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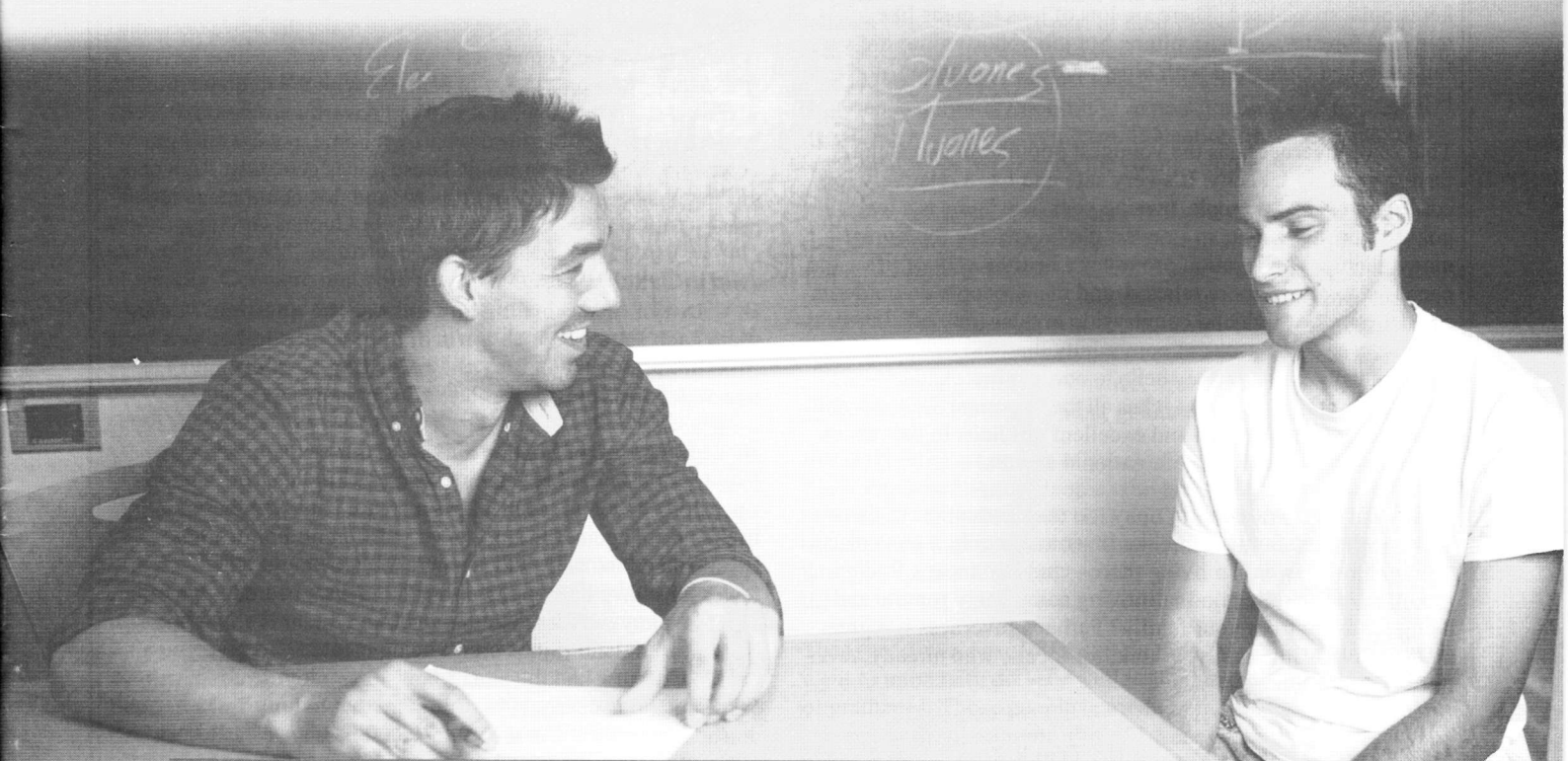
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Exam Preparation & Practice

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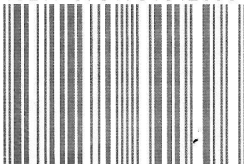
Speaking & Listening
Module

from 2015



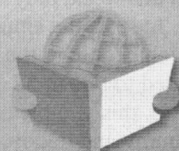
Self-study Guide

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GLOBAL ELT

Listening

Part 1

Exercise 2 - Audio Track 1

Listen carefully to the speaker and answer the questions below.

The results of a survey into the best places to live in the UK came out yesterday. The city of Inverness was a surprising second place. But are these results meaningless or could Inverness really be one of the best places to live in the UK?

Well, I have to ask myself, if Inverness is so fantastic, then why isn't everyone moving up there? There are a lot of very practical reasons why they're not. The city is in the Scottish highlands – it's quite isolated and cut off from the rest of the country. This has a lot of implications. Take communications: internet and mobile services are less fast and reliable – in rural areas, they can be almost non-existent. And what about transport? There's no denying that transport links are poorer here than in other major cities, so people are much more reliant on cars. Well and good, but what if you don't have a car – what if you can't drive? And then there's the weather. Winters are harsh here, and the extreme weather is hardly best suited to the elderly. At times, heavy snow can cut off the A9 road – the only route south. This is far from ideal. And finally there's the jobs issue. The local jobs market is quite specialised. There are lots of jobs in areas like tourism, forestry and agriculture, but job opportunities are very limited when compared with bigger cities like London, and pay is less.

That said, Inverness has the youngest population and is the fastest-growing UK city. It's very safe and has a relatively low cost of living. For example, owning your own home is a realistic goal for most, whereas in London it's impossible for a great many people. The location promotes a healthy way of life – the pace is slower and more relaxed, and many people do outdoors activities in the Highland countryside in their time off. Inverness also has a stronger sense of community than big cities – neighbours actually know and say hello to one another! And let's not forget Inverness IS a city, so it has all the important facilities and amenities you could need and excellent rail links to the rest of the country, as well as an international airport.

I think it's clear we shouldn't pay too much attention to these surveys, though. Somewhere like Inverness is only a great place to live if you can earn a living there – and that means finding a job. Also, what's the good of moving somewhere remote and being far away from your family? Perhaps Inverness is a great place to live – but mainly, I think, for locals, who already have lives and jobs there.

Practise at home - Audio Track 2

A. Listen to the recording and answer the questions. Complete each sentence with a word, phrase or number you hear (maximum 3 words). Play the recording as many times as necessary for you to complete all the answers.

The housing crisis in the UK's capital is out of control. Young Londoners today face an impossible situation. A few days ago it was reported that out of the thousands of homes for sale in London this week, only 43 of them were affordable for first-time buyers. Indeed, the situation has got so bad that the average age at which people in the capital city buy their first home is soon expected to rise to 52. And even for those who can afford to purchase, this is typically only possible thanks to the help of mummy and daddy. It is estimated that 60% of all first-time

buyers already use their parents' money for some or all of their house deposit.

But surely if Londoners can't buy, they can rent, right? What's so bad about that? If only. Since 2011, rent has risen by 20%. In fact, it is now more expensive to pay rent in many cases than to have a mortgage. And the trouble is landlords can increase the rent by as much as they want after the first year – there are no rent controls. The demand for rented accommodation keeps increasing because people can't afford to buy their homes. So long as demand goes up, so will prices. Londoners are in an awful situation.

The situation is so bad, in fact, that we must do something about it, but what? Should we just build more houses? Surely that will solve the problem. Unfortunately, London homes are being bought by wealthy foreign and UK investors. Ordinary Londoners can't compete with them, so, if we build more homes, they will just be sold to rich landlords who can make more money by renting them out. How about rent control then? This would certainly help. There is no way landlords should be allowed to increase rents by as much as they want after the first year. This can destroy people's lives. If you're a family and you can't afford your rent, you have to move out – and then what? You have to find a new home, new schools for your children – it's a nightmare. So rent control will certainly help, but it won't solve the problem.

What we really need is for politicians to make the brave decision to build lots of new homes for sale ONLY to first-time buyers. If first-time buyers don't have to compete with the rich, the prices will be more affordable. But will the government do this? Well, if more people could afford their own home, rents would go down and eventually so would house prices generally. Rich people might stop investing in property and this could mean less money for London.

Audio Track 3

B. Listen to the recording and answer the questions. Complete each sentence with a word, phrase or number you hear (maximum 3 words). Play the recording as many times as necessary for you to complete all the answers.

Average salaries in London and the south-east are now up to £10-15 thousand more than in Northern England. In London, since 2004, there has been a 20% increase in the number of jobs. In the north, again, the story is very different. For example, Blackpool has actually had negative job growth. In other words, fewer jobs have been created than have disappeared – by around 11%. Is it any wonder then that unemployment is so high in Northern England if jobs aren't being created? To give you an example of how bad the situation is, unemployment in north-east England is nearly 10%. Compare that to only 7.5% in London and just over 5% in the south-east. These are clearly very difficult times for people living in northern counties. Many of them, particularly the young, have already left home to find jobs down south. This only makes the situation worse, however, by creating a brain drain. If all the talented young people move to London, for example, there is nothing to attract new companies to the north, is there?

But what can be done to help northerners – how do we bridge this north-south divide? Well, first of all, there need to be infrastructure improvements. The government has spent a huge amount of money on the London Underground and on the improvement of London's transport system. In contrast, only a fraction of the amount has been spent on the north of England, where old, outdated trains, trams and buses, and overcrowding are a huge problem. There is talk of building a high-speed rail

network linking London to the north. This will certainly help. But money must be spent on local improvements too. And, what's more, other infrastructural spending is necessary. Take communications. London and the south-east have great 4G mobile phone network coverage. In the north, the same cannot be said. Businesses will only want to set up in the north if it offers the same services as the south.

