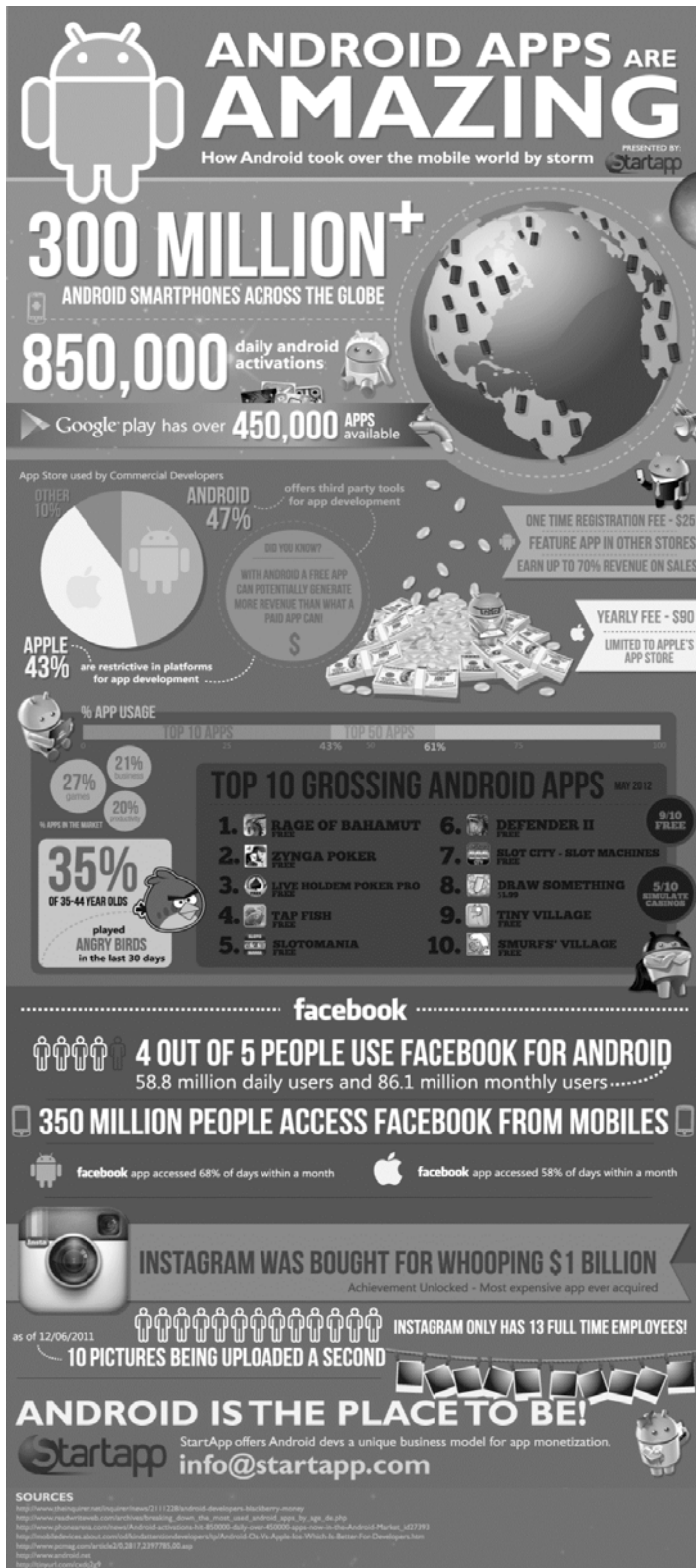


# Skimming and scanning

Read the paragraph below; then skim and scan the advertisement and answer the following questions:

'App' is a computer industry word that is short for 'application'. It indicates the practical application of computer software that is designed to perform a specific task. A range of convenient apps is now available on mobile phones and other mobile devices around the world.



- 1 How many Android smartphones exist across the globe?
- 2 Which program has over 450 000 apps available?
- 3 How much is the one-time registration fee for Android apps?
- 4 In terms of commercial developers using the App Store, what percentage are Android-based and what percentage are Apple-based?
- 5 Pick out one piece of information that indicates the competition between Android and Apple.
- 6 What percentage of 35–44 year olds played Angry Birds in the last 30 days?
- 7 How much would you need to pay for the Tiny Village app?
- 8 According to the advert, how many people use Facebook for Android? How many monthly users does that represent?
- 9 According to the advert, what is the total number of people who access Facebook from their mobile phones?
- 10 How many full-time employees does Instagram have?
- 11 How much money was Instagram bought for?
- 12 Which company has placed this advert? What does it do?
- 13 Which is the email address you would use to get in touch with the advertiser?

Source: [www.startapp.com/android-apps-infographic/android-apps-infographic.pdf](http://www.startapp.com/android-apps-infographic/android-apps-infographic.pdf)

# Writing a report

A report is a factual text and its purpose is to explain something and give information. Therefore, a report must only present information that is important to its reader. In some cases, the reader of the report may have asked for it to be written. For example, your school/college management team has asked you to produce a report on the use of mobile phones. Use the plan below to help you write this report.

**Important note:** Each paragraph must have a topic sentence that tells you what the rest of the paragraph will be about. Use ideas that you may have already discussed and develop these into paragraphs. Include only facts, not opinions. Use clear, technical language where necessary.

**Introduction: An opening paragraph to capture your reader's interest / introduce your purpose**

*There is no getting away from mobile phones and mobile technology in our world. They can be a fantastic convenience or a terrible nuisance. As a student representative at our school, I have been asked to write a report about the use of mobile phones by staff and students.*

**Description of the use of mobile phones at ..... school/college:**

Topic sentence: .....

Example: .....

**Benefits of mobile phone activity for staff and students:**

Topic sentence: .....

Examples: .....

**Problems with the use of mobile phones for staff:**

Topic sentence: .....

Examples: .....

**Problems with the use of mobile phones for students:**

Topic sentence: .....

Example: .....

**Conclusion:** Summarise the main points presented. Be careful not to give any personal opinions.

.....  
.....  
.....  
.....

## The language of persuasion: a sales pitch

A 'sales pitch' is where the writer or speaker tries to persuade you to buy something or to change your behaviour. They do this by using highly persuasive, convincing or emotional language that tries to make you believe their 'pitch'. The language of advertising does this all the time.

Listen to **Audio track 1.1** once more. Spot the words and phrases that use the following persuasive techniques and come up with your own sales pitch.

Persuasive technique	Example from the advertisement
Stating the problem by asking a question	
Asking a rhetorical question that has an obvious answer or requires no answer	
Suggesting temporary solutions that may not work	
List of three useful features	
Asking you to do something or try something	
Explaining benefits and better solutions	
Persuasive adjectives, e.g. 'easy', 'quick', 'fantastic'	
Using imperatives ('do this', 'try this', 'use it...')	
Using personal experience/examples	<i>Not used in the advert</i>
Describing a success story using the product	<i>Not used in the advert</i>

# Computers for learning: listening for pros and cons

Listen to the conversations at the Chan home (**audio track 1.2**) and the parent–teacher meeting between the Chans and Ms Burroughs (**audio track 1.3**). List the pros (positives) and cons (negatives) that come out of this conversation regarding the use of computers for learning and computers as a distraction for students.

Pros/Positives (+)	Cons/Negatives (-)
Online homework is convenient for students.	Students are distracted by other activities online.
Laptops are now compulsory in some schools and students have access to internet resources for learning.	
	Schoolwork is an excuse for students to stay online, chatting, etc.

# Underlying attitude

Use this worksheet to explore the writer's underlying attitude to Zheng He. Fill in the following table to analyse the various words and phrases used by the writer to describe Zheng He's voyages. Then complete the sentence below the table.

Words and phrases	Positive/negative	What the phrase suggests
Six centuries ago	Positive	China was busy exploring the world well before European powers began their travels
A mighty armada	Positive	'mighty' means very big and all powerful 'armada' implies many ships
Ventured	Positive or negative	
Dozens of		'Dozens of' implies there were so many it was impossible to count
Totalled		
Display		
Dynasty		'Dynasty' is a word associated with more than one emperor – it implies a succession of royalty and therefore very powerful family
Loaded with		
Spices, ivory, medicines, rare woods and pearls		
Eagerly sought		
Battled		
Ambitious		
Gift		

The writer's underlying attitude to Zheng He is .....

- (a) disappointment
- (b) admiration
- (c) terror
- (d) boredom.

# Pros and cons of space exploration speech plan

Use the writing frame below to help you structure your arguments on *either* the advantages *or* disadvantages of space exploration.

Give examples in each paragraph to support your ideas.

Thank you for coming to listen to our talk on space exploration today.

What are the **advantages/disadvantages** (*delete one*) of space exploration? I would like to argue that ...

.....

.....

.....

.....

My major argument **for/against** (*delete one*) space exploration is that .....

.....

.....

.....

Second, I would like to suggest that .....

.....

.....

.....

Lastly, .....

.....

.....

.....

To sum up, as I have shown, .....

.....

.....

Therefore I am absolutely convinced that.....

.....

.....

# Semicolons

Read the following tips about when to use semicolons.

Semicolons can be used instead of a full stop to separate two sentences that are very closely linked. This means that:

- sometimes semicolons replace a conjunction (joining word)  
For example: *'I like science fiction but I don't like romance fiction.'*  
could be written as: *'I like science fiction; I don't like romance fiction.'*
- sometimes you can use semicolons before 'however'  
For example: *'I am in favour of space exploration; however, I would prefer we reduce the budget.'*
- you can use semicolons to separate longer items in a list.  
For example: *'There are many things to do before we leave for space: we must check the space capsule; we have to train hard to make sure we are strong; we need to test the space suits.'*

Write out the following sentences inserting **either** semicolons **or** commas, and delete any conjunctions as necessary.

- 1 The Moon is 384 600 km away from Earth however sometimes it is nearer.
- 2 Mars has two moons but Jupiter has sixteen.
- 3 The International Space Station is 108.5 m long and 88.4 m wide it was built by the USA, Russia, Europe, Canada and Japan.
- 4 The International Space Station will remain in orbit for 10 years and the astronauts will do shifts of three to six months.
- 5 Tests on astronauts have shown that during space missions the muscles become weakened and bones also lose calcium and the whole body can lose weight.
- 6 Laboratories inside the Space Station have hooks to keep boots firmly fixed so that scientists can keep still while conducting experiments while sleeping bags are anchored down to the sleeping berths.
- 7 Tallulah wanted to become an astronaut however her parents preferred her to become a doctor.
- 8 The sky is full of satellites to receive and transmit television signals to relay data on weather conditions to observe regions of the planet for military purposes to furnish data for study on Earth about pollution to map the stars and to keep track of the navigation of ships and aircraft.

# Cooking vocabulary

1 Match each of the verbs used in cooking (in the left-hand column) with the correct definition from the right-hand column.

boil
fry
stir
season
grill
dissolve
simmer
add
brown

<b>A</b> add salt, pepper and other spices
<b>B</b> combine items or put one item together with another
<b>C</b> cook in very hot water
<b>D</b> add a substance to a liquid until it all becomes liquid
<b>E</b> cook until the food becomes a darker colour
<b>F</b> move a spoon around in a liquid in order to mix it thoroughly
<b>G</b> cook under direct heat or over a fire
<b>H</b> cook in hot fat
<b>I</b> cook gently in a liquid below the boiling point

2 'Collocations' are words that are often used together, e.g. fried rice. There are many food collocations. Match the preparation style in the list below to the correct food. You can match the preparation style with more than one food.

Preparation	Food
ground	tomato
fresh	peanuts/ground nuts
roasted	almonds
dried	tuna
toasted	onion
chopped	garlic
fried	coffee
flaked	cumin
	plantain
	fish
	fruit

e.g. <i>fried plantain</i>	<i>fried fish</i>	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....



# Sentences

1 Find four sentences and four phrases in the exercise below. Write either **S** ('sentence') or **P** ('phrase') on the dotted lines.

- a) We breathe in through our nose and exhale through our mouth. ....
- b) Information about the swimming schedule .....
- c) jumping over the hurdles .....
- d) You should wear comfortable clothing to do exercise. ....
- e) I trained hard yesterday. ....
- f) during my training session .....
- g) Have you got any trainers? .....
- h) running down the road .....

2 Make a sentence from each of the four phrases from question 1.

1	.....
2	.....
3	.....
4	.....

3 Identify the subject and the main verb in the following sentences.

Sentence	Subject	Verb
a) I like going to the gym.		
b) We went to see the tennis match.		
c) Weights are used to increase muscle power and strength.		
d) Have they completed an introduction to the gym?		
e) At school we practise the 100 m race on the track.		
f) I didn't play badminton with them.		
g) Breathing heavily, Femi collapsed at the end of the race.		
h) Yoga makes you feel good.		

4 Now write four sentences about PE in your school. Label the subject and the verb in each one.

1	.....
2	.....
3	.....
4	.....

Complete the following sentences using your own ideas.

- 1 We decided to get fit so .....
- 2 She bought a pair of trainers and .....
- 3 Class 10 went to the pilates classes but .....
- 4 We could either run in the morning or .....
- 5 You wanted to watch the match so .....
- 6 I am a fan of gymnastics so .....
- 7 I like watching boxing and .....
- 8 I would have gone running but .....
- 9 The gym membership was expensive but they must have thought it was worth it or .....
- 10 The article said we needed to exercise for 30 minutes a day so .....

**Title**

.....

**How to play**

.....  
.....  
.....  
.....  
.....  
.....  
.....

**What to wear**

.....  
.....  
.....  
.....  
.....  
.....  
.....

**Why it is good for you**

.....  
.....  
.....  
.....  
.....  
.....  
.....

1 Complete the dialogue. Complete the last line using your own ideas.

do a blood test	shivery	a really high fever
sleep under a mosquito net		prescribe some drugs
What seems to be the problem?		take your temperature
by wearing long-sleeved tops		I've got a terrible headache

Patient: Good morning, doctor.

Doctor: Good morning. \_\_\_\_\_

Patient: Last night I had \_\_\_\_\_ and I felt \_\_\_\_\_.

Doctor: Okay. Let me \_\_\_\_\_.

Doctor: Oh yes. I can see that you are very hot. You've got a temperature of 99 degrees. Was there anything else?

Patient: Yes, \_\_\_\_\_. My head is pounding and I feel awful.

Doctor: Well, I think you've got malaria. But we need to \_\_\_\_\_ to make sure.

After the blood test results come back I will be able to \_\_\_\_\_ for you.

Patient: Thank you.

Doctor: You know you can prevent malaria. Where do you sleep?

Patient: In the bedroom.

Doctor: Do you use a mosquito net?

Patient: No.

Doctor: Well I advise you to \_\_\_\_\_. And do you go out at night?

Patient: Sometimes.

Doctor: Another way to prevent malaria is \_\_\_\_\_ and trousers after 5 pm.

Patient: Have you got any other advice?

Doctor: Yes, you could \_\_\_\_\_

### Did you know?

- An estimated 216 million people had malaria in 2010.
- Some 655 000 people died of malaria in 2010.
- Eighty-six per cent of these were children under 5 years old.
- The Roll Back Malaria initiative aims to eliminate malaria by 2015.

