the examiner and the other is the candidate. Remind them that the candidate should try to find out the examiner's opinions, **not just state their own**. Give students 4 minutes to perform the task. Then, change the partners so that each examiner has a new candidate. Ask the students to swap roles and then repeat the task.
9. Give feedback on students' performance. Comment on things they did well, as well as what they could improve. Focus on patterns of interaction rather than grammatical accuracy.
10. Split the class in half. Give out prompt A to half of the class, and prompt B to the other half (see below for prompts and example answers). Give students 15 minutes to write down the answers to the questions relating to their prompt in pairs.
11. The students with prompt A find a partner with prompt B. A is the examiner, B is the candidate. Student A reads out their prompt, but does not show student B their notes. Give them 4 minutes to role-play the task.
12. Repeat, with student B as the examiner using their own prompt.
13. Give feedback on students' performance. Comment on things they did well, as well as what they could improve. Again, focus on patterns of interaction rather than grammatical accuracy. If students were struggling for ideas, go over the example answers below and ask students to perform the tasks again with a new partner.

**Extension activity**

Students that complete stage 5 or 10 more quickly can be encouraged to think about other questions that the candidate might ask and responses that the examiner might give related to the prompt. You can ask the students to share these with the class at the end of the lesson.

**Further support activity**

Students that struggle with role-playing the tasks can be asked to script them first.

**After class**

For homework, students can choose one of the three tasks and write a script for the “ideal” collaborative task

**Prompt A**

In some countries, Survival Skills are a mandatory part of the curriculum. I'm not sure if this is a good use of students' time.

What might Survival Skills include?

What are the advantages?

What are the disadvantages?

**Prompt B**

My cousin has just started university, and has been offered a free course on how to live independently. I think he should take it, but he isn't interested.

What might the course cover?

Why should he take it?

Why might he not be interested?

**Example Answers**

**Prompt A: In some countries, Survival Skills are a mandatory part of the curriculum. I'm not sure if this is a good use of students' time.**

What might Survival Skills include?

*Techniques someone might use in a dangerous situation, for example:*

- *Finding food and water*
- *Keeping warm*
- *Creating shelter*
- *Signalling for help*
- *Treating illness and injury*

What are the advantages?

- *Increased confidence to face everyday situations*
- *Ability to save own or others' lives*
- *Opportunity for less academic students to do well*

What are the disadvantages?

- *Skills may be quickly forgotten*
- *A waste of time if skills are never put into practice*
- *May encourage young people to put themselves into dangerous situations*

**Prompt B: My cousin has just started university, and has been offered a free course on how to live independently. I think he should take it, but he isn't interested.**

What might the course cover?

- *Housework such as cooking, cleaning, washing and ironing*
- *Personal hygiene*
- *Routine and time-management*
- *Managing finances*
- *How to deal with home-sickness*

Why should he take it?

- *Many people do not know how to look after themselves when they leave home*
- *Students might become ill if they don't look after themselves properly*
- *He will do better in his studies if he is happy and healthy*

Why might he not be interested?

- *It might distract him from his actual studies*
- *He might want more time for socialising*
- *He might be embarrassed to admit he does not have basic skills*

## **Collaborative: Just Another Day at the Office**

### **At a glance**

**Level:** ISE II

**Focus:** Collaborative Task

**Aims:** To develop speaking skills by responding to prompts related to the workplace

**Objectives:** To take initiative in conversation by eliciting further information, to express agreement and disagreement in response to prompts and to give advice in response to prompts

**Topic:** Personal values and ideals and the world of work

**Language functions:** Expressing agreement and disagreement, giving advice and eliciting further information

**Grammar:** Modal verbs

**Lexis:** Work, phrases to express agreement and disagreement, elicit further information and give advice

**Materials needed:** Whiteboard, one student worksheet per student, pens, and prompt cards

**Timing:** Approximately 75 minutes

### **Procedure**

#### **Preparation**

1. Print one student worksheet per student.
2. Cut up the prompt cards. Ensure you have at least one prompt card for each student. You will need to duplicate cards if you teach a group larger than twelve students.

#### **In class**

1. Explain to the class that they will be doing a speaking activity which will help them to prepare for the Collaborative Phase of the ISE II test.

