

## **Worksheet 1**

### **Find someone....**

- a. ...who used to play the same sport as you
- b. ...who has been studying English for longer than you
- c. ...who has been told that they look like a celebrity
- d. ...who would give all their money to charity if they won the lottery
- e. ...who wishes they had studied harder at school when they were younger
- f. ...who thinks the moon landing might have been faked
- g. ...who had studied English before they came to London
- h. ...who has stopped doing something unhealthy recently

## **Worksheet 2**

### **Overview of the ISE III exam**

Look at the [ISE III Guide for Students](#) and find the answer to these questions.

1. How many parts does the reading and writing exam have? What are they?
2. How many words do you write in the writing tasks?
3. What's the difference between the writing tasks? (Task 3 – Reading into writing & Task 4 – Extended writing)
4. How many parts does the speaking and listening exam have? What are they?
5. What's the difference between the Topic presentation and the Topic discussion?
6. What must you take with you into the exam for the examiner?
7. What is your responsibility in the Collaborative task?
8. What subjects might you talk about in the Conversation task?
9. How many times do you hear the Independent listening task?

## **Worksheet 2**

### **Answers:**

1. Four parts:  
Task 1 - Long reading  
Task 2 - Multi-text reading  
Task 3 - Reading into writing  
Task 4 - Extended writing
2. Between 200 – 230 words.
3. Task 3 – Reading into writing you have to use the four texts from Task 2 – Multi-text reading.  
In Task 4 – Extended writing you just answer a question.
4. Four parts:  
Topic task  
Collaborative task  
Conversation task  
Independent listening task
5. In the presentation the candidate makes a formal presentation to the examiner (who is making notes). In the discussion both the examiner and candidate discuss the topic.
6. A handout for your Topic presentation
7. To keep the conversation going and encourage the examiner to tell you more.
8. Independence  
Role Models  
The Media  
The Arts  
Ambitions  
Competitiveness  
Advertising  
The rights of the individual  
Stereotypes  
Young people's rights  
Lifestyles  
Economic issues
9. Twice.

## **Worksheet 3**

**Circle the correct option in the sentence.  
Don't look back!**

### **Find someone...**

- a. ...who used to play/played/playing the same sport as you
- b. ...who has been study/studied/studying English for longer than you
- c. ...who has been told that/it/of they look like a celebrity
- d. ...who would give all their money to charity if they win/won/winning the lottery
- e. ...who wishes they had studied/studied /study harder at school when they were younger
- f. ...who thinks the moon landing might have been faked/have faked/been fake
- g. ... who had/have/has studied English before they came to London
- h. ...hopes to get/getting/got an A in their exam
- i. ...who has stopped doing/to do/did something unhealthy recently

## Worksheet 4

**To be cut up into a matching task**

Language functions	Sentence stem
Expressing regrets, wishes and hopes	The advantage of this is...
Expressing assumptions	Another benefit of this is that...
Evaluating options	I suppose it...
Hypothesising	I'm convinced that...
Evaluating past actions or course of events	I'm not completely sure if...
Developing an argument	It must be awful to...
Defending a point of view	I should have...
Expressing beliefs	Don't you think it might be...
Expressing opinions tentatively	If only I had...
Expressing reservations	I take your point, but...
Expressing empathy or sympathy	If this happened, it would...

## **Worksheet 5**

### **Texts with genres for ISE III**

#### **Informal letter**

Dear Conrad,

How are you feeling this week? I hope you've managed to find some time to relax? I've heard there's a great exhibition on at the moment at the V&A. Perhaps I'll come up to London in a few weeks?

I'm so sorry to hear about your problems at work. It must be so stressful for you. Don't you think it might be a good idea to talk with your boss? Perhaps if you tell her you're struggling to cope with the workload, she might be able to help somehow? I imagine you think it's best to get on with it yourself, but in the long run it's only going to cause more problems.

Sorry if I'm being nosy, but you know I just want the best for you! I hope you start to feel better about it all soon.

Did you hear that Jack and Andrea got engaged? I'm so excited! I might be getting a bit carried away, but I've got a feeling I'm going to be a grandma soon! It's probably best if I don't say anything like that to them though! Don't want to scare them!

Let me know if you think you'll have time for me to come up and visit.

Lots of love,

Mum

## **Worksheet 5**

### **Essay**

There is no denying that the influence celebrities have has increased significantly. This change has caused many to question how this power should be used. While I believe that celebrities should be mindful of the influence of their actions, it is my view that they should also be allowed to live their lives as they choose.

In my opinion, celebrities targeting the teenage market need to consider their actions the most. For example, if a pop singer talks about speeding in their songs, some young people might view this as an endorsement and try to emulate their idol's behaviour. However, it is a little more complicated if a celebrity is caught speeding by the paparazzi. In this case it could be argued that the media are responsible for portraying this negative image of an influential role model.

In many cases, celebrities breaking the law illustrate the dangers of this kind of behaviour to young people. There are countless examples of careers that have been ruined by these issues. Stories such as these probably educate young people about the dangers of law-breaking much more than any lesson at school could.

To conclude, it is somewhat short-sighted to criticise celebrities for their negative influence on young people. Just like any other human being they make mistakes and teenagers may learn powerful life lessons from them.

## **Worksheet 5**

### **Article**

#### **Make a smart choice**

Did you know that a recent survey has found that more than 40% of university graduates wish they'd studied a different subject at university? Almost half of those questioned said they regret not picking a more hands-on subject as they feel it might have boosted their chances of bagging a good job. How do you choose the right course for you?

Firstly, you need to think about what matters most to you. Are you hoping to earn a good salary? Or is job satisfaction the most important thing for you? If you believe money is the key to happiness, maybe you should talk to someone you know who is in a well-paid job. You might be surprised by what they tell you. Around 20% of high earners surveyed believe they would be happier if they had studied a more vocational role, such as teaching. Before you make your decision it's worth considering the fact that over 50% of people in lower paying roles said they regretted not choosing their degree more carefully. They also cited their low wage as a cause of great stress.