(source: World Health Organisation World Malaria Report 2011)

# Abstract nouns

1 Many abstract nouns are made by adding suffixes to the ends of words.

Example: participate → participation

Here are some suffixes that can be used to make nouns.

-ment   -tion   -ity   -ness   -sion   -dom   -ship

What suffixes would you add to the following words to make abstract nouns? Write your new words in the box below. Note that the spellings/endings might change.

- |   |            |       |
|---|------------|-------|
| 1 | satisfy    | ..... |
| 2 | enjoy      | ..... |
| 3 | determine  | ..... |
| 4 | excite     | ..... |
| 5 | generous   | ..... |
| 6 | member     | ..... |
| 7 | combine    | ..... |
| 8 | aggressive | ..... |
| 9 | free       | ..... |

2 Complete the sentences with appropriate abstract nouns from exercise 1, or nouns of your choice.

- |   |   |
|---|---|
| 1 | I wanted to join the gym so I asked about .....                                     |
| 2 | I get a lot of ..... from doing exercise.   |
| 3 | You get a great sense of ..... when you know you have done some exercise every day. |
| 4 | Being healthy is a ..... of both eating well and doing regular exercise.            |
| 5 | He only managed to get into the team through hard work and .....                    |
| 6 | If you want lots of ..... and ....., go and watch a live football match.            |

3 What do these words mean for you?

Health is .....
Happiness is .....

# More brain facts: sentence matching

Look at the jumbled 'brain facts' below and match the half-sentences in the first column to their appropriate half in the other column.

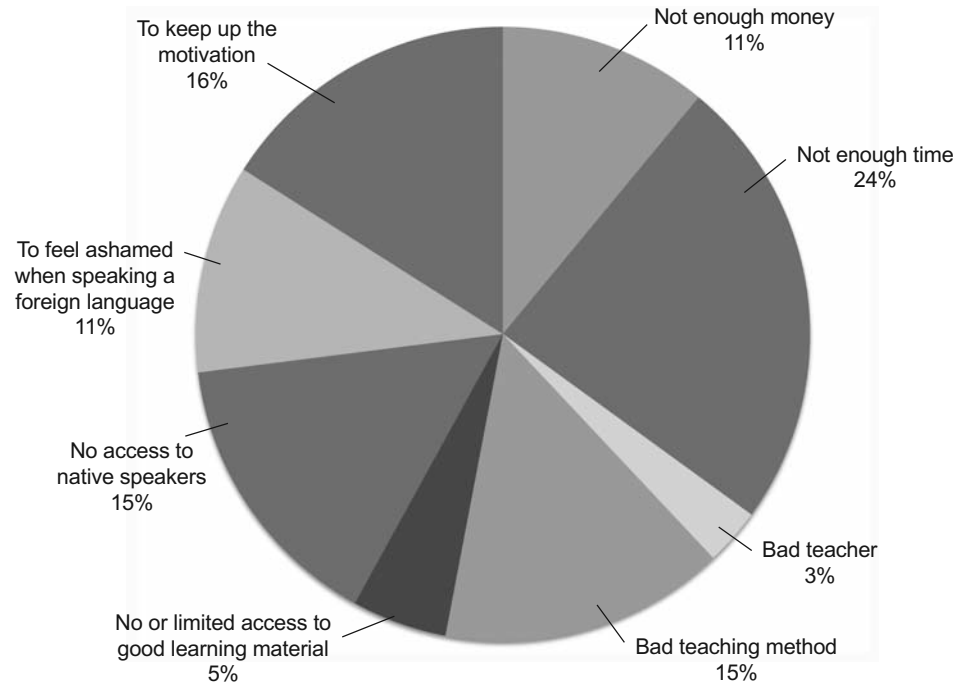
The brain is over 75% water
We blink 20 000 times a day
Children who learn two languages before the age of five
Studies show that the brains of people who are learning new things
Any mental activity results in
About 100 billion neurons
The brain sorts and stores memories while you sleep
There are no pain receiving points in the brain
The newest, most rational and logical part of the brain
Brain researchers believe that it is the large Neocortex

is called the Neocortex.
change rapidly. People learning to juggle showed brain changes in less than seven days.
the production of new neurons or brain cells.
so a lack of sleep could actually decrease your ability to store memories and information.
which means that the human brain itself, can feel no pain.
that gives us our position at the top of the food chain.
make up the human brain.
have a different brain structure from the children who learn only one.
so keeping the brain hydrated is very important while studying or exercising.
yet the world does not go dark each time because the brain keeps it bright and lit.

# Reading and summarising pie charts

In 2011, an online language learning school conducted a survey on difficulties that people face when learning a new language. The survey was conducted using 16 000 language learners across 150 countries. The pie chart below summarises the results. Study the pie chart and then answer the questions that follow.

*What is the main difficulty that you experience when learning a new language?*



Source: [https://s3.amazonaws.com/hackedu/busuu\\_survey.jpg](https://s3.amazonaws.com/hackedu/busuu_survey.jpg)

Of the people surveyed, 24% said .....

and 11 % said .....

However, another 11% said .....

while 5 % had .....

Fifteen per cent of learners suffered from .....

and 3% were affected by .....

Another 15 % complained that they .....

although 16 % admitted that they .....

Summarise the main problems faced by people learning a new language: .....

.....

.....

.....

# Writing to compare and contrast

Use the following writing frame with prompts to help you compare and contrast different aspects of schooling in ancient times to schooling today. Use some of the connectives provided to help you.

**Introduction: Schools in general. What is different, what has changed?**

Curriculum in schools in Ancient India/Egypt compared/contrasted to today:

**Both** ancient Egypt and India had a curriculum that was strictly followed. **Although** Indian *gurus* combined several subjects together, Egyptian teachers taught only what was required for the student's profession or trade. **Nevertheless**, the curriculum in **both** ancient systems involved long hours of study at the teacher's house. Today, **however**, students and teachers go to a common place like a school or college. **In contrast**...

**Contrasting connectives:**

Yet... today...	However...
Although...	Even though..., though ...
Both...	Nevertheless....
In contrast...	In comparison....
Despite...,	In spite of....
On the other hand ...	On the contrary...

**Comparing connectives:**

Similar to....	Just like....
Compared to...	Just as.....
And...	Like....
Not only... but also...	

**Learning styles in ancient India/Egypt compared to today:**

.....

.....

.....

**Teachers in ancient India/Egypt contrasted with today's teachers:**

.....

.....

.....

**Discipline in ancient Indian/Egyptian schools compared to today's schools:**

.....

.....

.....

**Conclusion:** Sum up which kind of schooling you prefer and why.

.....

.....

.....



# Guided recall: memories of primary school

**Guided recall:** You are about to go back in time to access your memories of primary school and see how well you can share them. Relax, close your eyes and sit back comfortably in your seat. Make sure you have a pen and this worksheet to hand before you start. Your teacher may play you soft music to help you concentrate.

**Your teacher will now read out a script to you with appropriate pauses. This script is reproduced here for you to refer to after your guided recall.**

**Teacher Script:** *Think back to your primary school. Now think of your favourite primary school teacher. What was his / her name? What did they look like? Think about hair, clothes, colours they wore.*

*Now think about this teacher's classroom. What did it look like? What did it smell like? What was on the walls? What are your earliest memories of this classroom? What did you enjoy doing the most? What did you dislike the most?*

*Who were your friends at this school? What did they look like? What sights, sounds or smells do you remember most?*

Slowly open your eyes and pick up your pen. Quickly jot down your first thoughts and a five-senses description or sketch of your memories of primary school.

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# How the brain learns – focus on listening

Listen to **audio track 4.1** and watch the video, 'How the brain learns' at [www.youtube.com/watch?v=uqGz7uqoPZ4&feature=related](http://www.youtube.com/watch?v=uqGz7uqoPZ4&feature=related) and then answer the following questions.

1 What are the brain's microscopic cells called? .....

How many of them exist? .....

2 What happens to brain cells when you are learning something? .....

.....

3 What impact do emotions have on our learning? .....

.....

4 When do we learn best? Why? .....

.....

5 a) Which important liquid do we need the most when we are learning? .....

b) Name two negative effects of not having enough of this liquid.

.....

.....

6 Which foods does the brain need to maintain a good balance? .....

.....

7 Which foods should we avoid? Why? .....

.....

8 What are some effective ways of giving the brain a break? .....

.....

.....

.....

9 Name two of the best conditions for learning? .....

.....

.....

# Listening for implied meaning

Watch the YouTube video of an interview between talk-show host Huckabee and world-famous educationalist Sir Ken Robinson. Pick out three examples of implied meaning. For each example, explain what the speaker really means in this context. We have given you two examples to start you off.

Example	Implied meaning
'An education system that simply just transfers data from one brain to another is not an education system, it's a data download!'	Implies that there is no creativity and no new ideas or talents expressed in this type of education
'Joining me now is a person who understands something about it...'	Understatement – Ken Robinson is a world expert on creativity and education, and has lectured and written books about it.

**For extra challenge**, pick out two examples of how both speakers use humour and irony – stating the obvious to draw attention to it. In the second column explain why they use it.

Example of how speakers use humour and irony	Why they use it

# Big task: schools of the future

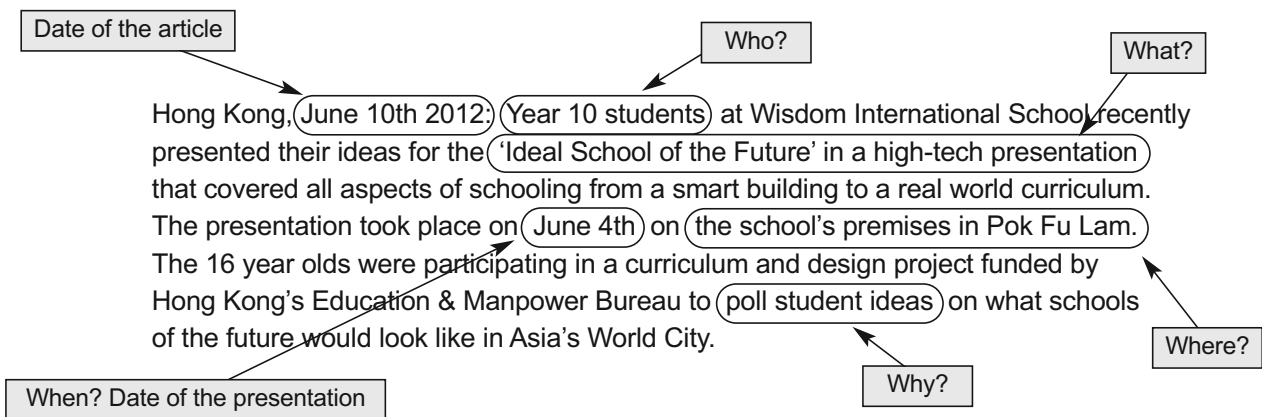
You should already have presented your ideas for the 'Ideal school of the Future.' You will now take on the role of a journalist who has attended the presentation. Write a newspaper article that does the following:

- 1 outlines and describes the key features of the school of the future designed by students
- 2 states the importance of funding such a project within the local community.

An outline structure is given below for you to follow or adapt.

### Introduction:

What, when, who, where, why. Date of the presentation. Date of the Article. See the example below:



**Content: area 1**, e.g. the school building

- Describe what students did.
- Explain/comment on what was practical and worth funding.

**Content: area 2**, e.g. the new curriculum

- Describe what students did.
- Explain/comment on what was practical and worth funding.

**Content: area 3**, e.g. the roles of teachers, teaching and learning

- Describe what students did.
- Explain/comment on what was practical and worth funding.

**Content: area 4**, e.g. the rules and culture of the school

- Describe what students did.
- Explain/comment on what was practical and worth funding.

### Quotes:

- Include responses of some members of the audience.
- Interview quotes from key listeners, e.g. the education secretary, the principal, chair of the parent-teacher association.

### Conclusion:

- Give a summary of good ideas from the presentation and suggestions for the ones worth funding.
- Come up with a catchy phrase that sums up the school design project, such as 'By the kids, for the kids! What better way to design a school?'

# Topic sentence and paragraphs

- 1 Identify the topic sentence and the supporting details in the following paragraphs.
- a) A recent China–America basketball match descended into a fight. Witnesses said first there was a foul on a US player. After that, the audience threw water bottles. Then a spectator threw a chair. Finally the players and coaches were forced to quit the match early.

Topic sentence	Supporting details

- b) More than 1 million girls and a quarter of a million women now play football in the UK. For a long time there was no professional female league and the UK lost many of its top players, who were tempted to go to the US where they could earn money for playing football. Consequently, in 2009, women’s football in the UK created its own professional league.

Topic sentence	Supporting details

- 2 Write your own paragraph about an athlete or sport. Make sure it has a topic sentence and then two or three supporting details.

<p><b>Topic sentence:</b> .....</p> <p>.....</p> <p>.....</p> <p><b>Supporting details:</b>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
--

1 Join the following sentences using a suitable connective.

A She earns her salary. She earns money from sponsorship deals.

.....

B The opening ceremony was cancelled. Everybody got a refund on their tickets.

.....

C You are not allowed to join the club. You can become a temporary member.

.....

D He won the gold medal. He broke the world record.

.....

E Cricket is very popular in India and Pakistan. It is dogged by claims of corruption and matchfixing.

.....

F He did not train hard. He came last in the race.

.....

G I come home from school. I do my homework. I watch football highlights until supper.

.....

2 Insert an appropriate connective to fill the gaps in the text below.



The Olympic Games attracts the best athletes from over 200 countries in the world.

..... (*cause and effect*), many people consider the Olympic Games to be the most important sporting event in the world. .... (*develop ideas*) for most athletes, nothing can compare to the idea of winning a gold medal at the Olympic Games.

..... (*contrast*) there are regular allegations of bribery of officials and doping scandals during the Olympic Games. .... (*develop ideas*) in the eighties there were boycotts of the Olympic Games on political grounds. .... (*cause and effect*), the Olympic Games has also had its fair share of criticisms and challenges.

3 Write a sentence of your own using the following connectives.

Moreover, .....

However, .....

# Main idea and supporting facts

You have agreed to write an article describing a recent sports competition for the school magazine. Use the writing frame below to note down your ideas for the article.

<b>Topic sentence</b> For example: <i>The inter-regional School Football Championships were the most exciting event in this year's school sports calendar.</i> ..... ..... .....	
<b>First main idea</b> For example: where/when the event took place ..... ..... ..... ..... .....	<b>Supporting fact</b> ..... ..... ..... ..... .....
<b>Second main idea</b> For example: what happened ..... ..... ..... ..... .....	<b>Supporting fact</b> ..... ..... ..... ..... .....
<b>Third main idea</b> For example: what people liked or disliked most/least ..... ..... ..... ..... .....	<b>Supporting fact</b> ..... ..... ..... ..... .....

# Introducing examples

1 Join the following opinions (from the left-hand boxes) to an example that backs it up (in the right-hand boxes), using one of the phrases in the middle.