However, infrastructure alone will not solve the problem. There is a real problem with the way government is set up. London and its neighbouring areas seem to get all the attention and spending. The only way this can change is if local government in the north is given more power and independence. If it can make its own rules and have increased investment, then the north can become attractive for business. This is the only way to create new job opportunities. Then the north will stop losing its talent to the south. And, who knows, some of the young people who've already left might even come back.

Part 2

Exercise 1 - Audio Track 4

Listen to the recording about secondary education in the UK and choose the correct answer, A, B or C. Only choose your answers to questions 1-3 when you have heard the full recording – not before.

Here in the UK, there is a lot of controversy about the secondary school education system. Most people think students who go to private schools have considerable advantages over students who go to state schools. Well, let's examine the facts and see if that really is the case.

The truth is the figures don't lie and they really do seem to suggest that private school kids do better than state school ones. For example, over 85% of private school students go on to study at university. Compare that with just 70% from state schools. But we also know some universities are said to be better than others, so who goes to the best ones? Well, around two-thirds of the private school students who go to university attend so-called top ones, but just a quarter of state school students do. And what about the top two universities in the country – Cambridge and Oxford? Well, one in twenty private school students go to Cambridge and Oxford but the figure for state school students is just one in one hundred.

Private school students clearly have a significant edge in terms of getting into university, but this is not the only place where they have an advantage. At school, of course, they are also much better off. Class sizes are smaller – sometimes by up to 20 students – teaching is sometimes of a higher quality and they enjoy more one-to-one attention. Facilities in private schools are better too – and not just educational ones but sports also. That probably explains why private school students outperform state school ones in competitive sport as well as in the classroom. And, according to a recent study, private school graduates will have earned on average £200,000 more than state school ones by the time they get to middle age.

Sadly, in my opinion, there is no question over which schools are better – private schools win hands down. As a parent, therefore, I must send them to private school if I can afford it. At least, that is my belief – and luckily I can and will. However, there are many parents out there who cannot afford school fees. What about their children? Is it right that they do not have the same level of opportunity according to the statistics? We are supposed to live in an equal society. In reality, I'd suggest we are anything but equal. Those who can afford it get a better edu-

cation. Perhaps the only way to change this is to abolish private schools altogether. Let there be only one type of school for everyone. Then, to improve the level of opportunity for one student, we would have to do it for all. Sadly, this is unlikely to happen soon.

Exercise 2 - Audio Track 5

Listen to the recording about education and careers. This time make short notes in your own words. Write your answers on the answer lines.

Which matters more to your career – education or work experience? Well, a recent study claimed that graduates with no work experience have little chance of getting a job, so, if you are at university, use your summers wisely. That doesn't necessarily mean you have to find paid work, though. Volunteer and unpaid positions can be just as valuable a source of work experience.

So work experience is clearly important in the sense that new graduates who have some will probably do better than ones who don't. But that's not really the question – what about a graduate versus someone with a lot of work experience who didn't go to university? Who will do better in their career?

Well, the answer is very simple. On average, graduates earn around £200,000 more than non-graduates during their career. Furthermore, there are far more graduates in high-skilled employment than non-graduates, and it is said that graduates' salaries rise for a longer part of their career too. It is very clear then that it is better to have a degree or other similar qualification than to have neither and just to rely on work experience. Work experience definitely doesn't give non-graduates an advantage over graduates in the long term. Education, therefore, matters more than work experience for young people.

However, for young people who HAVE a degree, work experience is usually more important than further education. For example, a recent graduate with three years' work experience is more likely to be offered a job than someone who spent an extra three years in education who has no work experience. Education is more important until you have completed a degree. Then, it's all about getting work experience. Work experience is, in most cases, more valuable to young graduates than further study.

However, after a number of years of work, education can become important again. People who get extra qualifications are more likely to receive pay rises and promotions. This can often be achieved through evening study and distance learning, though – so it is different because you are doing both things at the same time; getting extra qualifications and work experience.

There are always exceptions to the rule. Many people who never went to university do very well in their careers – better than a lot of graduates. Those people learn and practise their skills on-the-job, not in the classroom. But, if I were given the choice between doing a degree or starting work at a young age, I know I could only make one decision because, on average, I would then perform better.

Exercise 3 - Audio Track 6

Now, listen to three different recordings about the same topic: school uniforms. Match the recordings (1-3) to the statements (A-C).

Recording 1:

There can be no doubt that the traditional school uniform has its advantages. For a start, it makes all students equal. They can't compete to be the most fashionable – to wear nicer clothes than their peers. Moreover, school uniforms are inexpensive, saving parents money. It's true that if children didn't have to wear uni-

forms they might have more freedom of expression. It might promote creativity and originality. There is also the fact that school uniforms are not always very comfortable to wear. However, I think all students must be treated as equals. Therefore, my view on school uniforms and whether we need them is very clear.

Recording 2: - Audio Track 7

The advantages of school uniforms are often talked about. When students wear them, they all dress and look the same – they all look equal. This is obviously important. It's not a good situation if students can wear whatever they want and wealthy ones dress and look better than everyone else. Besides, education is expensive and having a school uniform puts slightly less financial pressure on parents. On the other hand, we want our children to learn to express themselves, be creative and think original thoughts. If they all look the same, we are not helping this. In addition, many students complain that school uniforms are uncomfortable to wear. The arguments for both sides are strong. To be honest, I can't quite make up my mind between the two.

Recording 3: - Audio Track 8

It is very true that when students wear the same uniform they look like equals. You cannot tell if one has rich parents and one has poor. This is very important. And we all know education is a very expensive process, so anything that can reduce costs for parents should be welcomed. That said, is it really OK for us to dress all our children the same way? Are they not all individuals? Should we not treat them as such and encourage them to express their own ideas – to think for themselves? Besides, many school uniforms look depressing and aren't that comfortable. If you ask me, the drawbacks of wearing a school uniform are too serious to ignore. My view on whether or not students should wear school uniforms is, therefore, very clear.

Exercise 4 - Audio Track 9

You're going to hear a talk about home-schooling as part of the US education system. The first time, just listen. Then I'll ask you generally what the speaker is talking about.

Education is compulsory in America but school is not. While the majority of students are sent to either public or private schools, a tiny number, around 3% of the student population, is home-schooled. But is it really sensible of parents to educate their children at home?

Well, the reality is that for some parents there is simply no other choice. In rural parts of America, the nearest school can be very far away indeed. It is quite understandable, therefore, that some parents don't want to force extremely long commutes on their children. Family circumstances can also make regular school attendance difficult. For example, parents who move around a lot for their work cannot simply send their children to different schools every other week. This would be emotionally damaging and the child would find it very hard to settle and focus. It is easy to sympathise with home-schooling parents in these and similar circumstances.

Another common reason given for home-schooling is concern over safety and behavioural problems in public schools. In particularly poor and deprived areas, this fear is very real. The influences children encounter at school are very often not at all positive. However, only a small number of parents who home-school say this or any reason previously mentioned is why they do not send their children to school. In fact, THE most common reason, given by almost half of parents, is that they think they can do a better job themselves than a government or private school can at educating their children.

And perhaps parents are capable of schooling their children at primary level but the range and difficulty of subjects in second-

ary education is much greater. Most parents would surely struggle to give as complete an education as state schools for that reason. Besides, education is only one consideration. Children who attend school also learn social skills and make friends. They are in real danger of slower social development or of feeling lonely if they are home-schooled instead.

In short, there is no doubt that some parents can and do educate their children successfully at home – and have very good and understandable practical reasons for doing so. However, are we expected to agree with the reason most parents give – that they can do a better job than the state? At school, each subject is taught by a qualified professional in that area. Can parents possibly know more about all the school subjects than people who have specifically studied them for years? And even if a few very talented ones can, can they also ensure that their children get enough social development at home? This all seems extremely unlikely.

Exercise 5 - Audio Track 10

You're going to hear a talk about the cost of education in the UK. The first time, just listen. Then I'll ask you generally what the speaker is talking about.

Once upon a time, education was free in the UK – and by that I mean it was free to go to primary school, secondary school and university if you wanted to. Well, not anymore. Third-level education has not been free for a number of years. In fact, it's becoming extremely expensive – with course fees now costing on average around £9,000 each year.

But why do we charge students to learn? After all, doesn't this make society less equal? If only the wealthy are able to afford university, then the gap between rich and poor will widen. Besides, isn't education a basic right and isn't providing it a basic service the government should be responsible for? After all, our taxes are supposed to cover basic services. Is it really fair to ask for more money?

The cost of third-level education has now got so great, in fact, that students from less well-off families are either unable to go or are getting into debt just to pay for university. And this puts them under financial pressure from a young age. It's another disadvantage for graduates from poor backgrounds as they compete against the wealthy. Having more debt when they graduate means they have less chance of being able to buy a home of their own in the future.

On the other hand, universities themselves argue that fees are a very necessary part of the education process. Without them, they claim that UK universities wouldn't be able to compete with foreign ones and build and maintain facilities of the very highest standard. They argue that the money fees bring in is necessary if the UK is to continue producing world-class graduates, which attract the best companies here.

