

## **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