1 Talent shows encourage young people to sing or dance or play an instrument.	<i>For example,</i>	A I notice that singers win every year. Plus there are no heavy metal bands and very few ballad singers. In fact, the judges nearly always base their opinions on whether an act will 'sell' well in the charts.
2 You never achieve lasting fame through a talent competition.		B last Saturday night during the <i>Got Talent</i> final, I first went skateboarding with my friends and then we rented a movie and watched it together while eating popcorn.
3 Talent shows only reproduce a certain type of act.	<i>To give you an example,</i>	C I had a small part in the school play last year and I had to attend rehearsals twice a week after school for about four months and on Saturdays for the last four weeks.
4 Performing in a play is a lot of work	<i>Let me illustrate:</i>	D I was asked to offer flowers and to thank the town chief for Independence Day last year and I tripped up and then forgot what I had to say.
5 I never watch the talent contests because I think they are boring.	<i>For instance,</i>	E the winner last year made one album that was a success – but then we haven't heard from her since.
6 I find going on stage nerve wracking.		F when the guitarist played last year, requests for guitar lessons doubled in our school.

2 Now back up these opinions with examples of your own.

The *Got Talent* competitions encourage young and old to sing and dance.

For example, .....

.....

.....

The judges on the *Got Talent* competitions are useless.

For example, .....

.....

.....



1 Match the comments to the rephrasing comment.

1	She can't sing at all.
2	I really enjoyed the last film – it was so exciting.
3	The judges are useless.
4	The clown act was hilarious.
5	The film was really sad.
6	The video game was completely mindless.
7	The latest school play was badly produced.
8	Her performance was mesmerising.
9	The latest <i>Call of Duty</i> video is violent.
10	The judges seemed open-minded.

a)	Yes – I laughed so much I nearly cried.
b)	I agree. I cried in the last scene where the heroine dies.
c)	It's true there's a lot of shooting.
d)	Mmm. I couldn't stop watching her.
e)	I couldn't agree more. The lights didn't come on and you couldn't hear what any of the actors were saying.
f)	It's true that their comments are fair.
g)	Yes, I was on the edge of my seat.
h)	Yes, it's not strategic and you don't get to make many decisions.
i)	Yes, her top notes are all off key.
j)	I agree – they never make any constructive comments.

2 Now rephrase these comments.

<p>Going to the theatre is only for rich people.</p> <p>.....</p> <p>.....</p> <p>The latest film is really scary.</p> <p>.....</p> <p>.....</p>
--

# Facts and opinions

Write down **three** facts and **three** opinions about a product you know or have seen on television.

My product is .....
Fact 1 ..... ..... .....
Fact 2 ..... ..... .....
Fact 3 ..... ..... .....
Opinion 1 ..... ..... .....
Opinion 2 ..... ..... .....
Opinion 3 ..... ..... .....

1 Tick the skills that you are good at.

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Typing                               | <input type="checkbox"/> Analysing things            | <input type="checkbox"/> Selling things                  |
| <input type="checkbox"/> Being accurate                       | <input type="checkbox"/> Arranging things            | <input type="checkbox"/> Writing                         |
| <input type="checkbox"/> Looking after children/old people    | <input type="checkbox"/> Designing                   | <input type="checkbox"/> Being polite                    |
| <input type="checkbox"/> Being patient                        | <input type="checkbox"/> Researching                 | <input type="checkbox"/> Taking risks                    |
| <input type="checkbox"/> Juggling lots of different projects  | <input type="checkbox"/> Reading                     | <input type="checkbox"/> Memorizing things               |
| <input type="checkbox"/> Painting                             | <input type="checkbox"/> Making decisions            | <input type="checkbox"/> Copying                         |
| <input type="checkbox"/> Making things from metal/wood/fabric | <input type="checkbox"/> Being innovative            | <input type="checkbox"/> Writing                         |
| <input type="checkbox"/> Sewing                               | <input type="checkbox"/> Seeing alternatives         | <input type="checkbox"/> Finding information             |
| <input type="checkbox"/> Cooking                              | <input type="checkbox"/> Motivating others           | <input type="checkbox"/> Measuring                       |
| <input type="checkbox"/> Organizing                           | <input type="checkbox"/> Listening to others         | <input type="checkbox"/> Calculating                     |
| <input type="checkbox"/> Persuading                           | <input type="checkbox"/> Repairing things            | <input type="checkbox"/> Estimating                      |
| <input type="checkbox"/> Influencing                          | <input type="checkbox"/> Speaking                    | <input type="checkbox"/> Managing money                  |
| <input type="checkbox"/> Explaining                           | <input type="checkbox"/> Giving advice               | <input type="checkbox"/> Computers                       |
| <input type="checkbox"/> Observing (detail)                   | <input type="checkbox"/> Being physically active/fit | <input type="checkbox"/> Learning                        |
| <input type="checkbox"/> Teaching                             | <input type="checkbox"/> Running                     | <input type="checkbox"/> Asking questions                |
| <input type="checkbox"/> Presenting things                    | <input type="checkbox"/> Helping others              | <input type="checkbox"/> Working out answers to problems |
|   | <input type="checkbox"/> Interviewing people         | <input type="checkbox"/> Observing detail                |
|   | <input type="checkbox"/> Looking after animals       | <input type="checkbox"/> Concentrating                   |
|   | <input type="checkbox"/> Growing plants              |  |

2 Imagine you are the following people. What skills do you think you are good at?

Carpenter: .....

.....

Member of parliament/government representative: .....

.....

Web designer: .....

.....

3 Write a short paragraph about your skills. Use the following phrases.

I am good at .....

.....

I think I can offer these skills .....

.....

I believe I have excellent ..... skills because .....

.....

# Facts or opinions?

1 Identify the facts and the opinions. Tick the appropriate column on the right.

	Fact	Opinion
<b>A</b> Being a journalist is lots of fun.		
<b>B</b> You interview people when you are a journalist.		
<b>C</b> Being a computer engineer is a fulfilling career.		
<b>D</b> Being a member of parliament is a rewarding job.		
<b>E</b> The majority of taxi drivers own their own cars.		
<b>F</b> My sister applied for the post of water engineer.		
<b>G</b> My brother got an interview to be a nurse at the local hospital.		
<b>H</b> You earn money while learning skills when you are an apprentice.		
<b>I</b> I think public relations pays a lot.		
<b>J</b> Teaching has a good career structure.		

2 Now write **one fact** about each of the following jobs.

Food buyer for a store: .....

.....

Tailor: .....

.....

Lawyer:.....

.....

3 Write **one opinion** about each of the following jobs.

Doctor: .....

.....

Gardener:.....

.....

Sales assistant:.....

.....

# A career in event planning

1 Listen to the video and complete the form below.

Name of person:	
Industry she works in:	
Three things you have to do to be an event planner:	<p>1</p> <p>2</p> <p>3</p>
Event planning is a great job for someone who ...	<p>1</p> <p>2</p> <p>3</p>

2 Now answer the following questions.

What do you think Jessica's attitude to event planning is?

.....

.....

.....

Why do you think this? Give three things she says about event planning that prove her attitude:

1 .....

.....

2 .....

.....

3 .....

.....

1 Match the idiom to its meaning.

1 to be rushed off your feet
2 to not look back
3 to have the time of your life
4 to turn something on its head
5 to be a pain in the neck
6 to be head and shoulders above the rest
7 to be on the ball
8 to get to the bottom of things

a) to enjoy something so much it is one of the best moments in your life
b) to be very annoying
c) to be much better than the others
d) to be extremely busy
e) to find out the true reason for something
f) to be well-informed and mentally sharp
g) to change the situation – make a bad situation good (or make a good situation bad)
h) to not regret a decision

2 Choose **two** of the idioms and use each one in a sentence.

1	..... .....
2	..... .....

3 Underline the idioms in the following sentences and find out their meaning using a dictionary.

a) He had not revised for his Maths exam but he made a stab at answering every question. Meaning: .....
b) Chang felt down in the dumps because no one had replied to his job application letters. Meaning: .....
c) I am sure she will get the job – she usually gets what she wants in life. Meaning: .....
d) Maryam met the deadline by the skin of her teeth. Meaning: .....

# Letter of application

Complete the letter of application with appropriate words and phrases from the box.

look forward to hearing from you	convince you of	clients
typing skills	undertaken	company
greeting	speed and accuracy	speaking skills
apply for	Sir/Madam	took on the post of
part-time	With reference to	excellent working knowledge

12 Main St  
Mamponteng  
Kwabre East

1 May 2013

The Director  
More Marketing Services  
High St  
Kumasi

Dear (1) .....

(2) ..... your advertisement in *The Graphic*, I am writing to

(3) ..... the post of (4) ..... clerical assistant.

At present I am in my final year at Osei Tutu International School where I am an active member on the school council. During this last year, I (5) ..... Secretary and have (6) ..... all the clerical duties for the group. I believe I have good (7) ..... as I type up the notes from the meetings promptly and often receive compliments on the 8) ..... of my work.

I also help to run the school newsletter for which I edit articles and I have (9) ..... of several software programmes including InDesign. For example, in the latest edition I helped to make cuts to articles so that the newsletter remained two pages.

My teachers tell me that I am polite and that I speak well in public. I am often chosen to show visitors around the school. I believe that I could use my (10) ..... successfully when talking to and (11) ..... potential

(12) ..... for your (13) .....

(14) I ..... in the near future and hope to have the opportunity to

(15) ..... my enthusiasm for his post.

Yours faithfully

Akosua

Complete this writing frame to help you plan your magazine article.

<p><b>Intended reader:</b></p> <ul style="list-style-type: none"><li>• who is going to read the text: .....</li><li>• what the purpose of the article is: .....</li></ul> <p>Therefore the <b>tone of my article</b> will be: .....</p>
<p><b>Introduction of self and scheme:</b></p> <p>.....</p> <p>.....</p> <p>.....</p>
<p><b>Where/when placement took place:</b></p> <p>.....</p> <p>.....</p>
<p><b>Who you worked with:</b></p> <p>.....</p> <p>.....</p>
<p><b>What you saw/heard and learnt:</b></p> <p>.....</p> <p>.....</p> <p>.....</p>
<p><b>What skills you used/practised:</b></p> <p>.....</p> <p>.....</p> <p>.....</p>
<p><b>Overall impression:</b></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>



# Stress and intonation

- 1 Underline the parts of the words that you would stress in the following sentences and questions.
  - a) What do you do?
  - b) I work full-time as a biomedical engineer.
  - c) I'm self-employed. I run my own software business.
  - d) I work part-time as a teacher in a local school.
  - e) I do some voluntary work with a local charity that looks after old people with dementia.
  - f) What skills do you think you can bring to the job?
  - g) I've got three months' experience of working as a sales assistant.
  - h) I think I am good at persuading people. For example, I managed to convince the school to serve healthy snacks at the canteen.
  - i) I believe I can offer strong research skills as I am good at observing detail and recording it accurately.
  - j) I think I would make a good candidate for the student placement scheme as I enjoy learning things.
  
- 2 Read aloud the following sentences changing your intonation for each situation.
  - a) 'I got an interview.'
    - You are annoyed (you didn't want one).
    - You are surprised – you weren't expecting one.
    - You find it wonderful.
  - b) 'I work part-time and study part-time.'
    - You are annoyed – you want to study full-time.
    - You are fed up – you are finding it hard to juggle work and study.
    - You find it wonderful.
  - c) 'I passed the exam.'
    - You are surprised because you thought you failed.
    - You find it annoying because you passed the exam but you didn't get a place at your chosen college.
    - You are pleased because you worked hard and you think you deserve it.

# A career in biomedical engineering

1 Listen to the video and complete the form below.

Name of person:	
Industry she works in:	
Two examples of biomedical engineering:	1 2
Three interests you need for biomedical engineering:	1 2 3

2 Now answer the following questions.

What do you think Amy's attitude to biomedical engineering is?

.....

.....

.....

What skills do you think you need to be a biomedical engineer?

1 .....

.....

2 .....

.....

3 .....

.....

# Spotting key words

Here are some more questions. Remember to read them carefully and underline key words BEFORE the recording is played to you. The transcript of the recording is provided to help you read along while you are listening.

a) What is the problem that the World Wide Fund organisation is concerned about?

.....  
.....

b) In what year did countries in Europe make a promise to prevent the extinction of certain animals?

.....

c) What is the reason wildlife organisations fear that the situation might get even worse in years to come?

.....  
.....

## Transcript

There is a real problem facing us. The numbers of birds, animals, **marine** and fresh water creatures have **declined** by almost one third, according to the World Wide Fund, a conservation organisation. Most of the blame for this terrible situation lies with human beings. Mankind has been responsible for this through **habitat** destruction and pollution.

Many wildlife organisations say that the promise made by European Union countries in 2002 to stop the **extinction** of certain **species** by 2010, has still not been met. They feel that the situation is likely to get worse as climate change continues to affect the destruction of various kinds of animals.

## Glossary

marine – to do with the sea or ocean

declined – reduced, come down in number

habitat – the natural environment of an organism

extinction – permanent disappearance

species – a distinct group of creatures having a set of common characteristics

# Wildlife vocabulary practice

Work with a partner and help each other to learn and use the words listed below.

After listening to **audio track 7.3**, the interview with Prerna Bindra, a journalist and wildlife conservationist, add three more words to this list that you think will help you on this subject.

Key word	Heard or seen it before	Can spell it	Meaning/definition	Can use it in my own sentence
conservationist				
activist				
legal				
dedicated				
remote				
carnivores				
predators				
poachers				
habitats				
encroachment				
destruction				

# Note-taking: Severn Suzuki's speech

**Video clip, 'The best Speech - Severn Suzuki' (6:49 minutes):**  
[www.youtube.com/watch?v=xPx5r35Aymc](http://www.youtube.com/watch?v=xPx5r35Aymc)

Listen to a speech given by 12 year-old Severn Suzuki in 1992 at The Earth Summit. She founded the Environmental Children's Organisation (ECO) at this young age. Severn Suzuki was said to be the 'girl who silenced the world for 6 minutes'. Take notes on what Severn Suzuki said about the following issues.

Holes in the ozone .....	.....
.....	.....
.....	.....
Sick and disappearing wildlife .....	.....
.....	.....
.....	.....
World poverty .....	.....
.....	.....
.....	.....
Forests and deserts .....	.....
.....	.....
.....	.....
Being a world family .....	.....
.....	.....
.....	.....
Acting responsibly and sharing resources .....	.....
.....	.....
.....	.....
.....	.....

# Persuasive techniques used by Severn Suzuki

Listen to Severn Suzuki's speech once more (see **Worksheet 7.3**). Notice that Severn Suzuki uses the following techniques with great expertise and passion as she challenges adults to listen to her.

After listening to the speech, fill in the blank boxes in the table below: give examples of her use of persuasive techniques and comment on the effect each has on her audience. Add any other techniques Suzuki uses.

Persuasive technique	Evidence / quote	Desired effect on audience
<b>Rhetorical questions:</b> Asking questions that have obvious answers and are asked for effect.	'Can you imagine a world without any animals? Can we allow this to happen?'	Although the answer is obviously 'No!', it makes people think about the situation and want to find a solution.
<b>Repetition:</b> Stating a key idea or thought over and over again.		
<b>Emotional use of language:</b> Bringing in emotions like guilt, fear, etc.	'Losing my future' 'Starving children' 'I am afraid...'	
<b>Lists of three or more:</b> Lists three or four important things, facts or ideas that are closely linked.		Creates a sense of the many interconnected ideas or things that might be affected by environmental damage.
<b>Challenging the adults:</b> Making them feel that they must do something.	'If you don't know how to fix it, please stop breaking it!'	