2. Tell the students that the topic of today's lesson is 'work'. Write the following two statements on the board.

1. *I really don't like working nine to five.*

2. *I don't think requiring people to work nine to five is productive.*

Elicit from the students which statement is more an opinion and which one is a dilemma. Explain to the students that in the Collaborative Phase of the test the examiner reads a prompt that expresses an opinion or a dilemma and the candidate needs to find out more information and keep the conversation going for four minutes.

3. Write on the board: '*the five questions of a good journalist*' and elicit what they may be. **Answer key:** *Who? What? Where? Why? How?*
4. Write the following prompt on the whiteboard: 'I love working with my colleagues but dealing with the customers I find a lot harder.' Read the prompt out loud. Tell the students to use the five questions of a good journalist to ask **you** what may have happened. Encourage the students to ask as many questions as possible until the background of the story is clear.
5. Write *background story* on the whiteboard and tell the students that the background story is what may have happened to the speaker before the dilemma occurred or before the speaker arrived at his/her opinion. Tell the students that in this part of the ISE exam, they need to find out what the background story is by asking the examiner questions.
6. Hand out the student worksheet. Tell the students that they are going to complete Task A. Elicit the meaning of 'deadline' and 'divide'. Ask the students, in pairs, to come up with a background story for each prompt. Tell them that they can use the five questions of a good journalist for this. Monitor and assist if necessary.
7. Put the students in new pairs. Tell them to take turns reading out a prompt. The other student asks questions until the full background story is clear. Carry out feedback as a group.

8. Ask the students to carry out Task B. Elicit the meaning of 'take criticism'. Tell students to work alone this time and ask them to write one sentence in response to each opinion in which they either agree or disagree with the opinion. Monitor and correct errors. After the students have finished, ask students to read out the responses and ask other students which prompt it is a response to. Write useful phrases used for agreeing and disagreeing on the board. Examples: *In my opinion, ..., In my view, ..., From my point-of-view, ..., I do not totally agree with this because ..., I see what you mean but I think that ..., I see where you are coming from, but to be honest I don't think ...*
9. Elicit from the students different ways to give advice and write them on the board.  
  
Examples: *If I were you, ..., You should, ... You shouldn't ..., You'd better ..., You ought to ..., Why don't you ...,*
10. Tell the students to carry out Task C. Ask the students to work in pairs and discuss pieces of advice they could give for each dilemma. Monitor and assist if necessary. Carry out feedback as a group.
11. Write the following words and phrases on the whiteboard and ask students to discuss their meaning in pairs: *gossip, office hours, messy, appreciate*. Carry out feedback in open-class.
12. Tell the students that these words are used in the prompts. Give each student one prompt card. Tell the students that they have one minute to think of a background story.
13. Ask all of the students to stand up and stand in two lines facing each other (eight students on each side for example or ten students on each side). Ask the students in the first line to read out their prompt to their partner. Tell the other students that they need to ask questions to find out more information, give advice and agree or disagree.
14. After a few minutes, ask the students in the second line to move one spot. The last student in the row moves to the first spot (similar to a conveyor belt). Now, tell the students in the second line to read out their prompt and their new partner responds. Repeat this until everyone has worked with at least four different partners.

15. Monitor and collect errors in a notebook for group error correction later.
16. Carry out group feedback and ask two or three students to read out loud a prompt and elicit responses from the class. Tell the students how well they have completed the task. Tell them what they are doing well and what they still need to improve on.
17. Write out on the board a number of the incorrect sentences that you heard. Ask the students to discuss the errors with their partner and then carry out feedback in open-class.
18. Tell the students they can prepare for this part of the ISE exam by practicing with another student. Tell them to alternate the examiner role after four minutes. Tell them to select in advance at least three phrases they are planning to use in the conversation.

### **Extension activity**

Ask the students to write their own work-related prompt and think of a background story. Ask them to work with a partner. One student reads out the prompt and the other student responds.

### **Further support activity**

Ask weaker students to use the same prompt for Tasks A-C.

### **After class**

Ask the students to swap their prompt and ask them to think of a background story, advice and reasons to agree or disagree with the prompt. Ask the students to report back in the next class.

**COLLABORATIVE: JUST ANOTHER DAY AT THE OFFICE**

**Student worksheet**

**Task A**

**Work with a partner and come up with a background story for each prompt. Use the questions: Who? What? Where? Why and How? to guide you.**

1. I've built a successful career without ever having gone to university. I believe in the university of life.
2. I prefer working to strict deadlines.
3. There is a big divide between the different departments in our office.