Indeed, recently, a high-profile Oxford University representative suggested fees should be raised even higher than they are at the moment. He suggested it costs around £16,000 a year to educate a student at Oxford. As mentioned, fees are presently around £9,000, which is considerably less.

However, since most ordinary families already struggle to afford the cost of university, asking for fees to be increased further seems a very questionable policy indeed. Perhaps our universities do need a lot of investment to remain some of the best in the world, but should students really be paying for this? Does the government not have a responsibility to find the money from elsewhere? Everyone should have an equal opportunity to go to university but, more and more, only the wealthy enjoy that choice.

Practise at home - Audio Track 11

1. You're going to hear a talk about foreign-language learning. The first time, just listen. Then I'll ask you generally what the speaker is talking about.

English is the language of global business and almost everywhere you go in the world you are likely to find someone you can communicate with if you speak it. Why then should English native speakers bother learning foreign languages? Do they really need to?

Well, it seems there are some very practical reasons for doing so for self-benefit. First of all, research suggests that learning a foreign language actually makes you smarter – that is, it makes you perform better in standardised tests. This is because language learning improves your problem-solving, multi-tasking, decision-making and memory skills.

Another self-centred reason for learning languages is to do with health. Research also suggests that learning another language can prevent diseases of the brain like Alzheimer's and dementia. And, would you believe that learning a second language has actually been shown to improve your command of your first language as well?

These are some very convincing reasons for learning a second language, but, on the other hand, should the world not be moving towards using just one anyway? If we all speak the same language, it will promote better understanding between nations and there will be less conflict.

There are practical reasons why we should all speak the same language too. Think how easy travel and business would be, never mind living abroad. These arguments suggest English native speakers are right not to learn other languages. They make it the responsibility of non-natives to learn English. This brings the day when we can all communicate in the same language closer.

But just think how boring and tragic that would be... The unique culture and identity of many countries and peoples would be lost. The world would be one big place of sameness. Perhaps, then, the best reason for learning a foreign language has nothing to do with the benefits for the learner at all. Maybe English speakers simply owe it to the rest of the world to show it some respect and send the message out that they value other cultures just as much as their own by making an effort to understand them. As language is at the heart of culture, that is where the effort should start.

Part 3**Exercise 1 - Audio Track 12**

1A. Listen to this short recording about wind energy and choose the correct notes, A, B or C.

There are many advantages to using wind power that make it an attractive energy source. Perhaps most importantly, wind energy is green – it does not cause pollution which contributes to global warming. It is also renewable, meaning that, unlike fossil fuels, it will never run out. Moreover, the cost of producing wind energy has reduced dramatically over the years thanks to new technology. It is 80% less now than it was in the year 1980.

Operating costs of turbines are also low. They do not require large numbers of staff to be on site like coal factories, for example. Turbines are also more space efficient than other renewable forms of energy like solar. Solar panels cover a lot of ground, whereas wind turbines could be erected on farms, for example, without too much interference. There is also good domestic potential for this type of energy in the UK, especially in Scotland.

Exercise 2 - Audio Track 13

2A. Listen to the recording about poaching in Africa. The question is: explain the problem and how it can be resolved. Select the right set of notes, A, B or C.

Poaching or illegal hunting of endangered species is a huge problem in many parts of Africa. Tens of thousands of rhinos have been killed in recent years, for example. Indeed, tragically, there are only 5 Northern White Rhinos left on the planet. They face extinction because poaching has virtually destroyed their population. What, if anything, can we do about this issue?

First, we must look at the causes of poaching. Most poachers come from very poor villages in rural Africa. They have little money to buy food and find it hard to survive. Poaching rare animals is a way for them to get some much-needed money, by selling valuable furs.

We cannot really blame or punish these poachers. They have very few choices and face a very difficult life. So what can we do? Well, first of all, we must be clear; this isn't Africa's problem. If we lose rare and endangered species, it is a tragedy for all humankind. The wealthy countries of the West have a responsibility to support poorer African nations with significant resources and finance to stop poaching. This is key; Europe and America need to spend a lot of time and money on the problem.

But how to spend the money? That is the question. Is the answer simply to have more police and rangers patrolling the countryside to stop poaching? This will certainly help to a point. However, it will probably be very difficult if not impossible to stop poaching everywhere given the size of the African wilds. The number of police and rangers needed just isn't practical. Besides, even if we succeeded in stopping the poachers, think about what that could mean for them and their families. Many of these people have very hard lives. So, unless we help them, they may never stop trying to poach – because, sometimes, it's their only option. Therefore, education is key – teach villagers new skills that they can use for employment – give them new options. And, as for the Western money – invest it in the local economy, where it can hopefully make a real difference. We need to give the poachers a fairer and more decent way of life.

But there is an even bigger issue. And it is the West's problem. Most of the international criminals who buy these illegal products come from the West and the private buyers are mostly rich Westerners too. Unless Western governments stop these criminals, there will always be a market and a demand for hunted rare animals. We must bring both the buyers and sellers to justice and punish their actions if we ever want to solve the problem.

Exercise 3 - Audio Track 14

3A. Student 2, listen to the recording and make short notes on the key points to answer this question: Explain the causes of desertification in Central Africa and what is being done about it.

In many parts of the world, land that supports life is being lost to desert. This process, where good land for plants to grow and animals to live on dries up and turns to dust, is called desertification. It is a very serious problem in some hotter parts of the world where there is a shortage of water, particularly Central Africa.

The main causes are nearly always due to human activity. For example, deforestation. Trees are often cut down to make room for farmland. The problem with this is that trees hold the soil together and keep the good nutrients – the food that makes it possible for plants to grow – in the ground. Without trees, these nutrients can disappear and the land then becomes dry. Adding to the problem and making the process of drying quicker is the fact that farmers let their cows and other farm animals graze or feed on the land. Overgrazing has serious consequences because it also harms the soil.

And sometimes, when humans build dams (walls across rivers) to collect water or change the course of rivers, this also affects the condition of the land too. It takes water away and causes more drying. These issues together create a situation where desertification can take place. Natural events, like drought – long periods with no rain – can then speed up the process even more. One of the best examples of the problem occurs in Niger. There alone, it is estimated that 1,000 square miles of land are lost every year to the Sahara Desert.

However, steps are being taken to solve the problem. Many villages are taking responsibility for it themselves by setting up self-help groups to tackle the issue. These groups are involved in activities like tree-planting. They are also trying out new farming methods that do not damage the soil.

But the resources of small African communities are limited and the only way to really solve the problem and help stop and reverse desertification is with investment and help from outside. And it seems that this help is finally coming. After many years of discussions and inaction, a huge tree-planting project across 11 different African countries recently got underway. The project, named Great Green Wall of Africa, is funded by the African Union, the European Union, the World Bank and international investors. It aims to plant a 4,800-mile long wall of trees across Africa to stop the Sahara Desert from increasing in size.

A lot of planning goes into the planting process. For example, in very poor areas where trees were often cut down and sold for money in the past, villagers now have reasons to protect them. Gum trees, for example, are being planted. These are more valuable alive than dead. Villagers can make money from collecting the gum and selling it. We won't know for some time if the tree-planting project can succeed in stopping the desert's progress, but there is a lot of hope and optimism right now.

Exercise 3 - Audio Track 15

3B. Student 1, listen carefully to the recording about fox hunting in Britain and make notes to answer the question: What are the arguments for and against sport hunting?

For a number of years now, fox hunting with dogs has been illegal in the UK. However, the new government is suggesting that there should be a vote on allowing the activity again. The issue has divided society and proved very controversial. Both sides feel very strongly about it.

On one hand, animal rights groups are very much against the legalisation of fox hunting. They claim that it is wrong for a number of reasons. First of all, scientific evidence suggests that hunted animals feel a lot of stress and pain, so fox hunting is simply cruel. Secondly, fox hunting is a pleasure sport and most people think it is morally wrong to kill animals for fun. And, thirdly, what about the animals' rights? Animals have the same right to life as people. It is wrong to kill a person, so it is wrong to kill an animal. Both acts are murder, animal rights groups say.

On the other side are the Countryside Alliance and hunting communities. They argue that being hunted is a natural part of life for animals, so organised hunts aren't doing anything wrong. Furthermore, since many of the natural predators that would have hunted foxes no longer exist in the UK, they say hunts take on this natural role instead. They also say that hunting provides an important service to the countryside. Without it, the population of foxes would grow too big and they would become pests (problem animals for society).

Another argument to support hunting is that it has a long tradition in Britain and the sport is part of British culture. It also provides employment.

Hunters say that hunted animals die a relatively painless death, though most scientists disagree with this claim. Personally, I believe the scientists. And if the fox population does become too big, surely there are more humane ways to control it. So I think Britain could do without the return of this particular part of its culture.

Is fox hunting a sport? Well, are the foxes having fun? The argument for fox hunting is simply not convincing in my view.

Exercise 4 - Audio Track 16

Listen again to the talk about nuclear energy. This time make notes as you listen, if you want to. Then I'll ask you what the arguments for and against using nuclear power are.

Nuclear energy – for many people this is the answer to all our energy problems. For others, a nuclear Ireland is a nightmare situation. So what are the pros and cons of the issue?

Well, supporters claim that nuclear power does not produce carbon dioxide, which makes it a clean energy source that doesn't contribute to global warming. What's more, a major drawback of the energy situation at the moment is that Ireland is dependent on other countries to supply it with power. Nuclear plants would help make Ireland completely independent – other countries could no longer take advantage of them by charging high prices for energy supply and there would be no risk of the country running out of energy. Furthermore, nuclear power is reliable, unlike renewable energy sources such as wind and solar. You have a secure supply of power all the time, not just when the sun shines or the wind blows. And one final important point is that it is less expensive today to produce nuclear energy than renewable alternatives.