# Summarising a text using notes

Read this text about carpet weaving and write a summary using the writing frame.



From 1600 to 1800 in the Islamic world, carpet weaving changed from a minor craft with patterns passed down from parents to children into a statewide industry with patterns created in court workshops.

In this period, carpets were made in greater quantities than ever before. They were traded to Europe and the Far East where, too precious to be placed on the ground, they were used to cover furniture or hung on walls.

Very good quality carpets were in demand and collected by royal households. For example, in Iran the Shah (the King of Iran) decided to promote carpet weaving by asking all the silk merchants and weavers to move to Isfahan – the capital. The Shah then decided, arranged and signed to sell and send many of the carpets to the Kings and Queens of Spain, England and France.

Choose the best notes to sum up main idea of the first paragraph:

- 1 Carpets expensive 1600–1800
- 2 Carpet weaving admired/state sponsored industry 1600+
- 3 Lots of carpets traded 1600–1800
- 4 Carpet making was an industry in the Islamic world

The main idea of the second paragraph is (use notes) .....

.....  
.....  
.....  
.....

The main idea of the third paragraph is (use notes) .....

.....  
.....  
.....  
.....

# Summary of dialogue

Using your notes to the dialogue in **Going further**, give a summary of the dialogue.

A girl and her father were discussing .....
.....
.....
.....
The girl wanted to .....
.....
because .....
.....
The father recommended that .....
.....
.....
.....
The girl maintained that.....
.....
.....
.....
She added that.....
.....
.....
.....
The father suggested that .....
.....
.....
.....



# My culture and lifestyle

Complete the following table with your own ideas and opinions about your lifestyle.

One thing my culture prizes is..... ..... ..... .....
One thing my culture gives status to is ..... ..... ..... .....
One thing my culture approves of is ..... ..... ..... .....
One thing my culture dismisses is ..... ..... ..... .....
One thing my culture disapproves of is..... ..... ..... .....
One thing I reject is ..... ..... ..... .....

# Strong positive vocabulary/synonyms

1 Replace the word in bold with its synonym.

fortunate	adore	deafening	freshly laundered
drowsy	giggle	brief	assist
huge	amazed	procession	filthy

I **like** [.....] Independence Day.

You would be **surprised** [.....] at all the things that happen.

The day starts with a **short** [.....] prayer.

We don't wear our **dirty** [.....] clothes.

We put on our **clean** [.....] clothes.

I **help** [.....] my younger brothers and sisters to get dressed.

We **laugh** [.....] a lot.

We are **lucky** [.....] because

the **parade** [.....] goes past our door.

The drumming is **loud** [.....].

Afterwards we eat a **big** [.....] meal.

After 10pm I start to get **tired** [.....].

2 Now rewrite this description of a festival using strong positive language.  
You can change words and add adjectives and adverbs.

Independence Day happens every year. We all want to take part. We practise a lot to give a good performance. There is a school parade. There are lots of people and lots of noise. We walk past the flag. We wear costumes. An important person gives a speech. We give him/her some nice flowers. At home my family arrive and everyone greets each other well. We all eat a nice meal. In the evening we watch the good firework display while drinking tea on the verandah.

.....

.....

.....

.....

.....

.....

.....

.....

# Fact or opinion?

The following statements are a transcript for **audio track 8.1** used in **Q3**. Read them while listening to the text. Tick whether each one is a fact or an opinion. For those you describe as facts, write how you could prove they are a fact.

Statement	Fact	Opinion	How fact can be proven
The majority of people live in cities.	✓		<i>Find out the numbers and percentage of the national population that lives in the major cities.</i>
The overcrowding in our cities is terrible.			
Recently many people have moved to the cities.			
Health services are better in the cities than in the rural areas.			
There are more doctors and health centres in cities than in rural areas.			
Most people in villages have a mobile phone.			
Renting a room in a city is obviously more expensive than renting a room in a village.			
It is worth putting up with living in a town because I can go to Senior Secondary School.			
My auntie and uncle walk to the farm every morning.			
The conditions in the slums are awful – there are no toilets or running water.			

# Facts and opinions

Complete the table with facts and opinions about your home town. Try to change the facts into opinions.

- Example fact: 'My home town has two senior secondary schools.'
- Example opinion: 'It's an advantage that there are two senior secondary schools in our town because ...'

<b>My home town</b> I live in .....
<b>Fact 1:</b> .....
<b>Fact 2:</b> .....
<b>Fact 3:</b> .....
<b>Opinion 1:</b> It's an advantage that ..... ..... because ..... .....
<b>Opinion 2:</b> Another benefit is that..... ..... because ..... .....
<b>Opinion 3:</b> Although it is a shame that ..... ..... Nevertheless..... .....

# Facts and opinions

- 1 Decide whether each of the phrases below is a fact or an opinion and tick the appropriate column. Underline the phrase that signals the opinion, if there is one.

Statement	Fact	Opinion
1 In my view, going by bike is the cheapest option.		
2 When you travel by bike, you are saving the planet.		
3 In my opinion, it makes sense to make the area a car-free zone.		
4 I think the price of petrol is too high.		
5 It is likely that the majority of cars will be electric in 20 years' time.		
6 The highway is shut because of floods.		
7 I assume that most children walk to school.		
8 Walking to school encourages students to form good friendships.		
9 The train is more comfortable than the plane.		
10 In 2013 more students came to school by car than on foot.		

- 2 Now write one fact for each of the following means of transport. You can include numbers or percentages in your sentences, if you wish.

Car: .....

.....

Bicycle:.....

.....

- 3 Write one opinion for each of the following means of transport.

Car: .....

.....

Bicycle:.....

.....

Bus:.....

.....

# Identifying an author's viewpoint

- 1 Complete the worksheet to explore the writer's opinion of the Trans-Siberian Railway. Use your dictionary to find out the meanings of the words and say whether the word is positive, negative or neutral.

Words and phrases	Meaning	Positive, negative or neutral
legendary	so famous that stories are told about it/the person	positive
wonder	think with amazement	positive
adventure		
exceeded expectations		
stirred emotions		
globe		
opportunity		
vast		
scenic beauty		
recollections		
continue		
one of the very few		
on our planet		
absolutely anyone		

- 2 Complete the following sentence choosing the most appropriate word from the following list:
- amazement
  - admiration
  - terror
  - inspiration.

The writer's underlying attitude to the Trans-Siberian Railway is one of:

.....

# Relative pronouns

1 Fill the gaps using a relative pronoun: **which, who, where** or **that**.

A commuter is someone **(1)** ..... travels to work every day using a particular type of transport. In China, **(2)** ..... there is one bicycle for every two people and **(3)** ..... bicycle lanes are usual, most people traditionally commute by bike. However, this is not the only form of transport. You could also take the train. China's high-speed trains, **(4)** ..... can reach top speeds of 300 km per hour, allow people **(5)** ..... live in remote parts of a province to travel into the heart of their local city **(6)** ..... most of the jobs and the money lie. For example, the Beijing–Tianjin Intercity line, **(7)** ..... opened in 2008, reduced the 117-km commute between the cities to just 30 minutes.

2 Join the following sentences using **which, who, where** or **that**.

1 I live in a village. Most people in the village commute to work by bicycle.

.....

2 There is a railway between Accra and Tema. It fell into disrepair.

.....

3 We went to visit my aunties and uncles. They live in Beijing.

.....

4 I booked a flight. It was cancelled

.....

3 Use your own ideas to complete these sentences.

1 The High Speed Rail Project which .....

.....

2 The bus conductor who .....

.....

3 In my local town where .....

.....

# Connectives

1 Complete the sentences with an appropriate connective from the box on the right. You will need to use two of the connectives in the box twice.

<p>a) ..... the bus takes longer, I prefer it because I can look out the windows.</p> <p>b) ..... high parking fees, most people use the car to get to work.</p> <p>c) The high-speed rail link is important ..... it means people can get into town in under 30 minutes.</p> <p>d) I live in the suburbs ..... I work in the centre of town.</p> <p>e) The high-speed rail link is quick ..... it links into the bus network.</p> <p>f) I was late for school ..... it was raining and there were no buses on the roads.</p> <p>g) ..... I go to university I will cycle to my lectures.</p> <p>h) I can't wait ..... I go on holiday.</p> <p>i) The flight attendant told us to fasten our seat belts ..... landing.</p> <p>j) ..... booking the tickets in advance, we didn't get seats.</p>	<p><b>but</b></p> <p><b>and</b></p> <p><b>before</b></p> <p><b>in spite of</b></p> <p><b>although</b></p> <p><b>because</b></p> <p><b>when</b></p> <p><b>until</b></p>
---	--

2 Complete the following sentences with your own ideas.

<p>a) Although the bus is cheap .....</p> <p>.....</p> <p>b) When I have finished my exams .....</p> <p>.....</p> <p>c) Despite rising petrol prices .....</p> <p>.....</p>
---



Complete the writing frame to help you plan your magazine article.

<p><b>Audience</b></p> <ul style="list-style-type: none"><li>• who is going to read the text: .....</li><li>• what the article is: .....</li></ul> <p>Therefore the <b>tone of my article</b> will be: .....</p>
<p><b>Introduction / description of what a transport system is</b></p> <p>.....</p> <p>.....</p> <p>.....</p>
<p><b>What the transport system is like at the moment</b></p> <p>.....</p> <p>.....</p> <p>.....</p>
<p><b>What this means for work / school / leisure</b></p> <p>.....</p> <p>.....</p> <p>.....</p>
<p><b>What improvements could be made</b></p> <p>.....</p> <p>.....</p> <p>.....</p>
<p><b>How improvements could improve young people's lives</b></p> <p>.....</p> <p>.....</p> <p>.....</p>
<p><b>Overall suggestions / conclusions</b></p> <p>.....</p> <p>.....</p> <p>.....</p>

Write notes in the writing frame to help you prepare for your conversation.

<b>Introduction:</b> where you live/where people want to get to ..... .....	
<b>Different options available</b> ..... .....	
<b>Advantages of transport system 1</b> Cost: ..... ..... Flexibility: ..... ..... Carbon emissions: ..... ..... Frequency: ..... ..... Speed: ..... ..... Comfort: ..... .....	<b>Disadvantages of transport system 1</b> Cost: ..... ..... Flexibility: ..... ..... Carbon emissions: ..... ..... Frequency: ..... ..... Speed: ..... ..... Comfort: ..... .....
<b>Advantages of transport system 2</b> Cost: ..... ..... Flexibility: ..... ..... Carbon emissions: ..... ..... Frequency: ..... ..... Speed: ..... ..... Comfort: ..... .....	<b>Disadvantages of transport system 2</b> Cost: ..... ..... Flexibility: ..... ..... Carbon emissions: ..... ..... Frequency: ..... ..... Speed: ..... ..... Comfort: ..... .....
<b>Overall suggestions/conclusions</b> ..... ..... .....	

# Inferring opinion

- 1 Complete the worksheet to explore the writer's opinion on space travel. Use your dictionary to find out the meanings of the words in bold and say whether the word is positive or negative.

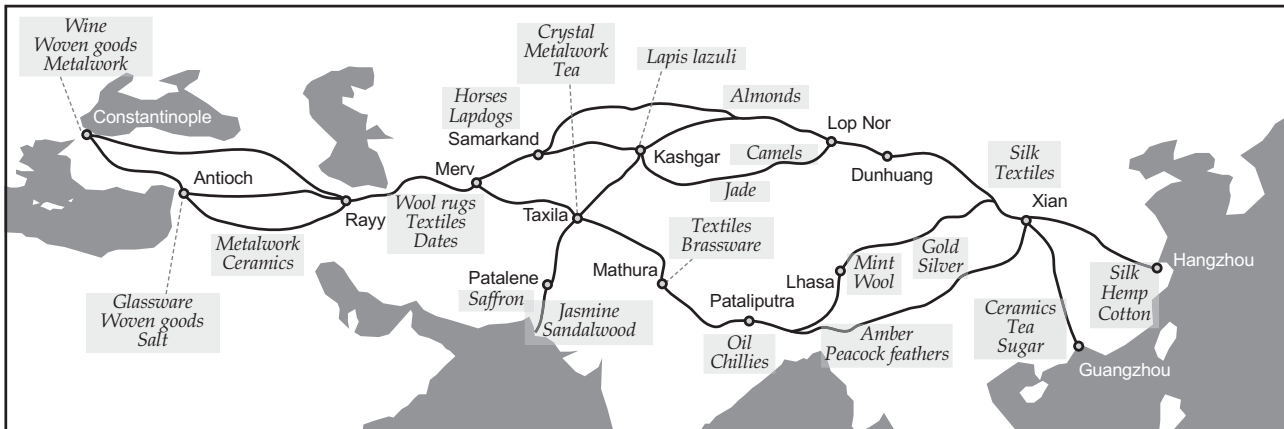
Words and phrases	Meaning	Positive or negative
<b>dreamed of</b> travelling up to the stars	dreaming is something you hope for in the future	positive – indicates hopes
this has now <b>become a reality</b>		
we can send spacecraft into <b>outer space</b>	space beyond Earth's atmosphere	
<b>either with or without</b> humans on board		positive – both options are a possibility
the main <b>desire</b> is for exploration		
there are also <b>commercial</b> reasons		
which is becoming a <b>popular</b> idea		
satellite telecommunications – which many of us <b>take for granted</b>		
to <b>propel</b> the spacecraft		
a great deal of <b>thrust</b>		
and many other <b>features</b>		
hope to find out more about <b>other life forms</b>		
where we can discover <b>precious minerals or metals</b>		
so we can all have the same <b>opportunities</b>		

- 2 Complete the following sentence choosing the most appropriate word from the following list:
- disappointing
  - frightening
  - wasteful
  - inspirational.

The writer's underlying attitude is that space travel is .....

# Reading maps: trade on the Silk Road

Have a look at the map below, which shows the materials that were traded along the Silk Road. Then answer the questions below.



1 Name three products that were traded along the Silk Road from India.

.....

2 Name a semiprecious stone that Kashgar was famous for.

.....

3 Where were glassware, woven goods and salt traded?

.....

4 Which city contributed mint and wool to trade along the Silk Road?

.....

5 Name two places along the Silk Road that were famous for the trade of camels and jade?

.....

.....

6 Trace the route that would be taken by a ceramic vase from Guangzhou to Constantinople at the end of the Silk Road. Mention all the cities that it would pass through along the way.

.....

.....

.....

.....

.....

.....

.....

Read 'The story of denim' below and answer the questions.

### The story of denim

In 1853, an ambitious 24-year-old German called Levi Strauss left New York for California with the intention of setting up a dry goods business there. Everyday goods were in short supply, and people struggled to find clothing and pots and pans in the Wild West. He carried with him huge bales of cotton canvas that he thought would be useful for tents and wagon covers.

When Levi got there, he found that what people really needed was tough clothing that could survive the harsh life of the mines and factories. Levi cleverly turned the canvas he had brought into overalls for the miners and sold them at a profit. But the miners complained that the fabric was too rough and scratched their skin. Levi quickly substituted the canvass for a thick, cotton twill from France called 'serge de Nîmes'. Not only was it durable and strong, but it also felt soft on the skin on the underside. The fabric was later called 'denim' and the trousers and overalls made were called 'jeans'.