**Task B**

**Read the opinions and write a reply in which you either agree or disagree.**

1. Young people nowadays can't take criticism.
2. After a certain age, it is just too difficult to learn a new skill.

**Task C**

**Talk to partner. What advice could you give to someone facing the following dilemmas?**

1. I don't think that working in an office really suits me.
2. I'm thinking of looking for a new job.
3. I think my new colleague is more talented than me. My manager also seems to like him more than me.

**PROMPT CARDS**

I guess I'm good at generating ideas but less at executing them. Still, what I'm doing all day is making other people's ideas work.
I'm often so jealous of the people I'm managing. They just have a lot less responsibility.
I think that young people when they leave university are not prepared for the workplace.
There is a lot of gossip in our office.
The young people that joined our company recently don't seem to be able to take any criticism.
I do my best work in the morning. After lunch I'm not productive anymore.
My boss often calls me at the weekend or after office hours. A lot of extra work for which I'm not getting paid.
I have a manager who leaves me alone all the time. I actually like to be managed. I need structure in order to perform.
Once in a while I need to refocus and then just check my personal emails or call a friend to chat. I've been told that I can't do that during office hours.
I leave everything to the last minute. I only seem to be able to work under pressure.
I can't stand working on a messy desk, but my colleague sitting next to me obviously is of a different opinion.
My manager doesn't seem to appreciate it when I give her my opinion on her performance.

## Working from Home

### At a glance

**Level:** ISE II

**Focus:** Independent Listening Task

**Aims:** To provide practice in identifying gist and specific information from a listening text.

**Objectives:** To familiarise students with the type of listening tasks that they will face at ISE II

**Topic:** Working from home

**Language functions:** Highlighting advantages and disadvantages, expressing possibility and uncertainty, expressing agreement and disagreement and speculating

**Lexis:** The world of work

**Materials needed:** A recording of the audio script (if possible), enough photocopies of the audio script for each student, board pens and paper

**Timing:** 50-60 minutes

### Procedure

#### Preparation

Make sure a recording of the audio script has been made on an MP3 player or equivalent device. If this is not possible the teacher may read out the audio script in class.

#### In class

1. Tell students they are going to practise a listening task for the ISE II listening test. In this task they will have to listen to a recording of approximately 400 words. They will first listen for gist and then make notes on more specific details.
2. Tell the students that today they will be discussing the world of work. Ask students to discuss in pairs or groups of 3, for 2 minutes, whether they know anyone who works from home and whether they like it or not. Ask a few students to share their ideas with the class.

3. Now dictate the following to the students: *My friend has told me that she has given up going to the office and started working from home. She said it wasn't quite what she had expected.*
4. Students can check each other's papers to see what they have written and correct them if necessary. Ask students what they think "his/her friend" means by this. This should elicit there are disadvantages as well as advantages of working from home.
5. Divide the class into two (or even four groups depending on class size), and ask each group to consider the advantages OR disadvantages of working from home. 10 minutes should be enough time for the students to discuss this.
6. Draw two columns on the board:

Advantages	Disadvantages

Ask a student from each group to write their advantages/disadvantages on the board as a series of bullet points. They should have come up with at least 3-4 advantages and disadvantages.

7. Tell the students that they are now going to listen to the audio which talks about the world of work. First they will listen for general understanding of the script gist. Ask them if they think the speaker is in favour of working from home or not. The students can make notes on a piece of paper as they would in the listening exam.
8. Play the audio script.
9. Ask the students to discuss their answers in pairs and threes. *Answer: Yes he/she was generally in favour of working from home,* and maybe the students can tell you why.
10. Tell the students that you are going to play the recording again. This time, ask the students to make bullet points of the **advantages and disadvantages of working from home** (there are 4 advantages and 3 disadvantages). Play the recording a second time.

11. Ask the students to compare their notes in pairs or threes. Whilst the students are doing this, monitor and ask one student to write on the board the answers for the advantages, and another to write up the disadvantages.
12. Confirm the answers (see Answer sheet). Ask students to reflect in pairs on how similar the answers in the audio script were compared to the suggestions they made in stage 6.
13. Give students the audio script and ask them to read it and underline any expressions the students are not familiar with. Go through any unknown expressions with the class.
14. Ask students to reflect on the listening activity. Why were some parts difficult? Is it unknown vocabulary (particularly phrasal verbs such as 'check up on you', 'stick to it', 'stuck in'), grammar or speed of delivery?
15. Give students 2-3 minutes to speculate whether they would like to work from home in groups of three. After they have done that you could have a class vote on it to see which is more popular.