But while it may be true that nuclear power doesn't produce carbon dioxide, it does produce harmful radioactive waste that stays active for tens of thousands of years. I'm not sure that's any better. And while it is also true that the technology used to create nuclear power has improved and made the process safer, remember that nuclear technology can also be used to create nuclear weapons. Do we really want a world in which making more of these killing machines is possible? Furthermore, 'safer' is not the same as risk-free. Nuclear power stations will always be at risk from accident or even attack. Think of the Fukushima disaster in Japan a few years ago, caused by an earthquake and a tsunami. It is impossible to make nuclear power completely safe and the consequences of a disaster could be very serious, causing harm to both people and the environment.

It's true then that nuclear power is reliable and 'relatively' safe. But the question is: is 'relatively' good enough given the consequences if something goes wrong? Besides, nuclear technology isn't the only kind that has improved recently. So too has the technology used to generate renewable energy. And as the technology improves, the cost continues to fall. Wind, solar and hydro power are truly clean fuels. What's more, while it might not have much sunshine, Ireland has a very reliable supply of wind and water, so perhaps the future should not be nuclear after all.

Practise at home - Audio Track 17

Student 1, listen to recording 1 and make notes to answer this question: Explain why soya became a popular food and outline some of the recent health concerns about eating it.

Recording 1:

Soya has become a hugely popular health food. Especially for vegans – people who do not eat meat and dairy products because they believe the way these are produced is cruel to animals. However, recently, people have started to question the health benefits of soya. So, is it a wonder food or not?

Well, soya certainly has plenty of plus points. It is high in protein, which is especially good for vegetarians and vegans, who do not

enjoy the protein benefits of eating meat. It is also an extremely adaptable ingredient and can be used to produce dairy-free milk, yoghurt and so on, as well as popular foods like tofu. Health studies also suggest eating soya can help lower the risk of breast cancer for women. Other research links eating soya to reduced levels of cholesterol too. As high cholesterol is a leading cause of heart disease, this would seem to be a very good thing indeed.

So that explains why soya has become so popular. However, there are also some concerns about the product. A considerable worry is a recent report which found high levels of dangerous chemicals, known as pesticides, used to kill unwanted insects and weeds, in soya products. Most soya crops are GM as well. GM stands for genetically modified; that is, the crops are not natural because their characteristics have been changed by man. A great many people are against GM foods, but the truth is that if you do eat soya products, they are more than likely GM.

Perhaps the most significant drawback of soya products, though, has nothing to do with eating them. It is, in fact, the effect that the popularity of soya has had on the landscape of certain countries. For example, in parts of Brazil and Argentina, huge areas of forest have been removed for financial reasons in order to grow soya crops. This has had a serious impact on the local environment. The trouble with scientific research is that it is very hard to know what to believe because frequently new reports come out which contradict each other. Soya is an example of this. At first, we were told it was a wonder food. Now there is concern. Remember, though, that soya has been a traditional part of Asian cuisine for many, many years. The difference is that it was always eaten in moderation. Today, however, in Western countries, it is estimated that about 70% of products contain soya as an ingredient. There is a saying: 'too much of anything is bad for you'. Perhaps people would do well to remember that.

Audio Track 18

Student 2, listen to recording 2 and make notes to answer this question: What are the arguments for and against fracking?

Recording 2:

Fracking is a relatively new way of getting gas from rock in places where this was impossible not so long ago. It means that Britain has a potentially important new energy supply. Parts of the country are said to contain considerable amounts of gas that can now be released through fracking. However, fracking is a very controversial process. Let's take a look at why.

First of all, it is known that fracking causes small earthquakes. But, while this can be a little scary for people, research indicates that the quakes are too small to cause serious damage and that most of them go completely unnoticed.

Another issue people have with fracking is the huge amount of water needed. This appears to be a real concern and the pressure put on local rivers and underground water supplies could eventually change or damage the local environment. It is also suggested that fracking can cause water pollution and reduce the quality of drinking water, though this claim has yet to be proven.

The fact that the potential fracking sites are located in the heart of the countryside is causing considerably worry too. Not only would the fracking wells themselves damage the landscape, but the infrastructure needed, such as roads and support facilities, would cause further harm.

One of the most obvious issues of all is that gas is a fossil fuel. At a time when global warming is such a serious issue, many people feel that we should be investing in renewable energy not gas reserves.

So, with all these issues associated with fracking, why do some people still support the idea? Well, there are many practical rea-

sons for doing so. For starters, fracking would create a new energy industry, meaning jobs and a boost for the local economy. In addition to this, it would solve a serious problem the UK has at the moment. Around half of the energy used in the UK is imported from abroad. This means Britain is dependent on other countries – a very risky situation. Britain could easily be taken advantage of if suppliers raised prices. Or worse, if suppliers stopped sending energy, there would be a local energy crisis. Estimates suggest that gas sourced from fracking would solve this problem and allow the UK to support itself. That would be very positive for the country's security.

Another benefit of fracking is likely to be cheaper energy bills for customers. This would, of course, make the activity very popular. At least, that's what you'd expect, but the truth is fracking is splitting local communities. Many want the jobs and the money that fracking will generate, but others fear for the environment, both locally and globally. Whatever the pros and cons of fracking, it seems a great shame that it is being promoted by the government at the expense of clean, renewable energy, which must surely be the future if we care about our planet.

Speaking

Part 1 Polite vs Rude

Exercise 1 - Audio Track 19

1A. Listen to the recording and answer the questions.

Male: I think the rudest behaviour is when a person starts having a really loud conversation on their phone in publ ...

Female: Hold on a minute. That's absolute and complete nonsense. Gossiping about a person is far ruder and it hurts their feelings. I'm right, aren't I? Admit it.

Male: You're dead wrong, actually. That's a stupid answer. What's the big deal about gossiping? The person may never find out you're talking about them, so how can they even know if it's rude or not? Well, what do you have to say about that, huh?

Female: OK, but so what? It doesn't matter if the person doesn't know, you still shouldn't do it and it's really bad behaviour. Besides, people usually find out about gossip, so they almost always DO get hurt. You see? Ha. Now who's right?

Male: Oh, well done you. You're so smart! Talking loudly on a train or bus affects all the people around you, though. So, even if both actions are rude, my example's way worse. I'm right, you see. Ha!

Audio Track 20

1B. Compare the transcript of the original recording below with what you hear this time. Write the phrases that replace the words in *italics* in the space below.

Male: I think the rudest behaviour is when a person starts having a really loud conversation on their phone in public.

Female: Um, can I just say something? I'm not sure I agree. Gossiping about a person is far ruder and it hurts their feelings. Don't you think so?

Male: I'm afraid I couldn't disagree more. What's so bad about gossiping? The person may never find out you're talking about them, so how can they even know if it's rude or not? Wouldn't you agree?

Female: Um, I take your point, but it doesn't matter if the person doesn't know, you still shouldn't do it and it's really bad behaviour. Besides, people usually find out about gossip, so they almost always DO get hurt. You agree with me, don't you?

Male: Yeah, I see where you're coming from. Talking loudly on a train or bus affects all the people around you, though. So, even if both actions are rude, my example's considerably worse. Surely you'd agree.

Part 2 Turn-taking

Exercise 1 - Audio Track 21

Listen to the dialogue and write the missing phrases that you hear in the gaps in the transcript.

Female: OK, well, the way I see it, being a celebrity sounds fantastic. For a start, everyone knows who you are. You're popular, too, and a role model for young people who want to be just like you. It's a great life, wouldn't you say?

Male: I see where you're coming from, but I'm not so sure. What about all the paparazzi who chase celebrities around? You've got no privacy and you're never left alone. Your personal life is in the newspapers and when you make a mistake, everyone knows about it. I think that must be incredibly difficult, right?

Female: Fair point. But I think ...

Male: Sorry, could I just add one more point? What if you have children? Their privacy will suffer too. They have to pay the price for your fame.

Female: Point taken. But what was I saying? Oh, yes, I think another advantage of fame is that it gives you the power to really make a difference in the world. You have more money, influence and resources than ordinary people, so you can do things they never could. Don't you think?

Male: Yeah, that's very true. Um ... But what about friends – do you think it's possible to trust anyone around you when you're rich and famous?

Part 3 Information Gaps

Exercise 1 - Audio Track 22

Listen to the recording and answer the questions.

Male: I'm really stressed and I don't know what to do.

Female: OK. Well, I think you should take a holiday. Somewhere like Spain would be good. Problem solved.

Male: Um ... OK. Thanks for your advice. That was ... er ... helpful.

Exercise 2 - Audio Track 23

Listen to the recording, follow the conversation and put the information in the box (A-J) in the order you hear it (1-8) to complete the background map.

Male: I really hate my job and I think I'll quit.

Female: Oh, I see. Um ... what do you do for a living?

Male: I'm an office manager. I look after about ten staff.

Female: Right, OK. And what is it about your job that you dislike?

Male: Everything. The work is boring, the office is unpleasant to work in and I'm not popular with my staff.

Female: Oh, I'm sorry to hear that. It sounds like a difficult situation. But, tell me, what happens if you quit your job? Have you another job to go to? I mean, can you get another job easily?