Miners then complained that their pockets tore off easily. In 1872, Levi joined up with a enterprising tailor called Jacob Davis to add metal *rivets* to all the key pressure points on the jeans and double-stitched pockets in thick cotton yarn. They received a patent on 20 May 1873 and the 'Two-Horse' brand of jeans was launched. The advertisement showed horses unable to pull the fabric apart.

- 1 In which year did Levi Strauss come to California? .....
- 2 What was his intention? .....
- 3 What was in short supply in the Wild West? .....
- 4 What did Levi do with the canvass he had brought with him? .....
- 5 What was the problem that miners faced with this fabric? .....  
.....
- 6 What fabric did Levi substitute for the canvas? .....  
How did it acquire its new name or short form? .....
- 7 What innovation did Jacob Davis and Levi Strauss invent together? .....

*Extended questions:*

- 8 Why did the advert show two horses trying to pull the fabric apart? .....  
.....
- 9 Write three words that would sum up three aspects of Levi Strauss's character.  
Give an example in each case of the 'clue' you used to decide this:
  - a) .....
  - b) .....
  - c) .....

# Writing a formal letter

When writing a formal letter that is also persuasive, it is important to take ideas and present them in a logical, informed way. It is also a good idea to think about what the reader might see as problems in order to convince them that these can be overcome. Use the writing frame below to help you.

Date: .....

To: The Principal

Address of the school / organization: .....

.....

Dear .....,

**Re: Reviewing the School Dress Code**

**Introduction:** *Why you are writing.*

.....  
.....

**Paragraph 1:** *Explain student views on the benefits / convenience of wearing denim.*

.....  
.....  
.....

**Paragraph 2:** *Evidence that Denim is popular with celebrities and VIPs.*

.....  
.....  
.....

**Paragraph 3:** *Show understanding that there are concerns about extreme denim fashion. Reassure that these will be taken care of.*

.....  
.....  
.....

**Conclusion:** *Summarise ideas stated so far and look for a favourable response. Offer an opportunity to meet and discuss more ideas.*

.....  
.....  
.....

Yours sincerely,

[Signature]

[Full Name]

[Email / contact information]

# Fashion talk: developing a 'fashionable' vocabulary

Read the following passage, which describes the influences of various cultures on international fashions. Pick out words and phrases highlighted in bold and find out what they mean – this will help you to sound like a fashion expert!

## Ethnic influences on fashion

By the 1960s fashion designers everywhere had realised that cultures around the world had a rich treasure trove of **fabrics**, ideas and styles that they could benefit from. As people began to travel around the world, they carried with them their own **distinctive** styles of dress and **accessories**, which were adopted by designers in their new countries. As ordinary people travelled more widely, they were charmed by what they saw around the world. Here are a few key influences:

**Indian Influences:** Charismatic politician Jawaharlal Nehru made the Nehru suit (a **high-necked, fitted**, long coat with narrow trousers) popular, along with the distinctive **peaked cap** or *topi*. Popular boy band, *The Beatles* visited India from the UK on a spiritual and musical tour and took back with them **tied and dyed fabrics** (*bandhej*), **mirror work** and **flip-flops**, which spread rapidly in Europe.

**Chinese Influences:** President Nixon visited China in 1972 and US designers were inspired by **Chinese prints**, silks, **mandarin collars** and **embroidered fabric**. In the 1990s, Hong Kong's return to Chinese rule inspired many designers to focus on traditional Chinese designs and **symbols** like the **characters** for Double Happiness, Wealth and Good Fortune. These were popular on clothing and as jewellery.

**Egyptian Influences:** Egypt captured the imagination of designers as treasures from King Tutankhamun's ancient tomb were brought to various museums and galleries around the world. Designers adopted the fine cotton and elaborate **beaded head-dress** and **metal collar plates**.

Key fashion word	Meaning	Using the word in your own sentence
fabrics		
distinctive		
accessories		
high-necked		
fitted		
peaked cap		
tied and dyed fabrics		
mirror work		
flip-flops		
Chinese prints		
mandarin collars		
embroidered fabric		
symbols		
characters		
beaded head-dress		
metal collar plates		

# Phrases to introduce arguments

1 Join these sentences using a suitable phrase from the box.

firstly	secondly	on the one hand
moreover	furthermore	in contrast
however	on the other hand	in view of

- 1 There are many reasons to learn to play an instrument. It will teach you discipline – you will have to practise every day in order to be any good. .... it will help you to do better at your studies.
- 2 Shall we go to the concert this evening? Yes, I would like to go. .... I also have football practice until 9 pm. Can we go then?
- 3 It is easier to compose using technology nowadays. You can download music you play to your computer, which will transpose it into notes electronically. .... you can easily play back and listen to what you have written.

2 Use a suitable phrase from the box to complete the paragraphs.

- 1 Johanna is a megastar – right? And you would expect a megaconcert – right? Wrong! I recently went to a Johanna concert and this is my verdict: ..... I thought her singing was awesome – you could hear her very clearly and her playlist was amazing. .... she didn't come on until 11 o'clock, which meant two hours getting bored waiting and then a two-hour wait for the night bus home! ..... my best mate Charley, who raves about Johanna, thought it wasn't so good either. She didn't get very good seats so she couldn't see her so well. .... my other mate, Noura, who managed to get good seats, told me she had the greatest time and it was definitely a night to remember. So ..... the different reviews I would advise only go if you can afford decent tickets and make sure you arrange for your parents to pick you up afterwards.
- 2 Using an electronic keyboard has many advantages: ..... the electronic keyboard is much cheaper than a real piano. .... it takes up much less space. .... it is portable so if you are a member of a band, you can pack it up and take it to the rehearsal studio. .... if you are a composer, you can link what you play on your piano to a computer which can convert it to music notation. .... it will never give you that authentic piano touch – the feeling of the keys as you hit the note.
- 3 Choose one of these two arguments and another sentence to **SUPPORT** the argument: .....  
.....  
Add another sentence to **OPPOSE** the argument:.....  
.....



# Quotation marks and verbs of speaking

1 Join these sentences using a suitable phrase from the box.

begged	reminded	suggested	added
shouted	<del>warned</del>	complained	agreed

- 1 "Be careful. It could be dangerous," ..... *warned* ..... my mother.
- 2 "And don't forget to be home by nine," ..... my Auntie.
- 3 "That's too early. I won't be able to see the end of the concert," ..... my brother.
- 4 "Oh. Please let me stay out later," ..... my brother.
- 5 "I could walk home with my friends," ..... my brother.
- 6 "All right, as long as you phone me when it is finished," ..... my mother.
- 7 "Remember to buy me a programme," my sister ..... my brother.
- 8 "Thanks mum," ..... my brother as he ran out the door and bounded down the stairs.

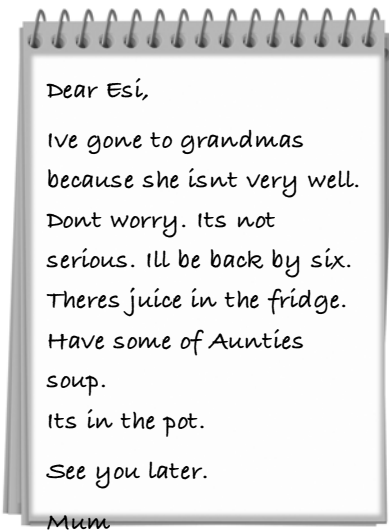
2 Write what each person says using direct speech. You will have to add the names of the speakers, use suitable verbs of speaking and add correct punctuation.

- 1 What shall we do for Book Week  
"What shall we do for Book Week?" asked Mr Charles our English Teacher.
- 2 Let's do a book swap  
(my friend).....  
.....
- 3 And what about asking everyone to contribute one book to the library  
(librarian).....  
.....
- 4 Good idea  
(the class) .....  
.....
- 5 What about inviting an author to come and speak  
(Mrs Wu) .....  
.....
- 6 We could offer everyone a free book  
(I) .....  
.....
- 7 Unfortunately we haven't got enough money to do that  
(the head teacher) .....  
.....

1 Write these short forms in full.

1 she'll .....	7 I'm .....
2 it's .....	8 you're .....
3 can't .....	9 she's .....
4 don't .....	10 how's .....
5 I've .....	11 won't .....
6 we're .....	12 I'd .....

2 Copy the message inserting the missing apostrophes.



.....

.....

.....

.....

.....

.....

.....

.....

3 Insert the apostrophe in the correct place in the sentences.

Example: We went to the library in Auntie's car.

1 I found Charlenes schoolbooks on the floor.	4 The teachers common room is very messy.
2 Please return the twins books to the library.	5 Mrs Hollingdales class is learning about apostrophes.
3 I read my sisters magazine every month.	6 Unfortunately I ripped Karens book.

4 Make up three sentences using possession about what you can see around you.

Example: Aruna's bag is on the floor.

1 .....
2 .....
3 .....

# Disagreeing politely

1 Listen to the short conversations and complete the dialogues with phrases that disagree politely.

- 1 A: Would you like to watch TV?  
B: ..... I'm finishing my book right now.  
A: No problem.
- 2 A: Would you like to come round tonight? We could watch TV together.  
B: ..... finish a science project.  
.....?  
A: Yes – I'm not doing anything tomorrow. We could watch the international football match.  
It's Nigeria playing Cameroon. It's bound to be a good match.
- 3 A: I think that there are too many entertainment programmes on TV these days. It's all endless talent shows and unfunny sitcoms. Why aren't there more news or worthwhile discussion programmes?  
B: ..... young people are not really interested in watching news or current events. .... Khawater?  
You have to agree that it is educational and also entertaining.
- 4 A: Mum. Can I have a TV in my bedroom?  
B: .....  
..... you watch enough television already?  
A: Aargh, mum, I knew you would say that!
- 5 A: Would you like to buy a copy of the TV review?  
B: .....  
A: Okay.
- 6 A: People watch too much television.  
B: ..... the more important question is what people watch rather than how much they watch?  
A: Yes... maybe...

2 Continue the conversations, disagreeing politely with the speakers.

Let's watch the Charts Show tonight.

.....

You are not allowed to watch any television for a week.

.....

1 Underline the words and phrases that mean almost the same the words in bold.

Person A says	Person B replies
1 I need to <b>investigate</b> farming techniques in Nigeria for homework.	a) Oh yes, that reminds me I need to research poultry farming techniques for Agricultural Science.
2 The radio gives you <b>breaking</b> business news every hour.	b) I agree that it gives you news as it comes in and is certainly the most up to date but ...
3 She gave an <b>award-winning</b> performance.	d) Yes it was an acclaimed all over the country. So many people liked it that she won the prize of Best Actress.
4 I don't know about the <b>veracity</b> of what he says. I think he is lying.	e) Me too. I am not sure he is telling the truth.
5 The Nigerian film market <b>has flourished</b> for the last 20 years.	f) Yes, it is doing so well that it makes more films than Hollywood.
6 She is an <b>engaging</b> speaker.	g) Mmm. She certainly manages to be interesting and keep the audience entertained.
7 The <b>rise and fall</b> of pop stars is bound to happen.	h) Oh yes, their popularity goes up and down. Someone very famous this year may not even be talked about next year.
8 I want to <b>harness</b> solar energy.	i) It's quite easy to use the power of the sun. You need something that ...
9 The Middle East <b>correspondent</b> gave us the latest news.	j) The reporter based where the fighting is taking place told us what was happening.

2 Give a word or phrase that means almost the same as the word in bold (a synonym).

1 I always look after my DVDs because they are so <b>valuable</b> to me. ....
2 We should wipe the screen with care to avoid <b>harming</b> it.....
3 That was an <b>interesting</b> programme. ....
4 The local TV channel is organising a <b>contest</b> to encourage children to become TV presenters. ....
5 The organisers will <b>give</b> prizes to the 10 best competitors. ....
6 In your opinion, which of the television shows is the most <b>popular</b> ? .....
7 I particularly <b>like</b> documentaries. ....
8 The TV show host looked very <b>elegant</b> in his suit. ....
9 That sitcom was <b>not very good</b> . ....
10 I like watching romantic comedy movies. They are <b>easy to watch</b> . ....

# Facts about Nollywood

Listen to the listening passage about Nollywood. Complete the gaps using words and phrases you hear to write facts about the Nigerian film industry. In the column on the right, suggest ways in which you could prove (or disprove) the fact

Fact	How can this be proved?
1 Nollywood is the ..... film industry in the world.	
2 Nollywood usually makes about ..... films ..... but they can make .....	
3 The average movie costs ..... to make.	
4 They don't rent ..... to make films.	
5 Nollywood makes movies .....	
6 Most films are shot on ..... in just .....	
7 There are no ..... in Nigeria.	
8 Nigerian films go .....	
9 Discs sell at ..... each.	
10 You can buy the DVDs from ....., at ..... and from .....	

Fill in the gaps in the text below using the words from the box on the right.

Making movies is big business in Bollywood. First the producer decides he/she wants to make a film. The **(1)** ..... is the person or company who pays for the film and hires everybody.

First the producer asks the writer to give an overview of the **(2)** ..... – or what happens in the story. Then the writer writes the **(3)** ....., which is the words of the film. It also shows how many people are in the **(4)** .....

Then the producers hire a director. This person decides who will be his/her **(5)** ..... and actress. These actors are likely to be famous or at least well known. Maybe they gave a good **(6)** ..... in their previous films. The director also decides the “look” of the film. So they decide the type of **(7)** ..... the actors will wear. They also decide on the **(8)** ..... – whether the action is **(9)** ..... an office, in a village, in the market, at home and whether they will **(10)** ..... in a film studio or **(11)** .....

The producers often also hire a composer who writes the **(12)** ..... to go with the film.

After shooting the film, the editors **(13)** ..... to the film to make sure that it is not too long or too short. Sometimes whole **(14)** ..... are deleted. The editors also add in the **(15)** ..... This is all the music and sounds that happen in the film – not just the songs.

Then the film is distributed to the cinemas or it can go straight to DVD.

The producers hope that the film is successful. If it gets **(16)** ..... from the film critics then it can become **(17)** ..... This means that a lot of people go to see it and it takes a lot of money!

- box office
- cast
- costumes
- lead actor
- make cuts
- musical score
- on location
- performance
- plot
- producer
- rave reviews
- scenes
- script
- set
- set in
- shoot the film
- soundtrack

# Write a film review

Write a review of a favourite film, or your imaginary favourite film, using the questions to guide you.

What happened in the film?

.....  
.....  
.....  
.....

What did you like most about the film?

.....  
.....  
.....  
.....

What did you like least about the film?

.....  
.....  
.....  
.....

Who was your favourite character? And why?

.....  
.....  
.....  
.....

Overall opinion:

.....  
.....  
.....  
.....  
.....  
.....

1 What do the following phrases mean? Look at the phrase in the context of the reading passage to help you work out its meaning.

Phrase	Meaning
1 increased political awareness	
2 access to education	
3 participate in political discussion	
4 household decisions	
5 be economically active	
6 to be a reflection of	
7 improve political participation	
8 make informed decisions	
9 to have a lot at stake	
10 in regard to the future	
11 accompanied by	
12 the extent to which	

2 Choose three phrases and use each one in a sentence of your own.

1	.....
	.....
2	.....
	.....
3	.....
	.....