Perhaps money is the key to happiness after all? Or maybe that old saying is true and grass really is greener on the other side.



## **Worksheet 6**

### **Role-play cards**

You didn't study for an exam and you failed. Talk to your friend about your regrets and your hopes for the next exam

Discuss with a friend the best age a young person should move into their own place. Consider the pros & cons of different ages.

Talk about whether you think it's a good thing or not to have so many billboards in the streets

Your friend applied for a job but didn't get it. Express your sympathy and try to make them feel hopeful.

One of your friends is thinking about getting a tattoo but you think it's a bad idea. Tell them in a diplomatic way

Your friend thinks young people spend too much time on the internet. You disagree. Discuss this with your friend

You had an argument with your neighbour about the noise they make. Now you regret it. Talk about your regret with a friend.

You have a discussion with a friend about whether you think children should be encouraged to be competitive.

## **Worksheet 7**

### **List of writing genres**

Descriptive essay

Discursive essay

Argument essay

Article (magazine or online)

Informal email or letter

Formal email or letter

Review

Report

## **Worksheet 8**

### **Paragraph/Topic sentences**

**1. Discuss the following questions with your partner.**

- a. Do you think celebrities have an influence over young people?
- b. Who do you think is more responsible for this influence? The media or celebrities?
- c. Do you think they should change their behaviour because of this influence?

**2. Write a paragraph for a discursive essay based on what you discussed about question b.**

## **Worksheet 8**

- 3. Look at the following paragraph taken from an essay answering this question. Does it include any of your ideas?**

In my opinion, celebrities targeting the teenage market need to consider their actions the most. For example, if a pop singer talks about speeding in their songs, some young people might view this as an endorsement and try to emulate their idol's behaviour. However, it is a little more complicated if a celebrity is caught speeding by the paparazzi. In this case it could be argued that the media are responsible for portraying this negative image of an influential role model.

- 4. All paragraphs in essays should have one sentence which summarises its central argument. This is called a topic statement. Which of the following do you think is the topic statement of this paragraph? Why?**

- a)** if a pop singer talks about speeding in their songs, some young people might view this as an endorsement
- b)** Celebrities targeting the teenage market need to consider their actions the most
- c)** it is a little more complicated if a celebrity is caught speeding by the paparazzi

- 5. How many different examples does the writer use to back up their point?**

- 6. How does the write conclude their paragraph?**

- 7. Try to put the sentences from the next paragraph into a logical order.**

## **Worksheet 8**

- a. For example, every moment of Amy Winehouse's downfall was documented in the press. It seems unlikely that anyone would want to consider her a role model, or want to emulate her behaviour.
  - b. There are countless examples of careers that have been ruined by these issues.
  - c. Sad stories such as these probably educate young people about the dangers of drugs much more than any lesson at school could.
  - d. In many cases, celebrities breaking the law illustrate the dangers of this kind of behaviour to young people.
- 
- 8. With a partner try to write a logical concluding sentence for the paragraph in question 7.**
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 9. Now look at the paragraph you wrote earlier today. Is there anything you could improve about the organisation? Write a second draft, making sure you have a clear topic statement.**

## **Worksheet 8**

### **Answers:**

**4.** B

**5.** 3

**6.** By considering an alternative viewpoint and refuting it. This extends their argument.

**7.** B, D, A, C

## **Worksheet 9**

### **Correct the following errors**

I used to liked studying mathematics at school

I think young people are heavily influence by the media

I think the government should to allow 16 year olds to vote

Woman's rights has been improving recently

Even though I use the Internet, but I I'm not addicted to it

I think people wear designer clothes because of they want to show off

I asked him do he use the mobile phone every day

When I was a teenager I hadn't been stressed

I think young people should look up to people which have achieved something with their lives

If I hadn't be ambitious when I was younger, I wouldn't have achieved so much

If I was a role model, I will make sure I am a good example.

## **Worksheet 9**

### **Answers:**

I used to like studying mathematics at school

I think young people are heavily influenced by the media

I think the government should allow 16 year olds to vote

Woman's rights have been improving recently

Even though I use the Internet, I I'm not addicted to it

I think people wear designer clothes because they want to show off

I asked him if he used/uses the mobile phone every day

When I was a teenager I wasn't stressed

I think young people should look up to people who have achieved something with their lives

If I hadn't been ambitious when I was younger, I wouldn't have achieved so much

If I was a role model, I would make sure I am a good example.



## **Worksheet 10**

### **Lexis**

- 1. What stereotypes do you know about English & American people? Discuss with your partner.**
- 2. Look at the following conversation. Who do you agree with more?**

**Pete:** Don't you think stereotypes are **a bit** old-fashioned? It doesn't matter where you're from these days – we're all the same!

**Sally:** Oh come on! You English people are so reserved and stuffy! Of course stereotypes are true.

**Pete:** That's rubbish! I'm not stuffy. Tell me something else stereotypical about us then.

**Sally:** **Well, let me think...** well you're all quite polite aren't you... **I mean...**

**Pete:** Have you ever been on the tube in the morning? We're not polite at all!

**Sally:** No-one's polite at 8am in the morning on a packed train. **Anyway, as I was saying,** you are polite **in general**. You're always saying please, thank you, and sorry, especially sorry!

**Pete:** Actually I think Americans are much politer than us, don't you?

**Sally:** **Hmm that's interesting actually.** Well I guess people who work in the service industry **tend to be a bit** friendlier than people here in the UK, but people in the street aren't.

## Worksheet 10

3. Look at the language in bold and add it to the correct category in the table.

Vague/imprecise language	Cohesive devices to recap/recover	Stock phrases

4. Think of a few more phrases you could add to each category in the table. Check them with your teacher.
5. Discuss the following questions about stereotypes with your partner. Try to use some of the language from the lesson today.
- Do you think we will have more or less stereotypes in the future?
  - What's the difference between stereotypes and racism?
  - Do you think people are too politically correct about stereotypes these days?
  - Why do you think stereotypes exist?