**Extension activity**

Stronger students can write sentences meaningful to them, using the new vocabulary items that they have seen in the audio script.

**Further support activity**

The recording can be played a third time with the weaker students following the audio script. Students can ask the teacher or another student to stop the audio script when the students experience difficulties.

**After class**

Ask students to research other vocabulary connected with the world of work which they will have to explain to other members of the class in the next lesson.

**Audio Script**

Have you ever sat in bumper-to-bumper traffic in the rush hour and wondered how much better it would be to work from home instead of doing the daily commute to the office? It seems that more and more people have been working from home in recent years, but is it really as great as it seems?

Many people have started to work from home but then realised there were a lot of drawbacks that they had not considered. Some workers reported that working from home had proved to be very isolating at times. They had missed the day to day contact with their colleagues. For example, it is nice to chat to colleagues in the breaks about things that are happening at work, or even talking about simple things like the TV programmes from the night before. Some workers also said that they missed not having an IT department, so did not have someone to help them if they had a problem with their computer.

Many found that there were even more distractions working from home than there were at the office. It can be extremely tempting to play around on the internet or constantly check social networking sites which can be a terrible distraction now that the boss is not around to check up on you. Some even reported that they had started watching daytime TV!

However, despite these disadvantages, there are of course a lot of great things about working from home. It is possible to fill in the gaps when family members are ill or when children need to be picked up from school. There is much greater flexibility in that one can work at the times you decide. Perhaps you are an early riser and prefer to work from 5 am in the morning or perhaps you work better in the afternoons or evenings. Whatever it is, you can fix your own schedule, but it is better to be disciplined, set a timetable and stick to it.

It is also possible to save money working at home. You are not persuaded to go out for lunch with your colleagues and if you do this every day it can really make a dent in your salary. Cooking lunch at home will keep that money in your pocket. Finally, the best thing about working from home that most people reported was that they did not have to take that commute into work either on the train or on the bus, or worst of all in the car, when one was frequently stuck in frustrating rush hour traffic.

**Answers**

**Gist question:** Overall the speaker is positive about working from home, especially as he/she does not have to commute to work.

**Answers to part 2:**

<b>Advantages of working from home</b>	<b>Disadvantages of working from home</b>
<ul style="list-style-type: none"><li>• Don't have to commute to work</li><li>• Can be flexible to attend to family needs such as when someone is ill or children need picking up</li><li>• Flexibility to set own timetable of work</li><li>• Can save money on food</li></ul>	<ul style="list-style-type: none"><li>• Can feel isolated from colleagues</li><li>• No one to help you with IT problems</li><li>• Distractions of the internet, social networking sites, daytime TV</li></ul>

## Listening- A Nightmare Weekend!

### At a glance

**Level:** ISE II

**Focus:** Independent Listening Task

**Aims:** To improve students' listening comprehension skills

**Objectives:** To understand the main points and details of complex spoken English and to improve note taking skills

**Topic:** Hotel review and manager's response

**Language functions:** Listening for gist and for detailed information

**Grammar:** Following natural spoken discourse

**Lexis:** A Hotel review

**Materials needed:** Text (to read out), student worksheet (cut into strips; 1 per group of 4-6 students), student worksheet, whiteboard, pens and paper for students to make notes

**Timing:** 45-60 minutes

### Procedure

#### Preparation

1. Read through the listening text (see teacher's notes) to familiarise yourself with it. If another teacher is available, record them reading the text out so the students can practise hearing another voice.
2. Photocopy one set of 'Task statements' (see teacher's notes) per group of 4-6 students and cut up.
3. Also photocopy one student worksheet per student.

#### In class

1. Explain to the class that they are going to work on their listening skills for the ISE II Independent Listening Task. This task involves listening to a recording *twice*. The first time for *gist*, the second time for more detail.