# Tone and style

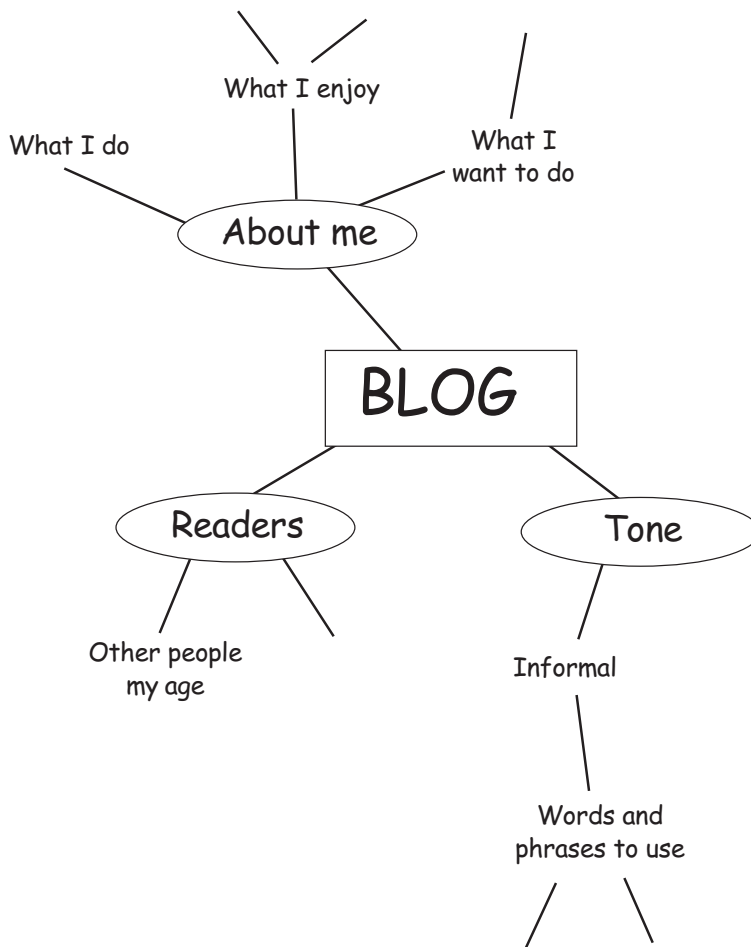
1 Match the type of writing to the correct tone and style of document. One tone and style matches two types of writing.

Type of writing
1 A note to your mother telling her you have gone to a friend's house and will be home by 6:00 pm
2 A postcard to your friend with a description of what your holiday destination looks like and all the things you have done
3 An email to your friend
4 A letter to your grandmother and grandfather to thank them for a gift
5 A letter to the head teacher requesting absence from school
6 A posting on your social media site
7 An article for your school newspaper on the reasons why young people should be given the vote at age 16 – the people who read the newspaper are other students and teachers
8 An email to a local business replying to a job advertisement

Correct tone and style
<b>A</b> Formal, handwritten or typed, serious, impersonal tone
<b>B</b> Formal, typed, well thought through, clear paragraphs, impersonal tone
<b>C</b> Formal, typed, well thought through, clear paragraphs, clearly stating your opinion backed up with facts and examples
<b>D</b> Semi-formal, handwritten, friendly with a personal tone
<b>E</b> Informal, personal, typed, cheeky, maybe with slang or idioms
<b>F</b> Informal, personal, handwritten, descriptive
<b>G</b> Informal, friendly, handwritten, short, not in sentences

# Blog concept map

Complete the concept map below to summarise the content and tone of a blog you might write.



## Letter to teacher

Write a letter to your head teacher asking for permission to be absent from school next week. Choose the most appropriate phrase from the options below and, in the box provided, explain the reason for your requested absence.

Jamestown  
Friday 4 July

- a) Dear Sir or Madam
- b) Dear Mrs Lawson
- c) Hi Mrs Lawson

- a) I am sorry. I can't come to school next week.
- b) You'll never guess what??!! I can't make it to school next Wednesday.
- c) I am writing to ask permission to be absent from school on Wednesday 9 July.

Give the reason here:

- a) I am of course expecting to copy the notes and complete any homework missed.
- b) I'll chat to my mates to find out what I missed.
- c) My teacher says I don't have to worry about the work missed.

- a) Thanking you in advance for your understanding in this matter.
- b) Thanks a lot. See you at school tomorrow!
- c) Thank you for being the best tead teacher.

- a) Yours faithfully
- b) Yours sincerely
- c) Byeeee
- d) Best wishes

Tallulah White

Use each of the words listed below in a sentence. Use a dictionary to help you.

Word	Sentence
progress	
theory	
established	
intention	
dependent on	
crucial	
independent	
carry out tasks	
struggle	
role-play	
skills	
fulfilling	
process	
self-esteem	
struggle	
identity	
idealistic	
establish	
look up to	
raise	

# Practice reading questions 1 and 2: sample answers

Use the marking guidance provided by your teacher to mark the sample answers for the practice reading questions below.

## Practice reading question 1 – Sample answers

Answer	Marks	Comment
a) the two bands' names are 1) Lazy Bones and 2) Crazy Antics		
b) it's taking place in the future and it's on the planet called Venus		
c) Wednesday 3 am		
d) Gnashers, vegetarian		
e) half price family tickets		
f) he has started painting water colour landscapes		
g) landscapes and the sea		
h) they have won critical acclaim		
<b>TOTAL</b>		

## Practice reading question 2 – Sample answers

Answer	Marks	Comment
a) when he opened his boxes last month and found half his 100 million bees missing		
b) in 24 states throughout the USA		
c) it's threatening their livelihoods and many crops		
d) threatening the production of numerous crops including the most profitable Californian almonds		
e) most of the fruits have been gone		
f) apples and almond		
g) bees look for pollen and nectar		
h) fungus problems		
i) halving the lifespan of the queen bees		
j) rent them out		
k) fuel costs are higher cost of bees boxes has tripled queen bees have tripled costs more to control mites		
<b>TOTAL</b>		

## Practice reading question 1: sample answers marked

Compare your 'Marks' and 'Comments' from **worksheet 13.1** with those below.

### Practice reading question 1 – Sample answers marked

Answer	Marks	Comment
a) the two bands' names are 1) Lazy Bones and 2) Crazy Antics	1	Correct answer, but time and words wasted.
b) it's taking place in the future and it's on the planet called Venus	2	Again correct – both the necessary pieces of information are included – but could have been more concise.
c) Wednesday 3 am	0	Should be afternoon – 3 pm.
d) Gnashers, vegetarian	1	Very good concise answer.
e) half price family tickets	1	Good answer using student's own words.
f) he has started painting water colour landscapes	1	Good answer, though could be more concise.
g) landscapes and the sea	0	Wrong information – has misunderstood the question.
h) they have won critical acclaim	1	Good clear answer.
<b>TOTAL</b>		<b>Student gains 7 out of 9 marks.</b>

## Practice reading question 2: sample answers marked

Compare your 'Marks' and 'Comments' from **worksheet 13.1** with those below.

### Practice reading question 2 – Sample answers marked

Answer	Marks	Comment
a) when he opened his boxes last month and found half his 100 million bees missing	1	Correct answer but time wasted on unnecessary words.
b) in 24 states throughout the USA	1	Correct answer but time wasted on unnecessary words.
c) it's threatening their livelihoods and many crops	1	Correct answer.
d) threatening the production of numerous crops including the most profitable Californian almonds	1	Correct answer but time wasted on unnecessary words.
e) most of the fruits have been gone	0	Student has not understood the text.
f) apples and almond	0	Student has misread the bar chart. These are the crops MOST likely to be affected by the disappearance of the bees.
g) bees look for pollen and nectar	1	Correct answer, but could be briefer.
h) fungus problems	1	Correct answer, but only one of the two answers required has been given.
i) halving the lifespan of the queen bees	1	Correct answer, worded differently from the text and mark scheme, but with the same meaning.
j) rent them out	0	The idea of 'pollinate the crops' was also required, so this does not get the mark.
k) fuel costs are higher cost of bees boxes has tripled queen bees have tripled costs more to control mites	3	The first two and the last one are correct. 'cost of' has been omitted from the third – it sounds here as if there are three times more queen bees – a wrong answer. This response scores 3 marks out of 4.
<b>TOTAL</b>	<b>Student gains 10 out of 15 marks.</b>	

# Practice information transfer question: sample answers

Use the marking guidance provided by your teacher to mark the sample answers for the practice information transfer question (Exercise 3) given below.

	Answer	Marks	Comment
<b>Section A Personal details (BLOCK CAPITALS)</b>			
Full name	Kwame Annan		
Date of birth	30. 08. 1995		
Home address (include town)	28, ROYAL PARM ROAD, KUMASI		
Home Telephone number	00 233 51 896151		
Name of last school attended	KUMASI ACADEMY		
<b>Section B Travel history</b>			
Country of birth (delete as necessary)	<u>Ghana</u> other country in Africa other country in Europe		
Please circle any of these countries that you have visited in the last three years:	United Kingdom <u>Germany</u> <u>France</u> Belgium   Italy <u>Spain</u> China		
<b>Section C Visit to China</b>			
Name of football competition	Africa-Asia		
City to be visited	<del>Shanghai</del> - Shanghai		
Dates when you will be in the country	8 - 19 October 1989		
Name of hotel where you will stay	The Imperial Hotel		
Hotel address	208 Pusan Road, Shanghai		
<b>Section D</b>			
Write <b>one sentence</b> saying what you achieved and what caused you disappointment (12–20 words)	I was awarded the title <i>Man of the Match</i> and our team lost in the tournament which was disappointing for me.		

*Fill in the gaps:*      The Extended candidate got ..... ticks. This becomes ..... marks when it is divided by two, because any half marks are rounded up.

**Total marks:**      ..... + ..... = ..... marks



# Practice information transfer question: sample answers marked

Compare your 'Marks' and 'Comments' from **worksheet 14.1** with those below.

	Answer	Marks	Comment
<b>Section A Personal details (BLOCK CAPITALS)</b>			
Full name	Kwame Annan	0	<i>Should be CAPITALS.</i>
Date of birth	30. 08. 1995	✓	
Home address (include town)	28, ROYAL PARM ROAD, KUMASI	0	<i>'PALM' spelt wongly.</i>
Home telephone number	00 233 51 896151	✓	<i>Dashes omitted, but the number is correct.</i>
Name of last school attended	KUMASI ACADEMY	✓	<i>Remember 'The' is inside brackets, so is not essential.</i>
<b>Section B Travel history</b>			
Country of birth (delete as necessary)	<u>Ghana</u> other country in Africa other country in Europe	0	<i>Underlined the answer instead of deleting the wrong ones.</i>
Please circle any of these countries that you have visited in the last three years:	United Kingdom <u>Germany</u> <u>France</u> Belgium Italy <u>Spain</u> China	✓	<i>All correct.</i>
<b>Section C Visit to China</b>			
Name of football competition	Africa-Asia	0	<i>'Cup' omitted.</i>
City to be visited	<del>Shanghai</del> Shanghai	✓	<i>Correction made clearly – the correct answer.</i>
Dates when you will be in the country	8 - 19 October 1989	0	<i>Mistake over the year.</i>
Name of hotel where you will stay	The Imperial Hotel	✓	<i>Correct. Remember that words in brackets are allowed but not required for the mark</i>
Hotel address	208 Pusan Road, Shanghai	✓	<i>All correct.</i>
<b>Section D</b>			
Write <b>one sentence</b> saying what you achieved and what caused you disappointment (12–20 words)	I was awarded the title Man of the Match and our team lost in the tournament which was disappointing for me.	0	<i>Correct information; no errors in grammar and punctuation. BUT 21 words – because of not counting the words properly, the candidate scores 0 instead of 2!</i>

The Extended candidate got .....<sup>7</sup> ticks. This becomes .....<sup>4</sup> marks when it is divided by two, because any half marks are rounded up.

**Total marks:** .....<sup>4</sup> + .....<sup>0</sup> = .....<sup>4</sup> marks

## Practice note-making question: sample answers

Use the marking guidance provided by your teacher to mark the sample answers for the note-making practice question (Exercise 4) below.

### Practice note-making question – Sample answers

	Answer	Marks	Comment
<b>Inuit way of life in the past</b>	Hunt for food		
	Made magic figures		
	Made igloo from ice		
	Lived in a house made of snow		
	Make brooches out of bone to sell		
<b>How present way of life is different from the past</b>	They live in many different countries		
	Petrol driven vehicles		
	Live in solid design buildings		
	Still kill animals to eat		

**Fill in the gaps:** The Extended candidate got ..... marks for the first part, and ..... marks for the second part.

**Total marks:** ..... + ..... = ..... marks

# Practice note-making question: sample answers marked

Compare your 'Marks' and 'Comments' from **worksheet 15.1** with those below.

## Practice note-making question – Sample answers marked

	Answer	Marks	Comment
<b>Inuit way of life in the past</b>	Hunt for food	1	Good concise answer.
	Made magic figures	1	Good concise answer.
	Made igloo from ice	1	Another concise answer.
	Lived in a house made of snow	0	Repeats the same idea – no mark.
	Make brooches out of bone to sell	0	This is what they do nowadays.
<b>How present way of life is different from the past</b>	They live in many different countries	1	Correct.
	Petrol driven vehicles	1	Good concise answer.
	Live in solid design buildings	1	Good concise answer.
	Still kill animals to eat	0	Missed out that they now use guns.

The Extended candidate got .....<sup>3</sup> marks for the first part,  
and .....<sup>3</sup> marks for the second part.

**Total marks:** .....<sup>3</sup> + .....<sup>3</sup> = .....<sup>6</sup> marks

# Selecting details for a summary

In the box below are some notes about a scientist. Use these notes to produce a one-paragraph summary of Einstein's career as a physicist.

Albert Einstein born 1879 in Ulm, German Empire.	1914 Professor in Berlin, Germany.
As a child built mechanical models for fun.	1921 awarded Nobel Prize for Physics.
Fascinated by mathematics and science.	1933 Einstein left Germany because of rise of Nazis.
Until 9 years old he rarely spoke but practised whole sentences mentally before saying them aloud.	1939 Einstein urged the US to develop a nuclear bomb – something he later regretted.
Age 16 he tried to get into a Science college in Switzerland, but failed the non-Science subjects.	1940 became American citizen.
1896 he was accepted.	He praised America – thought young people there do not have to worry about 'outworn traditions'.
He met his future wife there.	1955 died in USA.
1905 worked on Theory of Relativity.	

- 1 Working in pairs, highlight the points that you could include in the paragraph. Beware – it won't be all of them!
- 2 Write a topic sentence for the paragraph. For example, it could be:  
*From the start Einstein loved science.*

Topic sentence: .....

.....

- 3 Working on your own, write the summary of Albert Einstein's career as a physicist **in no more than 70 words**. You could use the topic sentence given above – or make up your own.

.....

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## Practice summary-writing question (Core): sample answer

Here is a candidate's work for you to mark and add your own marker's comments. Use the marking guidance provided for you by your teacher.