## **Worksheet 10**

### **Answers:**

**3:**

<b>Vague/imprecise language</b>	<b>Cohesive devices to recap/recover</b>	<b>Stock phrases</b>
a bit	I mean...	Well, let me think..
in general.	Anyway, as I was saying	Hmm that's interesting actually
tend to be a bit		

## **Worksheet 11**

### **Example tasks**

1. Look at the example writing task.

It is an answer to Task 3 – Reading into writing from [ISE III Sample exam paper 2](#) (page 7).

Read the response and decide if it is a good response. Why/why not?

#### **The wonder of bees**

In the summer months, bees can be a nuisance, but if you stop and think about them you quickly realise how amazing they are.

For example, did you know that the queen bee lays 2,000 eggs a day! She must be exhausted! Her life is much better than the drone bee though. After mating with the queen he is kicked out of the hive and dies of starvation. I bet he wishes he had been born a female!

Sadly, bees are dying out, due to CCD, a mysterious disorder which causes all bees to abandon their hive. You can look after them though by creating a hive of your own, just make sure you don't buy a second hand hive. This could spread diseases. Also make sure you zip up your protective headgear unless you want to get stung!

Aren't they amazing? Next time you get stung, take a moment to appreciate the amazing little creature buzzing around you!

## **Worksheet 11**

- 2. Now read the answer to Task 4 – Extended writing.  
Is it a good response? Why/why not?**

The study of history has always been a key part of the curriculum. It is widely believed that in order for a society to continue to develop, an understanding of past events is key. I firmly believe that this is true. However, I do believe more could be done to engage young people with the past.

History lessons used to be largely based on memorising key dates, ready to be regurgitated at any given moment. These days, in the age of google, this kind of memorisation is no longer necessary. Despite this, it is still essential that young people are informed about these significant points in our history. It is important that teachers strive to find ways to motivate their students to study the past. Otherwise their learners will disengage and the past will be forgotten.

One key issue with the way history is taught in many countries is the biased version of events that is presented. This can be especially troubling when immigrants to a country are taught about colonial successes of old. It would be much more relevant and enlightening to look at the dark side of colonial areas, viewing them as shameful acts rather than glorious victories.

## **Worksheet 12**

### **Complex passive structures**

1. You are going to read a report on student satisfaction at Union Jack English School. What things do you think are important for students at a language school?
2. Read through the report and see how many things you discussed are featured in the report.

#### **Report on student satisfaction at Union Jack English School**

##### **Introduction**

This report is based on a survey of 200 students attending the school in August 2015. The findings will be discussed by senior management & will form part of the improvements planned for 2016.

##### **Accommodation**

60% of the students questioned reported that their accommodation had been arranged by external agents. The majority of these students cited poor housing location as the reason for not using the school's accommodation service.

##### **Classes**

33% of students surveyed felt that the level placement procedure needed to be improved. All of these students believed they had been placed at a lower level, with many citing nerves on the day of the test as a potential reason for this. Despite this 80% were very happy with the level of teaching & the remaining 20% were happy.

##### **Facilities**

75% said the facilities were of an excellent standard. However, the remaining 25% were unhappy that their classes had been held on a different site. They believed they should have been informed of the different location when booking the course.

##### **Social programme**

65% of those surveyed had attended a social programme event. Satisfaction levels were high for those who had attended.

##### **Summary**

Satisfaction levels are generally high. However, more central accommodation could be offered, communication about the off site

## **Worksheet 12**

classes could be improved, and the level testing system needs to be investigated.

- 3. What do you think are the most important findings of the report? What could the school do to improve upon these areas?**
- 4. What do you notice about the way the report is organised?**
- 5. What do you notice about the language used in the text? What makes it formal?**
- 6. Why is passive voice used in the text?**
- 7. The following sentence is a reduced participle clause. It is often used in reports as it uses less words.**

60% of the students questioned

- a.** Choose the correct full version
  - . 60% of the students that questioned
  - . 60% of the students who were questioned
  - . 60% of the students, who were questioned
- b.** Find other examples of this type of clause in the text

## Worksheet 12

8. There are lots of other examples of complex passive structures in the text. Complete the table below adding the correct passive sentence to it's matching active sentence

Active voice	Passive voice
The school had placed the students at the wrong level	
Senior management will discuss the findings	
The school needed to improve the level placement procedure	
The school should have informed them of the different location	
The school could offer more central accommodation	

9. Complete the following rules about how to make the passive voice.

**Modals (will/should/could/need to)**

Modal + \_\_\_\_\_ + past participle

**Past modals (will have/could have/should have)**

Modal + have + \_\_\_\_\_ + past participle

**Past perfect (had placed)**

Had + \_\_\_\_\_ + past participle



## **Worksheet 12**

**10. Change the following sentences into the passive voice.**

- a. The students should have done the level test on the computer
- b. The school hadn't told some of the students about the social programme
- c. The management needs to improve the communication with the students
- d. The school could improve the canteen's menu.

**11. Now write a similar report about your school. Try to follow the same structure as the example and use examples of complex passive structures.**

## **Worksheet 12**

### **Answers:**

4. It has a title.  
Each paragraph has a heading.  
There is an introduction & a summary.  
It contains lots of statistics.

5.

### **Report on student satisfaction at Union Jack**

#### **Introduction**

This report is based on a survey of 200 students attending the school in August 2015. The findings will be discussed by senior management & will form part of the improvements planned for 2016.

#### **Accommodation**

60% of the students questioned reported that their accommodation had been arranged by external agents. The majority of these students cited poor housing location as the reason for not using the school's accommodation service.

#### **Classes**

33% of students surveyed felt that the level placement procedure needed to be improved. All of these students believed they had been placed at a lower level. The findings will be discussed by senior management with many citing nerves on the day of the test as a potential reason for this. Despite this 80% were very happy with the level of teaching & the remaining 20% were happy.

#### **Facilities**

75% said the facilities were of an excellent standard. However, the remaining 25% were unhappy that their classes had been held on a different site. They believed they should have been informed of the different location when booking the course.