2. Write **GIST** in large capital letters on the board. Elicit from students what they understand by the term *gist*. (Possible answers may be: to understand the principal idea, the main point, what they are talking about, the theme etc.). Write the correct ideas on the board. Explain to students that in the ISE II exam they will hear the recording twice. The first time they hear the recording they should listen for the *gist*. Tell the students that a possible question from the examiner could be "What was the speaker talking about?" They should be prepared to answer in one or two sentences.
3. Now introduce the class to the topic of the listening – a nightmare holiday. Ask the students some questions about what can go wrong on holiday. For example – a lost passport, a puncture to the car on the way there, the hotel is next to a noisy building site/ airport. Ask them to discuss in pairs or small groups some of their bad experiences, or experiences other people have had, or films they have seen, or to just use their imagination. Try to get the class highly motivated and interested in the topic.
4. Now ask the class to focus on what problems people could have with their hotels. Ask the class to discuss in pairs or small groups. Feedback in open-class.
5. Finally, ask the students what they could *do* if they had a problem with the hotel. Possible answers include: complain to the manager; send a letter or email; write to or phone the head office; write to the newspaper etc. Write key vocabulary on the board.
6. Explain to the students that they will now listen to a text about a nightmare holiday.
7. Read out the text (at normal speed) or ask a colleague to read it out, or have a recording ready to play. Ask the students to listen carefully and be ready to tell you what the gist of the story is.
8. Ask the students to discuss what they feel the gist of the text is. Possible answers include; complaining about a hotel to the manager and the manager's response; a very bad weekend at a 4 star Hotel; a couple who are angry at the service they

- received at a hotel etc. Write some of the answers on the board.
9. Now explain to the class that they are going to listen to the text again, but this time they will be listening for detailed information, and in particular, in what order things happen. For this they will need to make notes individually. After they have heard the text, they will work in groups putting the events in order, so it is important to make notes.
  10. Show the students the strips of paper to explain what they will need to do (but don't hand them out yet). Organise the students into groups of 4-6 (depending on class size).
  11. Hand out the student worksheet and make sure each student has a pen.
  12. Read out the text again or play the recording from start to finish. The students should make notes on the student worksheet.
  13. Quickly give out strips of paper to each group. Explain to the group that they will now have to organise the events into the order in which they happened. Allow some discussion in the groups. Monitor the groups to check their understanding and completion of task. Make sure they are referring to their notes and are working together well. Do not allow one person to take over, make sure everyone is involved. Time allowed – 10-15 minutes.
  14. Elicit the answers from 1- 22 (in the order they appear on the teacher's notes).
  15. Now encourage the students to re-tell the story in their own words.
  16. If there is some disagreement, read out the necessary part(s) of the text again.
  17. Explain that what you read or what they heard was an example of the listening phase of the ISE II exam. Ask them what they thought about it. What did they find easy and difficult? Do they feel ready for this part of the exam?
  18. Ask the students what they could do to improve their listening skills? Possible answers: listen to an English song and work out what they are singing about; watch a short clip of a film in

English and identify the gist; watch a short clip of a recipe being made and make notes on the ingredients and order for making the dish; watch part of a sports match online and listen to the commentator and make notes on the main events etc.

### **Extension activity**

More advanced students can try to re-enact what they heard using the strips of paper, using voices of *complaining* for the unhappy client, and *peace making/pacifying/patient understanding* for the Manager.

### **Further support activity**

Weaker students can be given fewer strips of paper (5 for example), blocks of the correct sentences with only 5 missing to complete the story

### **After class**

Listen to a short English text (online for example). Listen to it twice: once for the *gist*, the second time for *detailed information*. Practise making notes and practise explaining what happened.

## **Listening- A Nightmare Weekend!**

### **Teacher's Notes**

#### **Listening text**

Voice 1: "A nightmare weekend!"

Reviewed 4<sup>th</sup> July 2014

A 60<sup>th</sup> birthday treat for my wife. Booked through the web. Their website is very misleading. You think you are going to a 4 star hotel with fine dining and it's more like a holiday camp. The staff were mostly excellent, especially the Reception Manager when we arrived. We had asked for a quiet room, only to be told we would be in a noisy room above a wedding reception. He found us a nice room. No complaints about the room, other than the TV remote did not work.

The swimming pool was ok but looks nothing like the picture on the website, it's very drab now. There was also no hot water in the showers. I told the attendant. He didn't even apologise.

The bar is awful unless you want to watch football - We didn't! Why was it that the lounge bar, which had been open in the afternoon, was not open before dinner? It was a nice room and would've been perfect.

The restaurant is not fine dining! It is well below par. The A la Carte menu is like a bad pub menu and the buffet was poor, especially as the staff did not keep the supplies of food topped up so people were waiting around with half full plates trying to get staff to replenish the hot trays. The drinks are expensive and some of the restaurant staff were rude and unhelpful.