Male: I doubt it. I've worked in the same office for thirty years. I've never done anything else and there are no other companies like this near where I live.

Female: I see. But then it sounds like leaving your job would be a huge risk. How long have you been unhappy and felt like quitting?

Male: Um ... since about a week or so ago.

Female: Oh, so you haven't always hated your job?

Male: No. In fact, I used to really like what I do.

Female: So what changed so suddenly to make you want to leave?

Male: Well, I got a big pay rise the other week - £5,000.

Female: Oh, congratulations! What's so bad about that?

Male: Well, when the other staff found out, they were really jealous. They've stopped talking to me.

Female: I see. Do you get pay increases a lot?

Male: No. This is the first one I've got in four years.

Female: OK. And what about the rest of the staff? Do they ever get pay rises?

Male: Oh, yes. I give them a pay rise every year.

Female: So, actually, they get pay increases more often from you than you do from your boss. Is that correct? Have you tried to explain this to them? They might be more understanding if they knew all the facts.

Male: No, I haven't actually. Perhaps that's a good idea, but it doesn't solve the other problem I have – what about the boring work and the conditions we work in?

Female: Sure, but a moment ago you said you really liked your work until last week. That doesn't make sense to be honest if the conditions and type of work are so bad. Do you like your work or not?

Male: I do. I guess you're right. I don't know what's the matter with me.

Female: Perhaps you're just feeling very tired. When did you last have a holiday?

Male: Um ... well, I never take days off. There's too much to do.

Female: But everyone needs a break. If I were you, I'd take at least two weeks off and go somewhere nice – a place where you can relax and recover from the stress of working so hard all the time.

Male: Actually, that makes a lot of sense. Maybe I do need to unwind. Thank you.

Part 4 Grammar

Exercise 4 - Audio Track 24

4B. Listen to the recording and write the missing phrases that you hear in the gaps.

Will the world be a more equal place to live in in the near future?

I'm almost certain that won't happen. I think there are too many problems to solve. And I'm pretty sure it will take more than a few years to solve all of them. In fact, I'm not really sure if we'll ever live in a fairer and more equal world. For example, even here in a rich country like the UK, the gap between rich and poor continues to get bigger. According to recent reports, a growing number of families now depend on charity to provide simple things like food. Therefore, I'm fairly certain that the situation is, sadly, getting much worse.

Part 5 Fluency

Exercise 1 - Audio Track 25

Listen to the recording and follow the transcript. Highlight or underline the words/phrases the female speaker uses to buy time.

Male: Do you think it's right to keep animals as pets?

Female: Um, the way I see it, so long as the animals are well treated, there's nothing wrong with that really. Er, actually, I should clarify my statement a little. I mean, I think it's OK to keep animals like cats and dogs and things as pets, but not wild animals. The thing is, they should be free – it's just not, well, right to keep them in one place all the time. That's cruel. I guess what I'm trying to say is it depends on the animal – wild animals are a definite no, but, you know, I can't see anything wrong with keeping, like, domestic animals as pets.

Exercise 2 - Audio Track 26

2A. You are now going to listen to a short dialogue. Pay careful attention to where the speakers use pauses. Follow the dialogue in the transcript below and mark the pauses.

Harry: Personally, I'm against zoos. What do you think?

Stevie: Um, I'm not so sure. I mean, they help protect endangered species. That's a pretty, well [pause], important thing.

Harry: OK, but, you know, so do safari parks. The difference is the animals aren't, like, kept in tiny spaces.

Stevie: That's true. The thing is, though, zoos are really, well, popular. They attract a lot of young people. I think they've got important, you know, educational value.

Harry: Hmmm. Actually, I hadn't thought of it like that. I guess, in a perfect world, no wild animals would be, like, kept in zoos. But we don't live in a perfect world, so zoos, um, have a role.

Exercise 3 - Audio Track 27

3B. Listen to the dialogue and write the missing phrases in the gaps.

Male: What about free-range farming – where all the animals have lots of space to move around in? On one hand, that seems very fair and reasonable to me. On the other hand, I sometimes wonder why more farms aren't free-range.

Female: I think it is very fair. In fact, I think other farming methods, like factory farming, are incredibly cruel. Imagine keeping poor animals in tiny little cages their whole lives. How terrible.

Male: True. Nonetheless, very few farms are free-range and I'm sure that's not because most farmers are cruel people. However, I do think it might have something to do with cost.

Female: Yes, no doubt free-range farming is a lot more expensive. Despite that, though, I still think it's less cruel and the right way to go.

Male: Does that mean you would be prepared to pay extra for your food in the shops because it would cost more to produce on the farm?

Female: Good question! Yes, I suppose I would. Having said that, a lot of people wouldn't be able to afford to pay more. It would put a lot of pressure on their finances, which is unfair.

Male: Although, it might be a good thing if people had to think twice about buying farm products. It might make them consider the meat-free alternatives. Don't you think?

Female: Well, in spite of being a vegetarian, I'm not sure it's fair to 'make' people stop eating meat, is it?

Male: I suppose not. That said, if everyone were vegetarian, it would definitely solve the problem of cruel factory farms!

4 theme-based UNITS**UNIT 1**

Listen to the message about the Natural History Museum.

Thank you for phoning *The Natural History Museum*. We are open all year round. Opening times daily: 10.00a.m. - 17.30p.m. Our museum is closed from 24-26 December. Don't miss the Orange zone on the ground floor with the two important exhibitions. The first exhibition is that of Wildlife Photographer of the Year from 31 October to 26 April. You can admire stunning animal portraits and amazing images of wild places. The cost of the ticket is 7 pounds and there are special rates for children and families. The second exhibition is the Darwin exhibition from November 14 to April 19. Here you can discover the man and the revolutionary theory that changed our understanding of the world and our place within it. You can see the giant squid and the vital work of our museum scientists. Tickets cost 9 pounds and special rates for children and families apply.

Admission to the museum is free for everyone. Children under 12 must be accompanied by an adult. Our Visit Planners can always help you plan your perfect day and get the most of your museum visit. Find them in the Central Hall. On the ground floor you can also visit the Green zone and the Blue zone. In the Green zone, and in particular in the Ecology section, you can discover our planet's ever-changing ecology and find out why we need to connect with nature in order to survive. In the Blue zone you can learn about the evolution of the animals on Earth since the beginning of our world and the dinosaur age. As for the Red zone, on the first and second floors, The Power Within section is worth visiting since you can discover what causes earthquakes and volcanoes and how scientists work to predict them.

In the museum there are eating and drinking facilities - a self-service family restaurant, a cafe, a snack bar and a sandwich bar. Our fantastic shops - Museum Shop, Dino Store and Earth Store, offer you the chance to take a little bit of us back home when you leave.

Please support our Annual Fund and help our expedition of natural discovery. New knowledge is crucial to help protect ecosystems and save vulnerable species from extinction. By donating 3 pounds you can help pay for vital equipment.

UNIT 2**Emergency Hotline**

You have called a community service Hotline that could save your life. This is a pre-recorded message with information on how to be prepared for an earthquake. Movement of the ground is not the actual cause of death or injury; most casualties are the result of partial building collapse. So you should know in advance about what to do in case of an earthquake by learning where the safe spots are in your home, for example, against inside walls, under sturdy tables or desks or in supported doorways. Secondly, you should also know the danger spots, which are windows, mirrors, hanging objects, fireplaces and tall unsecured furniture.

It is also advisable that you learn first aid and the kiss of life from your local Red Cross or other community health organisation. So you will be ready in an emergency. Prevention is better than cure.

In order to keep your house prepared, make sure all heavy objects are kept on bottom shelves and tall heavy furniture is secured. Keep flammable and dangerous liquids such as paints, pest sprays and cleaning products in the garage.

During the tremor it is important not to panic. If you are indoors, stay there but get under a desk or table or stand under a door frame. If you are outdoors, stay in an open area away from trees, buildings, walls and power lines. If you are in a skyscraper, stay away from windows and outside walls. Get under a table and whatever you do, don't use the lift. You may easily get trapped.

Now after the tremor stops, stay calm! Check if there are any injuries and apply first aid. Move seriously injured individuals only if they are in immediate danger. If you smell gas, put out all fires, do not use any matches, candles, etc. and do not operate electrical switches. Open all the windows and leave the building. Unless it is an absolute emergency, do not use the telephone. Turn on your portable radio for instructions. Cooperate fully with public safety officials and always be prepared for after shocks. And remember not to panic and to remain calm and lend a hand to others in need.

UNIT 3

Listen to the event organiser speaking about the charity fundraiser day.

Hello, my name is Hannah. Can everyone hear me clearly? OK, good. I'm one of the people organising the charity day, here at Broadwick School, for cancer research. You'll be able to recognise everyone in the events team as we're all wearing red T-shirts, so if you have any questions throughout the day, just come and ask me or anyone else in the same red T-shirt.

So, first of all, welcome everyone to our first annual fundraiser. I'm so glad that there has been a large turnout. Thank you so much for showing your support to such an important cause. There will be many events, games, competitions and activities held all over the school, as well as the jumble sale and food stalls with lots of delicious hand made food! Let me run you through the itinerary for the day and inform you about what's going on where. Remember this is a day of enjoyment and you are free to experience whatever you want whenever you want!

Firstly, along the top school playground will be the jumble sale, where parents and children, as well as people from the local community, will be selling old bits and pieces from their homes. From old toys to second hand clothes, vintage items to antique furniture. I'm sure you'll find something you want or even wish to give to a relative. The jumble sale will be going on all day, as soon as the school gates open at 8:30 right up until 6 pm.