#### **Social programme**

65% of those surveyed had attended a social programme event. Satisfaction levels were high for those who had attended.

#### **Summary**

Satisfaction levels are generally high. However, more central accommodation could be offered, communication about the off site classes could be improved, and the level testing system needs to be investigated.

## Worksheet 12

6. Because the subject is obvious
7. **a** 60% of the students who were questioned  
**b** 33% of students surveyed  
part of the improvements planned for 2016

8.

Active voice	Passive voice
The school had placed the students at the wrong level	<u>had been placed</u> at a lower level
Senior management will discuss the findings	The findings <u>will be discussed</u> by senior management
The school needed to improve the level placement procedure	the level placement procedure <u>needed to be improved</u>
The school should have informed them of the different location	they <u>should have been informed</u> of the different location
The school could offer more central accommodation	more central accommodation <u>could be offered</u>

9.

### Modals (will/should/could/need to)

Modal + be + past participle

### Past modals (will have/could have/should have)

Modal + have + been + past participle

### Past perfect (had placed)

Had + been + past participle

10.

- a. the level test should have been done on the computer

## **Worksheet 12**

- b. some of the students hadn't been told about the social programme
- c. the communication with the students needs to be improved
- d. the canteen's menu could be improved.

## **Worksheet 13**

### **Question types**

**Write some questions about the future of our planet to ask your partner. Try to use the following frames.**

- a. Have you ever...?
- b. Why does...?
- c. What do you think...?
- d. Do you think it's possible to...?
- e. What can be done to...?
- f. Would it make a difference if...?
- g. Does the government...?

## **Worksheet 14**

### **Summarising and paraphrasing**

**1. Match the correct endings to make a definition of the 2 words**

A) To paraphrase means...

B) To summarise means...

1. ...to express someone else's ideas in your own language.

2. ...to express only the most essential points of someone else's work.

**2. Why is it important to paraphrase & summarise in Task 3 - Reading into writing?**

**3. Look at the following extracts from the reading texts on pages 4-5 of the [ISE III Sample exam paper 2](#).**

**Match them to paraphrased sentences which have the same meaning**

1. Most of the bees in a colony are 'workers'. They are females who collect nectar and pollen from flowers, and maintain and defend the hive

2. We rely on pollination by honeybees and other species of bee for around one third of the food we grow.

3. The role of the drone is to mate with the queen. They can't sting, and when winter comes, they are driven out by workers to starve to death.

a. Around 33% of all food grown in the world is dependant on honeybees and a variety of other species pollinating.

b. Female 'worker' bees, whose responsibilities include hive maintenance and defence, as well as the collection of pollen and nectar from flowers, account for the majority of bees.

c. Drones, who are unable to sting, after left to starve outside the hive after they have mated with the queen.

## **Worksheet 14**

**4. Paraphrasing can be done in different ways. Find examples of the following in sentences a – c**

- Using a synonym or a word with a similar meaning
- Using a different grammatical structure (e.g. passive voice, relative clause)
- Changing around the order of the sentence

**5. Try to paraphrase the following sentences**

- a. I bought my first hive – a new one (It's best to avoid second-hand hives because of risk of diseases)...
- b. ...as long as it was far away from his horses, as for some reason bees don't like them.
- c. An experienced beekeeper watched me open the hive and advised me to keep my movements much more calm and gentle
- d. Oh and to zip up my veil all the way – I learned that lesson the hard way.

**6. The 4 sentences in exercise 5 could be summarised as they all discuss the same idea. Look at the following examples and choose the best summary. Why is it the best one?**

- Make sure your hive is new and located away from horses. Any protective clothing should be carefully fastened and you should move slowly & carefully when working in the hive.
- When you buy your hive, you need to buy a new one, because of diseases and keep it far away from horses, as bees don't like them. You also need to keep your movements calm and gentle and zip up your veil all the way, if you don't want to learn a hard lesson.
- There are many things to consider when getting bees, like location, clothing, equipment & movement

## **Worksheet 14**

**7. Decide if the following statements about writing good summaries are true or false.**

- a)** A summary should be short.
- b)** You should use your own words to express the ideas in the text.
- c)** You need to include all the information in the text.

**8. Try to summarise the following text.**

Bees in folklore – What traditions have you heard?

**Joe:** My granddad told me bees can recognise their beekeeper!

**Alex:** Here they say that if someone in the family gets married, you have to 'tell the bees' and leave them some wedding cake, or they'll get annoyed.

**Luis:** Because honey was the main sweet food in the old days, quite a few cultures say bees originated with the gods.

**Helen:** @Alex – Yes, but the same goes for bad news – they like to feel part of the family.



## **Worksheet 14**

### **Answers:**

1. a= 1  
b= 2
2. It's a requirement of the task/you need to demonstrate your lexical range/ you have a word limit
3. 1=b  
2=a  
3=c
- 4/5 teacher can check
6. Make sure your hive is new and located away from horses. Any protective clothing should be carefully fastened and you should move slowly & carefully when working in the hive.  
  
because it uses the writer's own words, is not repetitive & is short
7. A= true  
B= true  
C= false (you select the most important points)
8. Teacher can check

## Worksheet 15

### Conditionals

1. Look at the following conversation about going to university. How do Anna and Joe feel about their studies?

**Anna:** I paid my final student loan instalment today! Biggest waste of money ever!

**Joe:** Are you kidding? That was the best money I ever spent. If I hadn't got my degree, I wouldn't be living in London now.

**Anna:** You don't need a degree to live in London!

**Joe:** No you don't normally, but I got my visa to live here because of my job.

**Anna:** Well if I hadn't gone to university, I wouldn't have all these debts. I honestly think I would have been better off getting a job straight after school.