Breakfast was utter chaos, with not enough cutlery, plates or food. We had to go and get our own tea. Nobody came to the table except to take away plates that were not finished. I had to go to the cutlery draw myself twice! One toaster was not working, the other was burning toast.

We were on the second floor in the Old School and the lift was not working.

Overall, we found the weekend most unpleasant, not the relaxing break we had been dreaming of. We think other holiday makers should be aware of the standard of the hotel so that they are under no illusions, and do not feel cheated – as we do.

This hotel should definitely not have 4 stars. It could be excellent but.... The buildings and grounds are very nice, but the service, facilities and food are awful.

Manager's response (could be read out by another person – Voice 2)

*Guest Relations Manager at Devonshire Estate, responded to this review, 4<sup>th</sup> July 2014*

Thank you for taking the time to write a review of our Hotel.

I was pleased that after a small problem with your room allocation that our Reception Manager found a lovely room for you.

I was however disappointed to read your comments on our leisure Club and I have passed this feedback onto our Leisure Club Manager.

I have also had a meeting with our Restaurant Manager about our menu and especially your comments on our staff being rude and unhelpful, this is not acceptable and will be addressed immediately.

I hope your wife had a lovely birthday despite the small problems you experienced.

Kind Regards

Kim Norris- Guest Relations Manager

**End of text**

**Task statements**

**Cut up the following 22 statements and give them to the students in a jumbled order.**

Reserved online
Holiday camp
Reception manager very helpful
Television remote control did not work
Swimming pool was OK
Hot water didn't work in the showers
Watching football in the bar
Lounge bar closed
Not enough food!
Drinks are pricey
Attitude of staff
Breakfast madness!!
Searching for knives and forks.....
Malfunctioning toasters
We had to walk up 2 flights of stairs
Lovely grounds
Terrible service, facilities and food
An appropriate room given
Feedback passed on
Feedback passed on
Sorting out problems of rude staff
Happy Birthday to your wife



## Listening: Big City

### At a glance

**Level:** ISE II

**Focus:** Independent Listening Task

**Aims:** To develop listening strategies when listening to someone describing their experience of the differences between living in a city and a village

**Objectives:** To listen and report main points and supporting detail and to infer the speaker's opinion

**Topic:** Village and city life and society and living standards

**Language functions:** Expressing and expanding ideas and opinions and highlighting advantages and disadvantages

**Lexis:** Village and city life and living standards

**Materials needed:** Whiteboard, audio script or audio recording and equipment, one student worksheet per student, pens, and dictionaries

**Timing:** Approximately one hour

### Procedure

#### Preparation

1. Print one student worksheet per student.
2. Pre-record the audio. If no equipment is available to record and/or play the audio, print out the transcript and read it to the class at a normal pace.

#### In class

1. Explain to the class that they will be doing a listening activity in class today and that this will help them to prepare for the ISE II Independent Listening part of test.
2. Give each student a Student Worksheet and ask the students to carry out Task A. Ask students to read '*What to expect in the exam*'. Then, in pairs, ask one of the students to summarise '*What to expect in the exam*' for their partner.

3. Write the words *village* and *city* on the board and ask students, in pairs, to discuss the differences between living in a village and living in a city. Carry out feedback as a class.
4. Ask the students to discuss in pairs if they prefer living in a city or village. Once the students have discussed for approximately 3-5 minutes, feedback in open-class.
5. Tell the students that in today's lesson, they are going to listen to someone talking about the differences between living in a village and a city. Ask the students to carry out Task B on their student worksheet whilst they are listening. Tell the students to write three pros and four cons of living in a city (before carrying out this task, you may need to re-cap on the words 'pro' and 'con'). Clearly announce when you are about to play the audio. **If you were unable to pre-record the audio, read the audio script out loud at a normal pace and with appropriate pausing.**
6. Now ask the students to compare their answers in pairs. Do group feedback and go over the answers as a class. Answer key: *Pros: higher salary, less predictable, being judged on your achievements Cons: loneliness, difficult to talk to strangers, expensive, no support network*
7. Now, tell the students that they are going to listen to the audio again and this time they need to carry out Task C. Tell the students that they need to replace the underlined words with a different word or phrase from the audio that has the same meaning. After you have played the audio, ask students to compare answers in pairs. Carry out feedback as a group. Answer key: *1. It (really) dawned on me 2. Live life to the fullest. 3. was very refreshing 4. achieve 5. going through*
8. Tell the students they are going to listen to the audio again and ask them to carry out Task D. Ask the students if they think the speaker prefers living in the city or his hometown. Ask the students to discuss their opinion with a partner. Carry out feedback as a group and elicit what the speaker's opinion is. Answer key: *Although the speaker highlights a number of disadvantages of living in a city, it can be inferred that his experience of being judged on his achievements overrules the disadvantages.*