### Practice summary-writing question – Sample answer

	Comments
The Inuits have to follow traditions. Inuits	
means the people. They hunt for their food.	
Traditionally they eat wild animals for food.	
They don't use guns they used spears.	
They lived in igloos. They used sculptures that	
they believed had magic powers. They live in the	
Arctic. They build igloos used snow and ice	
for this. They travelled by dogs pulling	
sleds. They made sculptures from stone.	

*Fill in the gaps:*

This student can be given **2 marks**. Although there are some ..... and grammar errors, the meaning is still clear and punctuation is good. There has been an attempt to use their own ..... However, there is no organisation of ideas – the idea of the igloos and the idea of the sculptures were both repeated and not in any proper order. The sentences are not connected – the notes were just ..... out.

## Practice summary-writing question (Core): sample answer marked

Compare your 'Comments' from **worksheet 16.2** with those below.

### Practice summary-writing question – Sample answer marked

	Comments
The Inuits have to follow traditions. Inuits	<i>Some of these points are not relevant.</i>
means the people. They hunt for their food.	<i>Short, stilted sentences – the student is just copying out the notes from the previous exercise.</i>
Traditionally they eat <u>wild animals</u> for food.	<i>Good – student is using own words, not copying out all the names of the animals.</i>
They <u>don't</u> use guns they <u>used</u> spears.	<i>Tenses not consistent – changes from present to past.</i>
They <u>lived</u> in igloos. They <u>used</u> sculptures that	<i>Past tense now.</i>
they believed had <u>majic</u> powers. They <u>live</u> in the	<i>'magic' spelt wrongly. Back to present tense.</i>
Arctic. They <u>buildd</u> igloos used snow and ice	<i>Grammar error: should be 'built' not 'buildd'.</i>
for this. They travelled by dogs pulling sleds.	<i>More short sentences, just copying out the notes and not linking them together.</i>
They made sculptures from stone.	<i>Has gone back to talk about igloos – ideas not organised.</i>

This student can be given **2 marks**. Although there are some spelling and grammar errors, the meaning is still clear and punctuation is good. There has been an attempt to use their own words. However, there is no organisation of ideas – the idea of the igloos and the idea of the sculptures were both repeated and not in any proper order. The sentences are not connected – the notes were just copied out.

## Practice summary-writing question (Extended): sample answers

Here is a candidate's work for you to mark and add your own marker's comments. Use the marking guidance provided for you by your teacher. Where text is underlined, that indicates that there is something to comment upon. Add your own comments in the boxes provided on the right. Also, tick and number the 'Content' points as you come across them.

### Practice summary-writing question – Sample answers

'Lefties' or people who are left-handed face difficulties in a  
daily life routine. One of the most common is writing English  
by hand as they curl their hand around the top of the line  
where they are writing and which will smudge the ink. Using  
the keyboard is another problem they face as its design for  
right-handed people due to the numeric pad on the right side.  
Even while playing musical instruments they face problems  
but these days guitars for left hand people can be found easily.  
Using scissor or peeler are another common problems  
found by left hand people. Items designed for the right-  
handed person and awkward for left-handers, which can  
now be bought especially adapted.

(a)

(b)

(c)

(d)

(e)

(f)

(g)

#### Comments

Fill in the gaps: **Difficulties:** ..... marks

**Ways to overcome:** ..... marks

**Language:** ..... marks

**TOTAL:** ..... + ..... + ..... = ..... marks

Write your general comments in the space below:

## Practice summary-writing question (Extended): sample answers marked

Compare your 'Comments' from **worksheet 17.1** with those below. The numbers in brackets refer to the number of the point in the marking guidance.

### Practice summary-writing question – Sample answers marked

'Lefties' or people who are left-handed face difficulties in a daily life routine. One of the most common is writing English by hand as they curl their hand around the top of the line where they are writing and which will smudge the ink (1). Using the keyboard is another problem they face as its design for right-handed people due to the numeric pad on the right side (3). Even while playing musical instruments they face problems (6) but these days guitars for left hand people can be found easily (11). Using scissors (4) or peelers (5) are another common problems found by left hand people. Items designed for the right-handed person and awkward for left-handers, which can now be bought especially adapted (10).

(a) Good effort to organise the paragraph with a clear topic sentence in own words; also, two commas missed.

(b) Copied directly out of the text.

(c) Should be 'it's designed...' – error in grammar.

(d) Good effort to use own words.

(e) Good effort to use own words – used 'even...' as an effective way to link this idea to the previous one.

(f) Error in agreement – should be 'another problem' or 'other problems'.

(g) Sentence lacking a verb – error in grammar.

#### Comments

See individual comments in the boxes above.

**Difficulties:** .....<sup>5</sup> marks

**Ways to overcome:** .....<sup>2</sup> marks

**Language:** .....<sup>4</sup> marks

**TOTAL:** .....<sup>5</sup> + .....<sup>2</sup> + .....<sup>4</sup> = .....<sup>11</sup> marks

#### General comments:

- There was excellent organisation: the summary opened with a clear topic sentence, and the ideas were arranged to give the problems first, followed by the solutions.
- The summary was 117 words – within the 120 words limit.
- There were some errors in grammar here, but there were also some good efforts to use own words.
- Balancing the positives and the negatives, this deserved 4 marks for language.



# Practice long writing question (Core): sample answer

Here is a Core-level candidate's work for you to mark and annotate with your own marker's comments. Use the marking guidance provided for you by your teacher. Tick and number the points as you come across them.

The underlined words and phrases indicate language errors. In the boxes provided, note down what kind of error has been made, using the following key:

- 1 error in grammar that hinders understanding
- 2 error in grammar that puts the meaning in doubt
- 3 punctuation missing; sentence not structured clearly with capital letter/full stop
- 4 spelling error.

## Practice long writing question (Core) – Sample answer

Dear headteacher

We wanna hold a charity event to raise the money for the poverty family.

So we want to use the school sport hall to have a ball. If the student want to

come to the ball they have to pay money for the ticket and it causes 10 euros

each. They can eat for free is the food we will make. But they can have only

one cup of drink free the others have to pay money The money we get will

send to Red-Cross Charity they will give to the people who live in the poverty

Also we are going to make sure the sports hall will not be dami jed by the

student and we are going to clean the hall after finished.

Thanks, Frankie

Use the following box to note down your comments about the aspects listed.

<b>Length</b>	.....
<b>Content</b>	<i>Relevance:</i> .....
	<i>Development:</i> .....
	Which band would you put this answer in? ..... No. of marks: .....
<b>Language</b>	<i>Style:</i> .....
	<i>Accuracy:</i> .....
	Which band would you put this answer in? ..... No. of marks: .....

# Practice long writing question (Core): sample answer marked

Compare your comments from **worksheet 18.1** with those below.

## Practice long writing question (Core) – Sample answer marked

Dear headteacher

We wanna hold a charity event to raise the money for the poverty family.

So we want to use the school sport hall to have a ball. If the student want to

come to the ball they have to pay money for the ticket and it causes 10 euros

each. They can eat for free is the food we will make. But they can have only

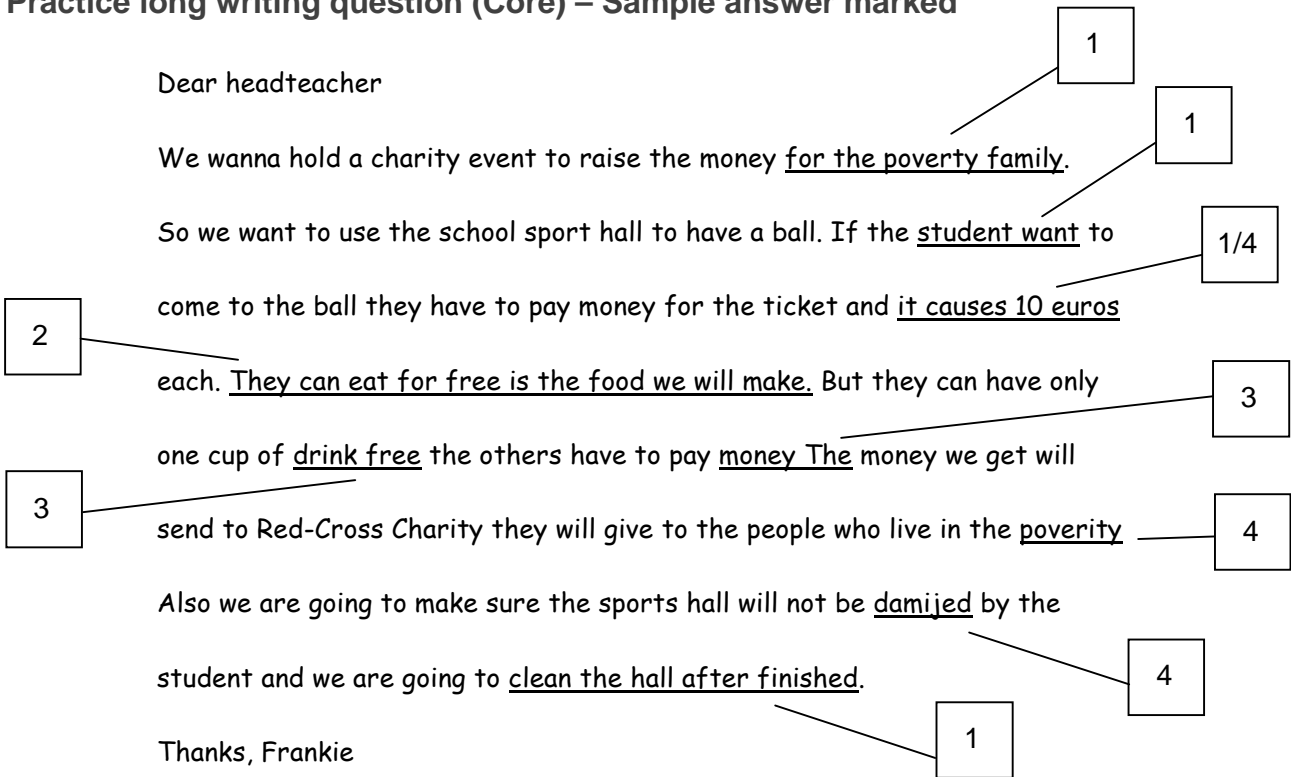
one cup of drink free the others have to pay money The money we get will

send to Red-Cross Charity they will give to the people who live in the poverty

Also we are going to make sure the sports hall will not be damijed by the

student and we are going to clean the hall after finished.

Thanks, Frankie



**Length** 127 words – the correct length for a Core student's answer.

**Content**

*Relevance:* All the material given is relevant.

The tone is generally semi-formal, but there is no effort to adopt a polite tone appropriate for a headteacher; 'wanna' and 'Thanks' are not acceptable in this sort of letter.

Not fully aware of the purpose of the letter – does not actually ask for permission.

*Development:* Prompts 1 and 3 are covered very briefly.

Prompt 2 is developed a little with some convincing details, e.g. tickets are €10 each.

**Middle Band – 2 marks**

**Language**

*Style:* Own choice of vocabulary; simple all through.

*Accuracy:* See errors noted above:

- 1 errors in grammar that hinders understanding
- 2 errors in grammar that puts the meaning in doubt
- 3 punctuation missing; sentence not structured clearly with capital letter/full stop
- 4 spelling errors.

**Middle Band – 2 marks**

The Core student gets **2 marks** for Content and **2 marks** for Language.

**TOTAL: 4 marks out of 13**

## Practice long writing question (Extended): sample answer

Here is an Extended-level candidate's work for you to mark and annotate with your own marker's comments. Use the marking guidance provided for you by your teacher. Tick and number the points as you come across them.

### Practice long writing question (Extended) – Sample answer

Dear Sir

I want to help poor children in Africa who live in great famine, so I was thinking about holding a charity event to raise money. I wanted to kindly ask you if the events could take place in our school. I sympathise with these children and I feel like I should help them. One of the events could be a concert. Many children could perform, rock bands, individual singers and drama groups. People would pay for tickets and we would raise money. Another event that I was thinking about is the basketball competition in the gym. Boy teams would compete against each other and the same for the girl teams. We would raise money again by selling tickets. The last idea is washing cars in a school car park, students can wash the cars and earn some money. I do not have any other ideas, but I think these are good enough. In the case that building will be damaged, I will give the raised money for rebuilding the damage.

I would be really grateful if you will grant these events. I'm waiting for your permission and thank you.

Use the following box to note down your comments about the aspects listed.

<b>Length</b>	.....
<b>Content</b>	<i>Relevance:</i> .....
	.....
	<i>Development:</i> .....
	.....
	Which band would you put this answer in? ..... No. of marks: .....
<b>Language</b>	<i>Style:</i> .....
	<i>Accuracy:</i> .....
	Which band would you put this answer in? ..... No. of marks: .....

## Practice long writing question (Extended): sample answer marked

Compare your comments from **worksheet 18.3** with those below.

### Practice long writing question (Extended) – Sample answer marked

Dear Sir

I want to help poor children in Africa who live in great famine, so I was thinking about holding a charity event to raise money. I wanted to kindly ask you if the events could take place in our school. I sympathise with these children and I feel like I should help them. One of the events could be a concert. Many children could perform, rock bands, individual singers and drama groups. People would pay for tickets and we would raise money. Another event that I was thinking about is the basketball competition in the gym. Boy teams would compete against each other and the same for the girl teams. We would raise money again by selling tickets. The last idea is washing cars in a school car park, students can wash the cars and earn some money. I do not have any other ideas, but I think these are good enough. In the case that building will be damaged, I will give the raised money for rebuilding the damage.

I would be really grateful if you will grant these events. I'm waiting for your permission and thank you.

Comma used incorrectly – a colon would be useful here.

Comma used incorrectly – a semicolon would be useful here.

Comma used correctly.

Attempt at more sophisticated structure, but expression is awkward.

**Length** 194 words – the correct length for an Extended answer.

**Content**

*Relevance:* Fulfils the task, and considers all three prompts.

Very polite and suitably formal/polite tone for writing to head teacher, e.g. 'I wanted to kindly ask you...'

Good sense of purpose – the request is made twice for effect at start and end of letter.

*Development:* Ideas for Prompt 2 are developed, though several areas of school are requested rather than one.

Prompts 1 and 3 are not so well developed – Prompt 3 seems like an afterthought.

'I think these are good enough' is not persuasive, and does not engage the reader's interest.

**Band 3 (middle) – 5 marks**

**Language**

*Accuracy:* See comments noted above.

*Style:* Generally, the more straightforward sentences are well constructed with accurate punctuation. In addition, there is some variety of length and structure of sentences. The first four sentences include a simple, a compound and a complex sentence.

**Band 2 – 6 marks**

The Extended student gets **5 marks** for Content and **6 marks** for Language.

**TOTAL: 11 marks out of 19**

# Practice shorter listening questions: sample answers

Here is a candidate's work for you to mark and add your own marker's comments. Use the marking guidance provided for you by your teacher. Fill in the 'Mark' and 'Comments' columns.