**Joe:** It's not all about money though, is it? What about the experiences? The people you met?

**Anna:** Well I suppose I might not be married if I hadn't moved to Newcastle for uni – that's where I met my husband.

**Joe:** See! It's not all bad.

2. What are the positive things today that are a result of going to university?

Anna	Joe
	He lives in London

3. What negative thing about her life today does Anna mention?

## **Worksheet 15**

- 4. Both Anna and Joe use mixed conditionals in their sentence. Look at the example below and choose the best option to define the meaning.**

If I hadn't got my degree, I wouldn't be living in London now.

- a) To imagine something happening differently in your past and a consequence of that difference in the past
  - b) To imagine something happening differently in your past and a consequence of that difference in the past
  - c) To imagine something being different now and a consequence of that now.
- 5. Choose the correct word to complete the rules about mixed conditionals**

**Infinitive                      had/hadn't**

**If + \_\_\_\_\_ + Past participle, + would/wouldn't \_\_\_\_\_**

- 6. Tick the sentences which are correct. Why aren't the others correct?**
- a. I would be rich now if I had studied something less vocational.
  - b. If I studied something else when I was younger, I would be much happier now.
  - c. I'd be miserable now if I hadn't decided to change my career a few back.
  - d. If I hadn't worked so hard at uni, I'd probably still be there now!

## **Worksheet 15**

**7. Write logical ending to the following mixed conditional sentences**

- a. If I hadn't got that pay-rise,  
\_\_\_\_\_
- b. I wouldn't be able to speak  
Spanish\_\_\_\_\_
- c. If I hadn't forgotten to bring my wallet  
today,\_\_\_\_\_
- d. I'd be much less ambitious  
today\_\_\_\_\_

**8. With a partner write some mixed conditional conversation questions about the topics of:**

**Ambitions**

**Competitiveness**

**Lifestyles**

**Economic issues**

**9. After your teacher has checked your questions, work with another pair and practise asking and answering your questions.**

## **Worksheet 15**

### **Answers:**

2. Anna is married now
3. Anna has lots of debts
4. b
5. If I had/hadn't + past participle + would + infinitive
6.
  - a) **x** I would be rich now (,) if I had studied something less vocational
  - b) ✓ If I studied something else when I was younger, I would be much happier now.
  - c) **X** I'd **be** miserable now if I hadn't decided to change my career a few back.
  - d) ✓ If I hadn't worked so hard at uni, I'd probably still be there now!
7. teacher to check

## **Worksheet 16**

### **Reviews**

**1. Discuss the following questions about films with your partner.**

- a. What was the last film you saw? Did you enjoy it? Why/why not? Tell your partner about it.
- b. Do you normally read film reviews? Why/why not?

**2. Read the following film review. What things doesn't the writer like about the film?**

#### **A Jurassic bore**

Finally released to much fanfare this week is the latest instalment from the Jurassic Park blockbusting franchise "Jurassic World". It's certainly an impressive spectacle to watch, but you can't help thinking that the producers **should have invested** a little more money into writing a decent script.

Twenty-two years after the dramatic events of *Jurassic Park*, the island has become a fully functioning dinosaur playground, attracting tourists by the boatload. You would think they **would have been** put off by the events of the previous movies, but still they come! Predictable events ensue as one by one they become dinosaur dinner, except of course for the unimaginatively drawn characters you're supposed to root for.

It goes without saying that the special effects are incredible and there are some gripping moments that will leave you on the edge of your seat, but these moments **would have** worked so much better if they had been complemented with a sharper script and better developed characters.

The acting is ok but no-one's going to be winning any Oscars. Chris Pratt and Bryce Dallas Howard do a decent enough job, but let's face it, these parts **could have been** played by anyone who knows how to read a script and look terrified! Pratt **must have been** tempted by the reported \$10 million paycheck.

If you're looking for a shallow but entertaining film that will not make any demands upon your brain, this is the film for you.

## **Worksheet 16**

- 3. Decide which paragraph contains the following information.**
- A.** Summary
  - B.** Background
  - C.** Acting
  - D.** The plot
  - E.** Special effects
- 4. Decide if the following sentences about writing film reviews are true or false**
- a. You have to use formal language
  - b. You can use idioms and colloquial language
  - c. You can talk directly to the reader (using 'you')
  - d. You can reveal lots of information about the story
  - e. You give details about the actors
  - f. You give your opinion about the film
- 5. The review contains some examples of past modals. Complete the gap with the past modals to complete the definitions below.**

**Could have - Should have - must have - would have**

- a. Use \_\_\_\_\_ to say that a different action was recommended in the past.
- b. Use \_\_\_\_\_ to talk about possibilities if something had been different in the past.
- c. Use \_\_\_\_\_ to imagine a result (if something had been different in the past).
- d. \_\_\_\_\_ expresses more certainty about the result than \_\_\_\_\_.
- e. Use \_\_\_\_\_ to speculate about what happened in the past when we have a strong opinion.

## **Worksheet 16**

**6. Match the 2 sentence halves using a past modal to connect them. There is more than one possible answer for some.**

- a. She always answers her phone when I call. She
- b. I'm in the middle of cleaning the house. You
- c. If we'd left home later, we
- d. If she hadn't been my boss, I think we

- 1. have called before you dropped by
- 2. have been friends
- 3. have left it at home today
- 4. have got stuck in traffic

**7. Now write a review of a film you've seen recently. Try to follow the structure of the example and use some past modals if you can.**



## **Worksheet 16**

### **Answers:**

2. The script & the characters

3. Summary (paragraph 5)  
Background (paragraph 1)  
Acting (paragraph 4)  
The plot (paragraph 2)  
Special effects (paragraph 3)

4.

- a. You have to use formal language (false)
- b. You can use idioms and colloquial language (true)
- c. You can talk directly to the reader (using 'you') (true)
- d. You can reveal lots of information about the story (false)
- e. You give details about the actors (true)
- f. You give your opinion about the film. (true)

5.

- f. Use **should have** to say that a different action was recommended in the past
- g. Use **could have** to talk about possibilities if something had been different in the past
- h. Use **would have** to imagine a result (if something had been different in the past)
- i. **Would have** expresses more certainty about the result than **could have**.
- j. Use **must have** to speculate about what happened in the past when we have a strong opinion.