9. Ask the students what they remember about Task 1 of the listening test. Elicit that they will listen to the recording twice and that they are encouraged to take notes. They can prepare for it by watching talks on websites such as *ted.com*. Tell them that the first time they listen they should listen for gist or general understanding and the second time they should listen for detail.

### **Extension activity**

1. Ask the students to discuss with their partner whether they agree with the speaker or not. Carry out feedback as a group.
2. Give students the audio script and ask them to underline three words they can explain to their partner and three words they want their partner to explain to them.

### **Further support activity**

1. Play the audio twice for each task.
2. Give out the audio script and ask students to listen again and follow the audio script.

### **After class**

Ask the students to research in a book or on the internet the biggest city in their country and the smallest village. Ask students to report back on the differences in the next class.

## **Listening: Big City**

### **Teacher's Notes**

#### **LISTENING AUDIO SCRIPT**

So, you want to know what it was like moving from a tiny village in the middle of nowhere to a mega city? Big question. Where shall I start? I realised that when I moved that I had never really been alone before. I was incredibly lonely those first few weeks. I know this may sound like a contradiction but it really dawned on me how lonely you can be in a city of five million people. In my hometown everybody knows everybody. Life is lived outside. On the streets, you know. People sit outside in the evening and chat with the neighbours and passers-by. In the city, if you start talking to a stranger they look at you as if you are crazy.

My salary is a lot higher but life of course is also much more expensive. Ironically, I had a higher standard of life when living in my hometown even with a salary that was three times lower than what I am making now. I have to admit that my hometown is near the beach so that may have to do with it. My rent now is more than what I was making back then. Life in the village is the same every day. The same routines. Your life is already planned out for you. You are going to get a job and do this same job for the rest of your life. You marry the girl from around the corner, have kids. I wanted something different. Live life to the fullest.

You know what bothered me most about living in a small town? That you are never judged on your own merits. My father was at one point mayor so everybody knew him. So I was always the son of a locally very well-known person. I was never judged as a person who existed in his own right. Moving to the city was very refreshing in that perspective. I quickly had a promotion and that felt so good. Finally, I had been rewarded for what I really could achieve. I had made it out of my father's shadow.

Life in the city is more anonymous. This has its pros and cons. I must say a while ago when I was going through a difficult time there was no support network and I had to go home to be with family and friends for a few weeks to recover.

**LISTENING: BIG CITY**

**STUDENT WORKSHEET**

A. Read '*What to expect in the exam*' and summarise it for your partner.

<b>What to expect in the exam...</b>
<ul style="list-style-type: none"><li>• In the listening phase you will listen to a monologue of approximately 400 words. You will listen to the recording twice.</li><li>• You will be given a worksheet to take notes.</li><li>• The first time you should listen for gist or general understanding.</li><li>• The second time you should listen for detail.</li><li>• The total time of the test is 8 minutes.</li></ul>

B. Listen to the audio and write three pros and four cons of living in the city.

<b>Pros?</b>	<b>Cons?</b>

**C. Listen to the audio again and replace the underlined words with a word or phrase from the audio.**

1. I realised how lonely you can be in a big city.
2. Enjoy life.
3. Moving to the city felt as something new in that perspective.
4. I had been rewarded for what I really could do.
5. I was experiencing a difficult time.

**D. Talk to your partner. Do you think the speaker prefers living in the city or in his hometown? Why?**

**Answer key:**

- B. Pros: higher salary, less predictable, being judged on your achievements

Cons: loneliness, difficult to talk to strangers, expensive, no support network

- C. 1. It (really) dawned on me 2. Live life to the fullest 3. was very refreshing 4. achieve 5. going through

Although the speaker highlights a number of disadvantages of living in a city, it can be inferred that his experience of being judged on his achievements overrules the disadvantages.