## Practice shorter listening questions – Sample answer

Student answer	Marks	Comments
1 a) Where are the students going on their school trip? They are going to the museum together ..... [1]		
1 b) At what time will the school bus leave to take the students on the trip? 6 o'clock ..... [1]		
2 a) What is the class about to make in the experiment? ink ..... [1]		
2 b) How much of the white powder should the students use? 50 gram ..... [1]		
3 a) Why is Bernice unable to get to work on time today? car broken down ..... [1]		
3 b) If her employers want to speak to her, how should they contact her? use cell phone ..... [1]		
4 a) What does the waiter give Ali so he can choose what to order? drinks menu ..... [1]		
4 b) What two fruits does Ali decide to have in his fruit juice cocktail? <del>orange and pineapple</del> strawberry and apple ..... [1]		
<b>Total [8]</b>		

## Practice shorter listening questions: sample answers marked

Compare your 'Marks' and 'Comments' from **worksheet 19.1** with those below.

### Practice shorter listening questions – Sample answer

Student answer	Marks	Comments
1 a) Where are the students going on their school trip? They are going to the museum together ..... [1]	0	More than three words so no mark given.
1 b) At what time will the school bus leave to take the students on the trip? 6 o'clock ..... [1]	1	One of the possible answers in the marking guidance.
2 a) What is the class about to make in the experiment? ink ..... [1]	0	'Invisible' is required for the mark to be awarded.
2 b) How much of the white powder should the students use? 50 gram ..... [1]	1	Mark awarded although 'gram' should be plural. The idea of weight (gram) is given so this is OK.
3 a) Why is Bernice unable to get to work on time today? car broken down ..... [1]	0	Not precise enough. The car did not break down on the way – it would not start. No mark awarded.
3 b) If her employers want to speak to her, how should they contact her? use cell phone ..... [1]	1	'Cell phone' has the same meaning as 'mobile phone' so this is awarded a mark.
4 a) What does the waiter give Ali so he can choose what to order? drinks menu ..... [1]	1	'Drinks menu' is an allowable alternative. Note that 'menu' on its own would not be accepted.
4 b) What two fruits does Ali decide to have in his fruit juice cocktail? <del>orange and pineapple</del> strawberry and apple ..... [1]	1	The wrong answer has been neatly crossed out and the right answer given.
<b>Total [8]</b>	<b>5 marks awarded out of 8</b>	

# Practice gap-filling listening question: sample answers

Here is a candidate's work for you to mark and add your own marker's comments. Use the marking guidance provided for you by your teacher. Fill in the 'Mark' and 'Comments' columns.

## Practice gap-filling listening question – Sample answers

Allow answers that are good phonetic attempts at the word.

Award 0 if more than two words are offered, even if the sense is correct.

Student answer	Marks	Comments
<p><b>Josh Waitzkin: career in chess</b></p> <p>1. Chess titles: twenty-one times ..... <b>nashinal</b> ..... Champion; and twice World Champion. [1]</p> <p>Six years of age: started playing chess.</p>		
<p>2. At 9: National Junior High Champion.</p> <p>At 11: drew against Kasparov, the adult world Champion.</p> <p>At 16: became ..... <b>internashinal</b> ..... Master. [1]</p>		
<p><b>Josh's teaching about chess</b></p> <p>3. Title of his first book about chess: ..... <b>attacking</b> ..... Chess.</p> <p>Title of educational ..... <b>book</b> ..... : 'Chess Starts Here'. [1]</p>		
<p>4. Title of popular ..... <b>computer game</b> ..... about chess: 'Chessmaster'. [1]</p>		
<p>5. Josh is ..... <b>deddicayt</b> ..... to teaching chess and making his ideas available to everyone. [1]</p>		
<p><b>Josh's career in Tai Chi</b></p> <p>6. Attracted to Tai Chi Chuan because of his interest in ..... <b>east</b> ..... philosophy and because he wanted to learn something new. [1]</p> <p>Won title of Middleweight World Champion in Taiwan in 2004.</p>		
<p><b>Josh's worldwide career as a speaker</b></p> <p>7. Talks about:</p> <ul style="list-style-type: none"> <li>• how we learn</li> <li>• the mental attitude needed to ..... <b>win competitions</b> .....</li> <li>• psychology of competition. [1]</li> </ul>		
<p><b>Latest book</b></p> <p>8. Explains we have to take ..... <b>big risks and some difficulties</b> ..... if we are to develop.</p> <p>Book title: The ..... <b>are</b> ..... of Learning. [1]</p>		
<b>TOTAL [8]</b>	<i>..... marks out of 8</i>	

# Practice gap-filling listening question: sample answers marked

Compare your 'Marks' and 'Comments' from **worksheet 19.3** with those below.

## Practice gap-filling listening question – Sample answers marked

Student answer	Marks	Comments
<p><b>Josh Waitzkin: career in chess</b></p> <p>1. Chess titles: twenty-one times ..... <b>nashinal</b> ..... Champion; and twice World Champion. [1]</p> <p>Six years of age: started playing chess.</p>	1	<i>An adequate phonetic attempt – if you read this aloud it sounds like 'national'.</i>
<p>2. At 9: National Junior High Champion.</p> <p>At 11: drew against Kasparov, the adult world Champion.</p> <p>At 16: became ..... <b>internashinal</b> ..... Master. [1]</p>	1	<i>As above.</i>
<p><b>Josh's teaching about chess</b></p> <p>3. Title of his first book about chess: ..... <b>attacking</b> ..... Chess. Title of educational ..... <b>book</b> ..... : 'Chess Starts Here'. [1]</p>	0	<i>Both are needed for the mark, so this scores 0: it is a video, not a book.</i>
<p>4. Title of popular ..... <b>computer game</b> ..... about chess: 'Chessmaster'. [1]</p>	0	<i>'game' is not an acceptable alternative to 'program'.</i>
<p>5. Josh is ..... <b>deddicayt</b> ..... to teaching chess and making his ideas available to everyone. [1]</p>	1	<i>An acceptable spelling attempt.</i>
<p><b>Josh's career in Tai Chi</b></p> <p>6. Attracted to Tai Chi Chuan because of his interest in ..... <b>east</b> ..... philosophy and because he wanted to learn something new. [1]</p> <p>Won title of Middleweight World Champion in Taiwan in 2004.</p>	1	<i>'east' is allowed as a shortened form of 'eastern'.</i>
<p><b>Josh's worldwide career as a speaker</b></p> <p>7. Talks about:</p> <ul style="list-style-type: none"> <li>• how we learn</li> <li>• the mental attitude needed to ..... <b>win competitions</b> .....</li> <li>• psychology of competition. [1]</li> </ul>	1	<i>The extra word does not change the meaning, so this gets a mark.</i>
<p><b>Latest book</b></p> <p>8. Explains we have to take ..... <b>big risks and some difficulties</b> ..... if we are to develop.</p> <p>Book title: The ..... <b>are</b> ..... of Learning. [1]</p>	0	<i>More than two answers in one of the gaps, so this gets 0. 'are' is not an acceptable attempt at 'Art' as the 't' sound is missing. Another reason why this item would score 0.</i>
<b>TOTAL [8]</b>		<b>5 marks out of 8</b>



# Practice note-completion question: sample answers

Here is a candidate's work for you to mark and add your own marker's comments. Use the marking guidance provided for you by your teacher. Fill in the 'Mark' and 'Comments' columns.

## Practice note-completion question – Sample answers marked

Student answer	Marks	Comments
<p><b>PART A: Preparations for Arctic trip</b></p> <p><b>Accommodation</b> Will be staying in special ..... <b>houses</b> ..... designed for survival in cold weather.</p>		
<p><b>Safety</b> Prepared for attacks from ..... <b>large animals and bears</b> .....</p>		
<p>Took for defence: flares, personal ..... <b>alarms</b> ....., a trip-wire fence and trained dogs.</p>		
<p><b>Different kinds of ice</b> white ice: 6 to 12 inches thick – safe to walk on ..... <b>grey</b> ..... ice: 4 to 6 inches thick – could be safe black ice: new and very thin – very dangerous</p>		
<p><b>Return home</b> Not prepared for big changes From smell of fresh air to different smells of city From white snow to the bright colours From silence to city sounds Together: an ..... <b>hassle</b> ..... on the five senses.</p>		
<p><b>PART B</b> The Year Group Activity Expedition includes walking for a distance of ..... <b>30 km</b> .....</p>		
<p>When you pack a rucksack it is a good idea to put the ..... <b>biggest</b> ..... items at the bottom.</p>		
<p>It is important to try to make the rucksack weigh as..... <b>small</b> ..... as possible</p>		
<p>To prevent blisters, before using new boots for a long hike, do short walks first and use ..... <b>thick sock</b> .....</p>		
<p>On their expedition, the speakers are looking forward to getting away from the hustle and bustle of the ..... <b>town</b> .....</p>		
<b>TOTAL</b>		

## Practice note-completion question: sample answers marked

Compare your 'Marks' and 'Comments' from **worksheet 19.5** with those below.

### Practice note-completion question – Sample answers marked

Student answer	Marks	Comments
<p><b>PART A: Preparations for Arctic trip</b></p> <p><b>Accommodation</b> Will be staying in special ..... <b>houses</b> ..... designed for survival in cold weather.</p>	0	<i>Not the same as tents, so no mark.</i>
<p><b>Safety</b> Prepared for attacks from ..... <b>large animals and bears</b> .....</p>	0	<i>More than the two words allowed per gap. Also not specific enough – 'polar' is required.</i>
<p>Took for defence: flares, personal ..... <b>alarms</b> ..... , a trip-wire fence and trained dogs.</p>	1	<i>Small spelling error does not stop this being understood.</i>
<p><b>Different kinds of ice</b> white ice: 6 to 12 inches thick – safe to walk on ..... <b>grey</b> ..... ice: 4 to 6 inches thick – could be safe black ice: new and very thin – very dangerous</p>	1	<i>Correct.</i>
<p><b>Return home</b> Not prepared for big changes From smell of fresh air to different smells of city From white snow to the bright colours From silence to city sounds Together: an ..... <b>hassle</b> ..... on the five senses.</p>	0	<i>'assault' not attempted clearly enough.</i>
<p><b>PART B</b> The Year Group Activity Expedition includes walking for a distance of ..... <b>30 km</b> .....</p>	1	<i>'km' acceptable abbreviation of kilometres.</i>
<p>When you pack a rucksack it is a good idea to put the ..... <b>biggest</b> ..... items at the bottom.</p>	0	<i>'biggest' is not the same as 'heaviest'.</i>
<p>It is important to try to make the rucksack weigh as ..... <b>small</b> ..... as possible</p>	0	<i>Incorrect – 'small' does not work in this context.</i>
<p>To prevent blisters, before using new boots for a long hike, do short walks first and use ..... <b>thick sock</b> .....</p>	1	<i>Meaning is clear, although 'socks' should be plural.</i>
<p>On their expedition, the speakers are looking forward to getting away from the hustle and bustle of the ..... <b>town</b> .....</p>	1	<i>Correct.</i>
<b>TOTAL</b>	<b>5 out of 10 marks</b>	

# Understanding the topic card

- 1 Look at the topic card about *Modern Eating Habits* (Student Book p. 302). Number these questions 1 to 5, to show which prompt answers the question.

When you have done this, compare your answers with a partner and see if you can reach agreement.

Prompts	Number
a) Which prompt is likely to ask you to talk about your own personal experience?	
b) Which prompt is likely to ask your opinion about a problem that faces your country?	
c) Which prompt is most likely to ask you to think about the experience of someone you know, or a friend?	
d) Which prompt is likely to ask your opinion about a problem facing the whole world?	
e) Which prompt is likely to ask you about how your town might deal with a problem?	

- 2 Here are the prompts for another topic card. This time the prompts are in the wrong order. Order them correctly, from 1 to 5.

Discuss your final order, and explain why you chose this order.

<b>Working for a living</b>	
<p>Most people have to work to earn money and make a living for themselves and their families. Discuss the topic of 'Working for a Living' with the examiner. Please use the following ideas to help develop the conversation:</p>	
• A the reasons why someone you know, or have heard about, really loves his or her work	
• B which is more important: a good wage or job satisfaction, and the reasons for your view	
• C another job or career you know you definitely do NOT want to do	
• D the idea that In the future there will be fewer jobs and what this means for the world.	
• E the job or career you might want to do in later life	

- 3 For a challenge, imagine you are going to write a topic card for people in your class. Choose a subject that you think many of them would be interested in.

Now write a topic card for the topic. Use five prompts and see if you can make the prompts start personal and then gradually widen out, finishing with a prompt which considers a suggestion, or an idea that has two sides or could lead to a discussion.

In pairs, try to make them look as realistic as possible.

You could hand them to your teacher, who might decide to use some of them for class practice.

## Developing answers

Working with a partner, look at these opening questions/prompts for conversations:

- Tell me about the place where you live.
- What do you do on a typical weekend?
- Have you ever been to a big city?
- What TV programme or film have you enjoyed?

Work together, and practise the sorts of responses you could give, which go beyond the single word or simple statement. Time yourselves so you can feel what would be too short or too long. Interrupt your partner after 20 seconds – unless you are really enjoying the story and want to hear the end!

Look back at the four possible ways to develop your idea – can you think of any other ways?

You could practise this at home and record yourself, then play it back and see how long your responses were.

## Practising development and fluency

In order to get the highest marks for development and fluency, you need to be able to respond to the examiner quickly if he or she challenges your opinion, or asks you to think about another aspect of the topic, maybe something you hadn't thought of yourself during the preparation time. You have to think quickly.

**You still have to think of the conversation as a game of football. But now it is at a higher level. If the ball is passed to you from an unexpected direction, you have to be able to get possession of the ball and pass it forwards.**

Look again at the extract on p. 306 of the Student Book and then answer the questions below:

**Examiner** So do you think society could function if we didn't have any money at all in the world?

**Candidate** That sounds like a very good idea ... er... it would be nice ... but I think it's proven that it doesn't work ... and I think people wouldn't work... they wouldn't ... people need to have something back for their hard work.

Identify the phrase where you can tell that the candidate is thinking about this new idea, this change in direction:

.....

Identify the word that the candidate uses to show that she does not agree with this new suggestion:

.....

Identify two reasons that the candidate gives for her opinion.

1 .....

.....

2 .....

.....

This is harder to practise without a real examiner! But in pairs, you could try through your role-play.

Choose one of the questions from the last exercise and have a conversation together.

- **Instruction for the role-play examiner** – Offer a different view during the conversation. You could introduce it with: 'I see what you mean, but other people might think that...'

Use the table that you drew up together to help you get some ideas.

- **Instruction for the role-play candidate** – You will then have two choices:
  - either agree, and say: 'I can see that is possible, because...'
  - or disagree and say: 'I disagree with that point of view because...'

You must try to use your own words and phrases to do this – just use these examples to get you started and used to the idea. But remember to include at least one reason for your opinion.

## Practice speaking question: marking Student 3's oral assessment

Listen to the recording of Student 3 discussing the topic card *Daily life in the future*.

Assess the conversation using the marking grid below, deciding on marks for 'Structure', 'Vocabulary' and 'Development and fluency'. Make a few notes in the 'Comments' column, perhaps jotting down some examples of words or phrases used by the candidate

Oral assessments	Mark	Comments
<b>Structure</b>	(out of 10)	
<b>Vocabulary</b>	(out of 10)	
<b>Development and fluency</b>	(out of 10)	
<b>Total:</b>	<b>(out of 30)</b>	