6.

She always answers her phone when I call. She must/could have left it at home today.

You should/could have called before you dropped by. I'm in the middle of cleaning the house.

If we'd left home later, we would/could have got stuck in traffic

If she hadn't been my boss, I think we could/would have been friends

**Worksheet 17**

**Subject area key words**

**Role Models**

Look up to      Emulate

Have a bad influence on

**Ambitions**

Career-focussed      Ruthless

Aspiration

**Worksheet 17**

# **Stereotypes**

Make assumptions about

Sweeping statements

Generalisations

# **Independence**

Self-sufficient

Stand on your own two feet

Have your own space

**Worksheet 17**

# **Competitiveness**

Be top dog

Have the edge over someone

To be cut throat

## **Young people's rights**

The right to vote

Age limits

Discrimination

**Worksheet 17**

# **The media**

Tabloids

Press intrusion

Exposé

# **Advertising**

A campaign

Pop up ads

Slogan

**Worksheet 17**

**Lifestyles**

To be well off

Sedentary

Glamorous

**The arts**

Abstract

Conceptual

Performance art

**Worksheet 17**

# **The rights of the individual**

Freedom of speech      Privacy

Access to health care

## **Economic issues**

To go bankrupt      Recession

To be overdrawn

## **Worksheet 18**

### **Article**

- 1. You're going to read an article about things that annoy women about men. Discuss with your partner what things might be on the list.**
- 2. Now read the article quickly to see if any of your ideas are on the list**

#### **1. Don't Try To Impress Women**

Obviously, we're not saying don't open the door for her or offer to pay on a first date. We're talking about flashing your gold card or wearing that tiny shirt too show off those guns (how much time do you spend working out, anyway?). Women see through that. And it just makes them cringe.

So what *does* impress her? This study found that on a date the first thing you're judged on is your smile (64%), followed by whether you make eye contact (58%) and then your tone of voice (25%).

#### **2. You Better Introduce Them As Your Girlfriend**

Let's set the stage. You're over at your girl's place. You've been going out for a few months. Then her friends randomly show up, and she says, "Hi guys! This is my friend, Brad." Hurts, doesn't it? Now you're wondering what's up. Are you too ugly? Is it something you said? Maybe you haven't been offering to pay for meals as often as she has?

Well, same applies in reverse. When you're introducing her to friends, you introduce her as your girlfriend. And if you aren't 100% sure about the status of your relationship, maybe it's time to have that conversation – like the grownup that you are.

#### **3. They Worry If You Don't Text Them Back**

While everyone has varying levels of Phone-Checking Obsession syndrome, one thing's for sure: there's a response time window of appropriateness. And while you're probably thinking 'Just one more game of Zelda and then I'll make a sandwich and then maybe see what Tom's up to and then text her back', she's probably already thinking you're being a jerk.

She's texted you three times before you've had the chance to respond because she just wants to connect. And even though maybe it's a bit forward, if you want to keep her interested remember this: a slow response time is the biggest texting turn-off, according to an online study



## **Worksheet 18**

provided by a US phone network. Seems like a small thing to compromise on, doesn't it, guys?

**3. Decide if the following sentences are true or false according to the article.**

- A. Whether your voice is high or low is quite important to women
- B. You should always introduce someone you're dating as your girlfriend
- C. Taking a long time to reply to texts is the most annoying text-related habit you could have

**4. Do you agree with the list? Are these things important to all women?**

**5. Look at an extract from a conversation between two women discussing the article. Do they agree with what's on the list?**

**Jane:** I'm not sure what women they're talking about! I wish my Jack would flash his gold card! He's so stingy!

**Lucy:** I know what they mean though. I hate it when a guy insists on paying for everything. It makes me feel like I owe him something. I prefer to split the bill.

**Jane:** Really? Maybe I'm a bit more old-fashioned. Well I hope you meet someone like Jack then – you're made for each other!

**Lucy:** Actually I hope I do end up with someone like Jack – he's not that bad is he?

**Jane:** Yeah he's lovely. Sometimes I wish I was with someone a bit more generous, but nobody's perfect I guess.

**6. Jane & Lucy use 'I hope/I wish' a few times in their conversation. Look at the examples in the text and complete the rules with hope/wish**

- a. \_\_\_\_\_ is used to talk about situations that we desire, but which are the opposite of the current reality or which are impossible.

## **Worksheet 18**

- b. \_\_\_\_\_ is used to talk about possible situations that we desire in the past, present or future

**7. Now complete the rules about how to use them in a sentence. Use either wish or hope**

- a. We use \_\_\_\_\_ + *subject* + *would* to express regret about an action that a third party is unwilling to perform.
- b. We use \_\_\_\_\_ + *subject* + *verb* in any tense.
- c. We can use \_\_\_\_\_ + *subject* + *past tense* to express regret that a present situation is not how we want it.

**8. Make sentences starting with I wish or I hope using the prompts below.**

Example

My girlfriend doesn't know how to drive – it's so annoying

*I wish my girlfriend knew how to drive*

- a. I am so short. I want to be taller but I've stopped growing
- b. My mum refuses to let me go out at the weekend
- c. I really want to pass this exam. I'm studying so hard
- d. I don't want to see Luke at the party tomorrow
- e. Why did I send that email? I'm so stupid!

**9. Look back at the article and imagine Lucy & Jane talking about the other points. Try to make sentences they would say using wish/hope.**

**10. Think of some conversation questions you might be asked that require you to talk about wishes/hope. Focus on the following topic areas**

Independence - ambitions - role models - competitiveness

## **Worksheet 18**

**11. Ask and answer your partner's questions.**

### **Answers:**

- 3. a T  
b F (you should discuss it first)  
c T
  
- 5. Jane does, Lucy doesn't
- 6. a wish  
b hope
- 7. a wish  
b hope  
c wish
- 8. a I wish I was/were taller  
b I wish my mum would let me go out at the weekend  
c I hope I pass this exam  
d I hope I don't see Luke at the party tomorrow  
e I wish I hadn't sent that email

**Source:**

Article adapted from.