If you are feeling hungry anytime throughout the day, or would like to treat yourself to Mrs. William's cake stall and personally I recommend it then head down to the lower school playground. I'm sure all the wonderful smells will guide you there, but if not, it's located next to the old red brick building. We have hot food stalls specialising in food from all over the world, from France to China and right back to the good old traditional British food! There are cakes and sweets, sandwiches and even fish and chips.

On the school playing field, we have dedicated the area to all our fun and games. In the lower field, we have the sporting activities. The running races 100m sprint, 3 legged run, the egg and spoon race and the backwards run! I hope you have all brought your fastest running shoes to take part. All races cost 50p to enter, but remember all money goes to charity. The overall winner will receive a voucher for La Pasta Belle in the town centre for the whole family.

In the big field, we have a huge bouncy castle for all the little kids to have fun on...and of course for the adults who are big kids at heart! There is also a go-kart track that I'm sure everyone will enjoy and something a little different; we have a fortune-teller who will be able to predict your future. All of these activities cost £2.50.

That's about all for now; I do hope you all have a good day. And don't forget to take part in as much as you can... all money goes to our charity! Oh, and one more thing, please don't forget to purchase a raffle ticket, they are £1 each; at the end of the day we will be holding the raffle and announcing the winner to our grand prize... a holiday for four to Disney Land Paris. Now... go and have fun!

UNIT 4

Part 3

Listen to the information about a cinema's schedule.

Hello again listeners. Welcome to your number one place to hear up-to-date information on your local cinema, Golden Screen. We have a number of the great blockbusters showing between the 6th and 12th at Golden Screen. What ever you like we have it right here. Just a quick reminder, this Monday we are closed due to repairs on Screen 2. The roof has been leaking from the rain and it's ruined the carpets. But less of that and more about the films.

Tuesday is fright night! Prepare to be scared with our over 18s thriller 'Who's been watching you? Or if that's not your cup of tea, we have something for the faint hearted 'The Little Vampire'. Remember to always show your ticket at the cinemas food and drink counter in the foyer; not only will you get discount but you'll also be automatically entered into our weekly raffle where you could win two free tickets for the next premiere.

This Wednesday, like every Wednesday, from 7 to 12pm it's 2 for 1 on all films. So grab a friend or family member and come down and enjoy a film for half price... that's if you share the price. Also on Wednesdays between 9 and 11am, we have the silver screen for all you older film lovers. We serve tea and coffee, and of course there are biscuits! Please, only over 65s at this time.

This Thursday we are trying something new. All you classic film fans, this is not one to miss. We are showing three of the all time best classics back to back from 12 pm to 8 pm. We won't tell you which films they are, it's a secret; you'll just have to come down and have a look. All ticket prices are half price and if you don't want to stay for all three films, then when you come out of the cinema we'll just charge you for what you've seen

Friday sees the Premiere of the new James Bond movie. Book early as seats are already going really quick.

And finally Saturday. It's couples night here at Golden Screen, bring your partner and enjoy some of the best love and romance films we have. The cinema also closes later at 1am.

Normal concessions apply as usual all week. Students and over 65s are half price. Under 5s are free. Also if you are a Golden Screen club member tickets are discounted and club points are added to your card. We also have a new system where you can also book online with your credit or debit card. Pick the film and time you want to watch, pick your seat and keep the reservation number. When you come to the cinema, put your reservation code in the allocated machines and print your tickets. Easy!

That's all for now and I look forward to seeing you all down here at Golden Screen.

Trinity ISE II Speaking & Listening Answer Key

Listening

Part 1

Exercise 1:

Student 1 - Task Card 1 (p.15):

1. coal 2. (new) homes 3. technology 4. workers / miners
5. fall 6. 1960s

Student 2 - Task Card 3 (p.16):

1. London 2. 55,000 3. stations 4. week 5. public transport
6. pollution

Student 3 - Task Card 2 (p.17):

1. small town 2. crime 3. £839 4. £629 5. males
6. rate of unemployment

Exercise 2 (p.9):

1. second 2. Scottish Highlands 3. mobile services 4. cars
5. the elderly 6. (quite) specialised 7. cost of living
8. (realistic) goal 9. amenities 10. Rail

Practise at home

Exercise A (p.9):

1. 43 2. 52 3. parents' money 4. investors 5. rent 6. first year
7. more houses 8. first-time buyers 9. more affordable

Exercise B (p.9):

1. £10-15 thousand 2. jobs 3. unemployment 4. the south-east
5. brain drain 6. infrastructure 7. London 8. (network) coverage
9. local government 10. rules

Part 2

Exercise 1 (p.10): 1. A 2. B 3. B

Exercise 2 (p.10):

1. the role of education and work experience at different stages of your career
2. to examine whether education is more important than work experience and to what extent
3. Although it is possible to become successful without a degree, it makes more sense to do one if you can because your chances of success are greater on average.

Exercise 3 (p.11): 1. C 2. B 3. A

Exercise 4 (p.11):

There are reasons why some parents homeschool their children. However, it is doubtful whether they do a better job than school, after all.

Exercise 5 (p.11):

There are many reasons why it is unfair for students to pay so much for university in the UK. Therefore, a fee-increase should be out of the question and the government should take action towards equality in society.

Practise at home (p.11):

1. Some claim that English should be used as a universal language and the British don't need to learn any foreign languages. Nevertheless, there are many reasons both personal and cultural why they should do so.

2. Part 1 Exercise 2 Script:

The city of Inverness was voted as the second best city to live in the UK. In fact, though, there are many practical problems when living there, making Inverness, after all, an ideal home-town for only those already having a life there.

Part 1 Practise at home A Script:

There are many reasons why there is a housing crisis in the UK and therefore solutions have to be found in for people to afford buying a house, with the government being the first one that needs to take action.

Part 1 Practise at home B Script:

There is a great difference between the North and the South regarding job opportunities. For this reason, the North should be supported by the government to become more welcoming for companies and job seekers.

Part 3

Exercise 1 (p.12): 1A: B

1B (p.13): Advantages:

Green: no pollution
Will not disappear
80% cheaper than before
Low operating costs
Needs less space
Can be used everywhere in the UK

Exercise 2 (p.13)

2A: A

Exercise 3

3A (p.13): Causes

Humans:

Cutting trees
Overgrazing (overfeeding) from farm animals
Water removal e.g. dams
Weather: drought

Solutions

Volunteers: tree planting, new farming methods
International financial help: tree planting project
Motives to preserve trees

3B (p.13):

Against

Animal Rights: cruel, morally wrong, animals have the same rights as people

For

Hunting: natural for animals
Makes up for extinct predators
Balance in the food chain
Job opportunities

Exercise 4 (p.14):

For: Clean energy source
Independent power supply
Reliable: always available
Cheaper

Against: Radioactive waste
Nuclear Danger e.g. weapons
Risk of Accidents: heavy consequences

Practise at home (p.14)

1A: Recording 1

Why popular:

Good protein source
Widely used
Health Benefits: less breast cancer, cholesterol

Concerns

Genetically modified + chemicals used
Environment destructions: forests

Recording 2**Against:** Causing earthquakes

Great need for water + water pollution

Destruction of city infrastructure

Not environmentally friendly

For: New job opportunities

No need for energy dependency

Less risk for energy crisis

Cheaper for consumers

Speaking**Part 1****Exercise 1 (p.22):****1A:** 1. rude 2. aggressive 3. extreme 4. sarcastic*(pay attention to the tone of voice)***1B:** 1. Um, can I just say something? I'm not sure I agree.

2. Don't you think so? 3. I'm afraid I couldn't disagree more.

4. Wouldn't you agree? 5. Um, I take your point, but...

6. You agree with me, don't you?

7. Yeah, I see where you're coming from. 8. Surely you'd agree.

Exercise 2 (p.23): 1.B 2.C 3.A 4.C 5.A 6.D 7.A 8.E 9.A**Exercise 3 (p.23): Ask for Clarification:**

1. Would you mind repeating that, please?

2. I'm sorry, I don't quite understand.

3. One more time, please.

Give Clarification:

1. What I meant was ... 2. What I'm trying to say is ...

Part 2**Exercise 1 (p.24):** 1. the way I see it 2. wouldn't you say

3. I see where you're coming from, but 4. mustn't it

5. fair point 6. Sorry, could I just add one more point?

7. But what was I saying? Oh, yes 8. But what about

Exercise 2: 1. D 2. C 3. E 4. B 5. A**Exercise 3 (p.25):***(Sample answer – Students' answers will vary)***Student 1:** Ok, well the way I see it celebrities can be very good role models because children have someone to admire and they want to become like them. And that's important, wouldn't you say?**Student 2:** I see where you're coming from, but I'm not so sure. What about all these celebrities that do things they shouldn't do, like drinking? They can't be good examples of behaviour, can they?**Student 1:** Fair point. But I think ...**Student 2:** Sorry, could I just add one more point? What if children watch their favourite celebrities drink, or drive carelessly and want to do the same things themselves? That would be very alarming.**Student 1:** Point taken. But what was I saying? Oh, yes, I think that children can recognise what is right and wrong and won't do something that they know is wrong. They can get only the good things from celebrities. Don't you think?**Student 2:** Yes, that might be true for older children, teenagers for example. But what about younger ones?**Part 3****Exercise 1 (p.26):**

1. The man is stressed and he needs a way to feel better.

2. We don't know. We are not told in the conversation.

3. The woman advises him to take a holiday.

4. No! The female speaker never asked why the man was stressed. She never found out anything whatsoever about his problem, so how could she give good advice?