[http://uk.askmen.com/top\\_10/dating/things-girls-wished-you-knew\\_10.html](http://uk.askmen.com/top_10/dating/things-girls-wished-you-knew_10.html)

## **Worksheet 19**

### **Verbs**

1. **Do you think it would be a good thing to be a role model? Why/why not?**
  
2. **Look at the following sentences. Complete them with the verbs in brackets. Either use the –ing (eating) form of the verb, the infinitive (to eat) or the bare infinitive (eat)**
  - a. I don't think I would enjoy \_\_\_\_\_ a role model. **BE**
  - b. Role models help parents \_\_\_\_\_ their children **TEACH** about the right way to live their life
  - c. My son is studying dance because he's planning on **BECOME** \_\_\_\_\_ a professional dancer when he's older.
  - d. I don't mind my son \_\_\_\_\_ a football team, as long **SUPPORT** as the players are good role models.
  - e. We decided not \_\_\_\_\_ our daughter go to the **LET** concern as some of the songs are unsuitable for kids.
  - f. My son wants \_\_\_\_\_ a teacher when he's older. **BE** We've got his incredible science teacher to thank for that.
  - g. I can't stand my daughter \_\_\_\_\_ reality TV. The **WATCH** people on it are awful!
  - h. I'm so happy my neighbour's son offered \_\_\_\_\_ **HELP** my son with his maths homework. I think he really looks up to him.
  - i. Janet stopped \_\_\_\_\_ interested in pop stars a while **BE** ago. She gets much more excited about tennis players these days.
  - j. She practises \_\_\_\_\_ every day now. She wants to **SING** be like Beyonce when she's older.

## **Worksheet 19**

**3. Complete the gaps using a verb in the correct form.**

**Listen - do (x2) - settle - marry - spend**

**play - sing - be - pay**

- a. Is there anything you can't stand \_\_\_\_\_ in your job?
- b. What are you planning \_\_\_\_\_ this weekend?
- c. Do you mind people \_\_\_\_\_ late?
- d. If a stranger offered \_\_\_\_\_ for your coffee, would you accept?
- e. Do you enjoy \_\_\_\_\_ time alone?
- f. If your best friend decided \_\_\_\_\_ you didn't like, what would you do?
- g. Have you ever learned \_\_\_\_\_ a musical instrument?
- h. How can you help someone \_\_\_\_\_ in to a new city?
- i. If you practise \_\_\_\_\_ every day, is it possible to become as good as Mariah Carey?
- j. At what age do you think people usually stop \_\_\_\_\_ to pop music?

**4. Discuss the questions with your partner.**

## **Worksheet 20**

### **Vocabulary**

#### **Independence**

reliant - bossed - freedom

1. I want to have the \_\_\_\_\_ to do what I want to do.
2. I don't like being \_\_\_\_\_ around by other people.
3. I don't like to be too \_\_\_\_\_ on other people.

#### **Ambitions**

set my sights - high achievers - far

1. She'll go \_\_\_\_\_. She's a hard worker and she wants to succeed.
2. It's hard coming from a family of \_\_\_\_\_. I always feel like a disappointment to them.
3. I've \_\_\_\_\_ on being a director by the age of 30.

#### **Stereotypes**

reinforce - portrays - perception

1. It frustrates me when people just \_\_\_\_\_ stereotypes. They should be trying to fight against them!
2. I don't care what people's \_\_\_\_\_ of me is. If they want to make assumptions about me based on my nationality, that's fine by me.
3. The way the media \_\_\_\_\_ people from my country doesn't help to break stereotypes about us at all.

## **Worksheet 20**

### **Role models**

set a good example - inspired - a good example

1. It must be difficult always trying to be \_\_\_\_\_. Everyone messes up sometimes.
2. I was really \_\_\_\_\_ by my maths teacher at school. That's why I'm a teacher now.
3. I think sports people in the public eye have to \_\_\_\_\_ to young people.

### **Competitiveness**

pit against - team spirit - one-upmanship

1. I don't like the way students are \_\_\_\_\_ each other at university. They need to learn how to work together.
2. I left my old job because I couldn't stand the \_\_\_\_\_. I want to work in a less competitive environment from now on.
3. I like football as it teaches you to compete against the other side, but you also have a great \_\_\_\_\_ with your fellow players.

### **Rights of the individual/young people**

legal aid - know your rights - gets arrested

1. I think \_\_\_\_\_ is a good thing. Everyone should have access to a lawyer, even if they don't earn enough money.
2. It's so important to \_\_\_\_\_. If you don't, people can take advantage of you.

## **Worksheet 20**

3. When someone \_\_\_\_\_, they have the right to have a lawyer present when they are questioned.



## **Worksheet 20**

### **The media**

biased - columnist - propaganda

1. Almost every paper in England is politically \_\_\_\_\_. It's important to know whose side they're on when you're reading one.
2. Any celebrity can become a \_\_\_\_\_ these days. I don't know why anyone would be interested in reading what most of them have to say!
3. The media is full of \_\_\_\_\_. I never trust anything I read without checking a few different sources. They're all trying to brainwash us!

### **Advertising**

jingles - advertising agency - product placement

1. I've always wanted to work for an \_\_\_\_\_. I'd love to sit around all day thinking up ideas for adverts.
2. Hollywood films are full of \_\_\_\_\_ these days. Every 5 minutes you see someone drinking a Starbucks coffee!
3. I think the people who write \_\_\_\_\_ are so clever! You hear a song on an advert one time, and you can't get it out of your head!

### **The arts**

performance - exhibition - masterpiece

1. His latest painting is a real \_\_\_\_\_. It's definitely the best work of his career.
2. I'd like to go to an \_\_\_\_\_ this weekend. I want to do something cultural

## **Worksheet 20**

3. I wasn't very impressed by his \_\_\_\_\_. I didn't think he was a very convincing Macbeth.

### **Economic issues**

loaded - Building society - pay day loans

1. I think \_\_\_\_\_ are immoral. They are taking advantage of desperate people and charging them ridiculous amounts of interest.
2. I don't trust banks. That's why I put all my money in a \_\_\_\_\_ account.
3. He must be \_\_\_\_\_. It's his 3<sup>rd</sup> holiday of the year.

## **Worksheet 20**

### **Answers:**

#### **Independence**

1. Freedom
2. Bossed
3. Reliant

#### **Ambitions**

1. Far
2. High achievers
3. Set my sights

#### **Stereotypes**

1. Reinforce
2. Perception
3. Portrays

#### **Role Models**

1. A good example
2. Inspired
3. Set a good example

#### **Competitiveness**

1. Pit against
2. One-upmanship
3. Team spirit

#### **Rights of the individual/young people**

1. Legal aid
2. Know your rights
3. Gets arrested

#### **The media**

1. Biased
2. Columnist
3. Propaganda

#### **Advertising**

1. Advertising agency
2. Product placement
3. Jingles

#### **The arts**

1. Masterpiece
2. Exhibition
3. Performance

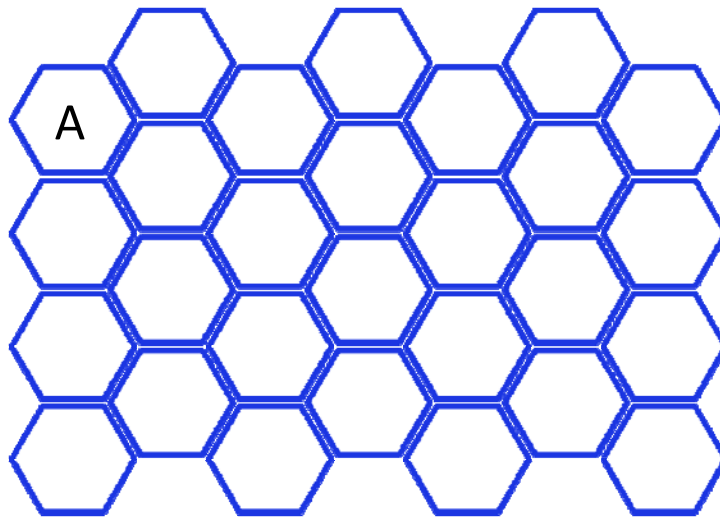
#### **Economic issues**

1. Pay day loans
2. Building society
3. Loaded

## **Worksheet 21**

### **Vocabulary test**

1. Teacher selects vocabulary to test the students on (the grid can be any size you like)
2. Teacher writes the first letter of each word into the grid (see example for word 'authority')



3. Make sure you remember which letters match each word. You could create a grid for your reference with the words on it. (see below)



4. Divide the class into group of 3 or 4 and assign a colour to each group. Give them 10 minutes to revise any vocabulary from the course while you draw your grid with the letters on the board.
5. Explain that the objective of the game is to get a line of 3 hexagons in your team colour. The way you do it is by choosing a hexagon,

## **Worksheet 21**

listening to a clue about the word and correctly guessing which one it is. For example:

**Students:** Can we have A in the top left corner please?

**Teacher:** Sure. Ok this is a noun, it refers to people in a position of power, such as police, teachers etc.

**Students:** Is it authority?

**Teacher:** Yes! Well done. Ok you are red so I'll colour this in red now.

6. The game continues until a team has three in a row. Normally it takes a while to get to this point as the teams compete against each other and keep blocking each other before they reach 3 in a row.

## **Worksheet 22**

### **Topic presentation**

- 1. Read the following extra from the beginning of a Topic presentation. Is it a good example? Why/why not?**

"Everyone should have access to free health care. In the modern world, it's a crime that there are people dying because they don't have access to simple medicine or procedures that are free in other places. It is incredible to me that people in America have to pay expensive medical bills. Apparently unexpected healthcare costs are the number one reason why people get into debt in the USA. Many jobs offer health insurance plans as part of a salary package, but this rarely applies to lower paid jobs.

England has the National Health service, which means that everyone has access to free health care. Although not everyone uses the service, opting to pay for speedier & better quality private health care, this service is funded by taxes which must be paid by all."

- 2. Although the topic is interesting and some good complex language is used, it is not organised appropriately for a formal topic presentation. With your partner think of some things the speaker could have said to introduce their topic and outline what they will discuss.**

## Worksheet 22

3. Look at the table below and compare your ideas with the suggested examples. Think of things you could say for the other boxes.

<b>Introducing the topic</b>  I'm going to talk about ... My topic today is... My talk is concerned with ...	<b>Overview (outline of presentation)</b>  I'm going to divide this presentation into four parts. There are a number of points I'd like to make. I'd like to begin/start by ... First of all, I'll... ... and then I'll go on to ... Then/ Next ... Finally/ Lastly ...
<b>Finishing a section</b>	<b>Starting a new section</b>
<b>Analysing a point and giving recommendations</b>	<b>Giving examples</b>
<b>Paraphrasing and clarifying</b>	<b>Summarising and concluding</b>
<b>Invitation to discuss / ask questions</b>	

## Worksheet 22

**4. Match the examples in the table below to the titles above.**

<p>Moving on now to ...          Let's turn now to ...          The next area I'd like to focus on is...          I'd like to expand/elaborate on ...          I'd like now to discuss...</p>	<p>To sum up/summarise...          Finally, let me remind you of some of the issues we've covered...          To conclude...          In conclusion/short...          I'd like now to recap...</p>
<p>Simply put...          In other words.....          So what I'm saying is....          To put it more simply....          To put it another way....</p>	<p>I'm happy to answer any queries/ questions.          Please feel free to ask questions.          If you would like me to elaborate on any point, please ask.</p>
<p>Where does that lead us?          Let's consider this in more detail...          What does this mean for...?          The significance of this is...</p>	<p>For example,...          A good example of this is...          As an illustration,...          To illustrate this point...          We've looked at...</p>

**Think about your topic. How could you add more of this language into it? Practise telling your partner your topic with the expressions from today added in.**