Exercise 2 (p.27):**2A:** 1. works as office manager

2. reason = boring work, bad conditions, mean staff

3. not easy to find another job

4. quitting = big risk

5. only started disliking job recently

6. got pay rise - £5,000

7. doesn't get pay rise often

8. other staff get pay rise every year

*(9. conditions of work aren't really that bad)**(10. very tired and stressed)***2B (p.27):** 1. C 2. C**2C: Cause:** stress, tiredness and misunderstanding**Solution:** have a staff discussion and a holiday**Exercise 3 (p.28):****3A:** 1. If I were you, I would ... 2. Why don't you ... ?

3. I think you should ...

4. It might be a good idea to ...

5. Perhaps you should ...

3B: *(Sample answer – Students' answers will vary)*

1. I think you should talk to the school's careers teacher for professional advice.

2. If I were you, I would try to sleep early and eat healthier.

3. Why don't you try to explain this to your boss and ask for a pay rise?

4. It might be a good idea to talk to the careers' advisor about what to do.

5. Why don't you try and find a new job closer to where you live?

6. Why don't you try to organise yourself better and even start a bit earlier so that you won't have to stay so late?

Exercise 4 (p.29): *(Sample answer – Students' answers will vary)***Student 1:**

Was sick last week so couldn't work on project

A lot of employees on holiday this week so doing extra work

Need manager's help with the project, but she's always busy

Have a lot of department meetings today so no time to finish it

Student 2:

Have been in the same job for 18 years

Job is very easy and doesn't challenge me

Have the same routine every day – there's no variety

Tired of working in an office environment

Part 4**Exercise 1: 1A (p.31):** 1. believed / was 2. had done

3. was trying / was

Exercise 2: 2A (p.32): 1. did you use to 2. used to

3. didn't use to

Exercise 3: 3A: 1. ought 2. had better**Exercise 4 (p.33):****4A:** 100% definitely 75% probably 50% may / might

25% probably 0% definitely

4B: 1. almost certain 2. pretty sure 3. not really sure

4. fairly certain

Exercise 5:**5A:** 1. have been trying 2. have been doing 3. have been taking

4. have been helping 5. haven't been doing

Part 5**Exercise 1 (p.34):****Male:** Do you think it's right to keep animals as pets?**Female:** Um, the way I see it, so long as the animals are well treated, there's nothing wrong with that really. Er, actually, I should clarify my statement a little. I mean, I think it's OK to keep animals like cats and dogs and things as pets, but not wild animals. The thing is, they should be free – it's just not, well, right to keep them in one place all the time. That's cruel. I guess what I'm trying to say is it depends on the animal – wild animals are a definite no, but, you know, I can't see anything wrong with keeping, like, domestic animals as pets.

Exercise 2 (p.35):

2A: Male: Personally, I'm against zoos. What do you think?

Female: Um [pause], I'm not so sure. I mean [pause], they help protect endangered species. That's a pretty, well [pause], important thing.

Male: OK, but, you know [pause], so do safari parks. The difference is the animals aren't, like [pause], kept in tiny spaces.

Female: That's true. The thing is, though [pause], zoos are really, well [pause], popular. They attract a lot of young people. I think they're important, you know [pause], educational value.

Male: Hmmm [pause]. Actually, I hadn't thought of it like that. I guess [pause], in a perfect world, no wild animals would be, like [pause], kept in zoos. But we don't live in a perfect world, so zoos, um [pause], have a role.

Exercise 3

3A: First of all, And another thing, What's more, Then there's

3B: 1. On one hand, 2. On the other hand 3. Nonetheless, 4. However, 5. Despite that, though, 6. Having said that, 7. Although, 8. Well, in spite of 9. I suppose not

Units 1-4

(p.42):

Unit 1 – Society and Living Standards**Vocabulary and Structure**

A. 1. overpopulated, industrial, ugly 2. isolated, boring, relaxing
3. popular, inconvenient

Speak!

- **Where do you live? (mention place and address)** I live in a big city/town/small village/London etc. My house/flat is at 17 St James Street, in Richmond/Croydon, etc.

- **Describe the city/countryside/suburb you live in using the adjectives above. Give reasons why you feel that way. Open**

B. 1. area 2. atmosphere 3. building 4. pollution

Speak!

- **Use the adjectives above to describe your neighbourhood (refer to the atmosphere, buildings, traffic, pollution) Open**

- **You want to learn about the place your Facebook friend lives in. What questions would you ask him?**

(Suggested answers) Where do you live? What's your address? What's your area like? What's your city/town like? Are you happy with the area you live in?

Reading

C. 1. the balance of biodiversity 2. terribly disappointing
3. packed and polluted places/areas 4. toxic fumes/waste
5. by becoming filthier and uglier 6. with heavy fines
7. They use less petrol. / They are environmentally friendly.
8. by raising their ecological awareness
9. recycle and plant more trees

D. 1. detached (houses) 2. mansion 3. cottage
4. semi-detached houses 5. flat 6. terraced houses

Speak!

- **What's your house/flat like? Open**

- **You want to rent a house/flat and you see an advertisement. You telephone to ask for information. What questions would you ask?**

Ask about: its type, location, style, size, facilities and cost (Suggested Answers)

- What's the type of your home? - Where's it? / Where is it located? - What's its style? - What size is it? - What facilities does it have? / What facilities does it offer? - How much do you rent it for? / What's its rent? / How much do I have to pay for the rent?

E. City - Advantages: good job opportunities, entertainment facilities - **Disadvantages:** hectic/stressful lifestyle, overpopulated, high cost of living

Country - Advantages: picturesque, closer to nature

- **Disadvantages:** less privacy

F. 1. c: more greenery 2. d: more secure

G. 1. so as 2. But 3. such as 4. Finally

Answer the Questions

a. Semi-formal b. in a magazine

Listening**Activity 1**

- **What sights do you visit when you go abroad? Open**

- **Why is it important to visit museums? (Suggested answer)** It is very important to visit museums because you can learn about the civilization, history and culture of your own country or the foreign country you are visiting. Museums are the places where history is revived. - **Have you ever visited a museum? What was it like? Open**

Activity 2

The speaker is giving all the necessary information about the Natural History Museum, including opening times, entrance fee and exhibits.

Activity 3

1. 24-26 December 2. 7 pounds 3. 9 pounds 4. free
5. Visit Planners 6. Orange, Green, Blue 7. Red 8. 3 pounds

Speaking - 1

A. 1. Where do you live?, in: at 2. in: on, on: in
3. do you get, with: by 4. furnitures: furniture, need: needs
5. make: do, fence: hedge
6. always you keep: you always keep, no: not, hour: time

B. (Suggested Answers)

1. ... live in a suburb/on the outskirts/in the city centre than here.
2. ... of living in a more quiet area. I can't stand the heavy traffic and this nerve-racking noise any longer.
3. ... on going to the country. I'm sure I'll get bored.
4. ... to buy a computer rather than a bookcase.
5. ... is that it is not densely populated and therefore there isn't heavy traffic. / ... I often feel isolated because buses don't run very often.

Speaking 2**Activity 1**

1. Open
2. Open
3. **No**, I wouldn't. First I wouldn't ever like to live in a skyscraper because I have a fear of heights. For this reason, not being able to use the balcony of my flat I'd feel confined in a tall building. **Yes**. Looking down from high up, I feel a sense of freedom. It's great to see the world from above without any tall, concrete buildings blocking my view. 4. Open

Activity 2

A. (Suggested answers)

- **Do you like the area you live in?**

- Oh yes. It's a quiet area with no heavy traffic, overcrowded streets or traffic jams. In other words, there's less noise and air pollution.

- That's great but what about public transport? Is it convenient?

- Well, that's a big problem. Buses run every half-hour and there are often long delays because of the traffic or whatever. I mean, there's no regular bus service.

- I see. That's a really big problem because things might be worse in winter.

- Do you spend a lot of time at home?

- Well, yes. In fact I spend lots of hours at home when I have to study, watch a programme I like on TV, or when I feel like playing a computer game, surfing on the Net or listening to music.
- Good! Don't you often go out with friends?
- Of course I do. I go out with them at weekends. But I can't do this on weekdays because I have loads of school work to do.

- Hi! How do you feel about your new home?

- I'm not that happy with it. I mean, I don't like it at all.
- Why? What's the problem? Is there something you can do to feel much better? Like changing its decoration or whatever?
- No, it's the area I don't like, not my home. I feel completely isolated. You know, I now live on the outskirts and this place is off-the-beaten-track. I'd prefer to live somewhere closer to the city centre.
- I see. But don't worry! I think that you'll soon get used to it.

- Do you prefer your new home to your old one?

- Yes, very much. It's a semi-detached house with a small garden in a quiet area with lots of greenery. I can say it's a spacious, modern and comfortable house. It's what I always dreamed of.
- That's fine! Do you have your own room or do you share it with your brother or sister?
- Well, guess what! I have my own room at last! That's really great because I have more privacy - no one can disturb me anymore!

B. (Suggested answers)**We're friends. You want to learn about my room. You start.**

- What's your room like?
- Oh, it's lovely! Spacious and cosy. It's nicely decorated and I really enjoy spending some of my free time in there.
- Did you decorate it yourself or not?
- Well, I decorated it myself. You should really come over and see it. Posters of my favourite pop group, CDs everywhere and my computer on my desk - the super device! I'm very proud of my room!

We're new neighbours. You want to ask me about the local buses. You start.

- Hello! I'm your new neighbour.
- Oh! Nice to meet you. Is everything OK?
- Yeah, it is! I'm just trying to get used to my new home! Anyway, I have something to ask you. How often do the local buses run?
- You won't have any problem with the public transport here. They run every fifteen minutes. Quite often, I suppose. Besides, some extra buses also run during the rush hour.

We're friends. You want to learn about how you can get to my home. You start.

- Hi! I'll pop over and see you this evening. Is that OK?
- Sure! That's great. Let me tell you what to do. Take the underground first from Piccadilly Circus and get off at Waterloo Station.
- But I know that your home's quite far from the underground station. So what bus can I catch from there?
- Don't worry! I'll pick you up. Just call me when you get to the station and I'll be there in a minute.

You are a stranger. You want to learn about the pros and cons of my area where you are planning to rent the house next to mine. You start.

- Well, I'm planning to rent the house next to yours. Can you please tell me a few things about this area? I wonder if you could help me with this.
- Absolutely. Let me start with its good points then. As you see, it's not very crowded, although it's just twenty minutes by bus from the city centre. It's a rather quiet area and you can even walk your dog without being disturbed by the cars.
- I see. That's very interesting, because I do have a dog to walk.

And how about its cons?

- Mmm! There's one main disadvantage you should know about. It gets a bit polluted during summer time because this area is not very far from the city centre. But generally, it's a convenient place especially for those people who work in the city centre.

Activity 3 (Suggested Answers)

A. There is no doubt that big cities can offer us whatever we like. First, there are many job vacancies and therefore a variety of jobs to choose according to our qualifications and expectations.

There's a big range of good schools, colleges and universities where we can have the education we wish. We can also visit museums and art galleries or watch cultural and artistic events which provide a spiritual uplift and help us broaden our horizons. And, finally, there are also good doctors and well-equipped hospitals where we are offered the medical care we need.

On the other hand, one of the main disadvantages of big cities is the heavy traffic at rush hours and the crowded streets they have. As a result, we get stuck in long traffic jams while the car fume emissions and the smoke from factories create a polluted and stuffy atmosphere.. Last but not least, the crime rate in big cities is increasing at an alarming rate and forces us to take strict safety measures to protect ourselves from being robbed or even killed.

B. Environmentally friendly homes definitely offer lots of benefits to our world. First because they are well designed and efficiently insulated to save energy and keep us warm in the winter and cool in the summer. Most importantly, they pollute the environment much less than other homes since they have all the state-of-the-art energy-saving facilities and appliances. For example, effective central heating, solar heaters and many other computer-controlled electrical appliances which save energy and protect our environment from being polluted. In other words, they have lots of facilities and are equipped with appliances which can make the world a better place for us to live in.

C. When settling down in a foreign country you definitely have benefits, but problems, too. Of course, it depends on the reason why you have left your country to go abroad.

Advantages

- If you are a student, for example, you just settle in a foreign country, often temporarily, to receive the type of education you like. But apart from this, you acquire extra knowledge, broaden your horizons and learn about the culture and lifestyle of that country. You also have the chance to meet new people and form lifelong friendships.

- If you are an immigrant, you just settle in a foreign country because you always seek out better living conditions for yourself and your family. You think this country can offer you a wider choice of job opportunities. So you are likely to find the job you're looking for. All in all, as an immigrant you settle down in a foreign country to live a better life.

Disadvantages

There's no doubt that you may find difficulties in the beginning.

- First, in terms of getting used to living in a foreign country with a quite different culture and lifestyle to that of your own. This country also has a different language which you have to learn in order to communicate with its people.

- Moreover, you have to adapt yourself to the new climatic conditions of the foreign country.

- Last but not least, in some cases you're also likely to do with inhospitable locals, and even worse, you may face racism problems.

Unit 2 – National Environmental Concerns

(p.48):

Vocabulary and Structure

- A.** 1. snowflake 2. raindrop 3. sunstroke 4. breeze 5. fog
B. 1. drizzle 2. shower 3. downpour/cloudburst 4. monsoon
 5. whirlwind 6. cyclone/typhoon 7. hurricane 8. blizzard
 9. tornado/twister 10. hailstorm

Speak!

- Have you ever been caught in a storm? What was it like? *Open*

- C.** 1.h 2.e 3.f 4.g 5.b 6.a 7.i/k 8.j 9.c 10.d 11.i/k
D. 1. a bright, sunny day 2. a clear day 3. a scorching hot day
 4. a hazy day 5. a dull day 6. a gloomy day
 7. a humid day 8. a chilly, damp day
E. 1.b 2.b 3.d 4.a 5.b 6.a 7.a 8.d
F. 1.f 2.g 3.e 4.b 5.a 6.c 7.d

Speak!

- **How would you feel and what would you do if you found yourself in an area being struck by a hurricane?**

(Suggested answer)

I'd feel terribly terrified and panic stricken because a hurricane brings heavy rains and very high winds which destroy everything on their way. But however frightened I might feel, I'd definitely try to get away from that area as quickly as I could because, otherwise, I might be killed or seriously injured.

- **What would you do if you saw a forest fire?** (Suggested answer)

I'd first call the fire brigade and then I'd do my best to put the fire out by throwing water on it - if I could find any around. I'd also try to help those whose life might be in immediate danger because of the fire. Forests should be conserved because they are the lungs of the Earth.

- G.** 1. erupt 2. forced 3. flows 4. rise
 5. blocks 6. curling 7. aroused
H. A. 1. emissions 2. waste 3. reserves 4. conserved
 5. processing 6. consumption 7. expansion 8. disturbance
B. 1. Solar 2. power 3. Hydropower 4. Nuclear

Listening**Activity 1**

1. (Suggested answer) Spring: windy, rainy and cold but often sunny, mild/pleasant/warm weather Summer: sunny, windy, dry, hot weather, high temperatures, heat waves
 Autumn: rainy, windy, cold, temperatures drop, gloomy/cloudy day Winter: foggy, rainy, snowy, cloudy, high winds blowing, low temperatures, severe drops in temperature, freezing/nasty weather, temperatures often remain below freezing point, the sky often goes dark and it starts to rain **2.** *Open* **3.** (Suggested answer) In case of a heat wave people should avoid going out, or else, they may suffer from sunstroke. They should stay in cool places and drink a lot of water. In case of an earthquake they shouldn't try to run outside because they may be fatally injured. They should stay where they are and protect themselves under strong tables or supported doorways till the earthquake stops.

Activity 2

The speaker is outlining what people should do before, during and after an earthquake.

Activity 3

1. first aid 2. the garage 3. desk or table 4. door frame
 5. lift 6. electrical switches 7. telephone 8. instructions

Speaking - I

- A.** 1. of: to 2. on: under 3. up: down, on: of 4. from: to
 5. on: with/in, out: off 6. off: out, by: from

B.

1. ... will the weather be like tomorrow? / ... will be windy and freezing
 2. ... take part in the tree planting project / ... be a pretty hard task but very rewarding and worthwhile.
 3. ... to be a member of a green club. / ... it will be great to be a member of such a club.
 4. ... help me with a clean-up project in my area tomorrow? / ... I'll do my best. / I think I'll make it. I very much want to take part in such environmental projects which are of utmost importance.

Speaking 2**Activity 1**

1. *Open* **2.** (Suggested answer) Yes, I am. Whenever I see flashes of lightning and thunder crashing I close my eyes and my ears and I run for cover. **3.** (Suggested answer) I would immediately phone the fire brigade first and then I would try to put the fire out by throwing water on it or using any other fireproof material. **4.** (Suggested answer) First, in my home I collect all the recyclable waste products and take it to recycling. I can also put the rubbish in the dustbin which is in my street to be collected by the dustmen instead of leaving it lying around in the street polluting the place. Then, I can join the local green club and help organise clean up campaigns so as to clean our area.

Activity 2

A. (Suggested answers)

A: We're friends. I start.

- It's a fine day today, isn't it?
 - Yeah! It's a brilliant day, why don't we go for a picnic?
 - That's an excellent idea. We can go somewhere on our bikes. So how about making some sandwiches?
 - Well, I'm afraid there's nothing in the fridge. But don't worry! We can buy some sandwiches and drinks on our way.

We're friends. I start.

- It looks like snow, doesn't it?
 - Yes, it does. That's the outlook for today. The temperature will drop below freezing.
 - That's right! There will be hurricane-force winds and a heavy blizzard is likely to hit our area.
 - In this case, we might even be cut off. I wonder whether we'll need some more food supplies or not.

We're classmates. I start.

- I'm not sure but I think that the beach clean-up project starts on Sunday.
 - You're right and you know what? I'm going to take part in it. What about you? Are you interested in it?
 - Of course, I am. We should all take an active role in such projects.
 - That's great. I'll come over to your house and pick you up at 8 in the morning.

I'm your teacher. I start.

- I can imagine how you felt when the fire broke out in your home.
 - It was really terrible. The kitchen was full of smoke, I couldn't see clearly and I didn't know what to do.
 - How did you manage to put it out?
 - Thank God, my neighbour next door had a fire-extinguisher and we finally managed to put the fire out in no time and before the fire engine arrived.

B. (Suggested answers)

We're friends. You want to adopt an endangered species of animal. You start.

- Well, I'd like to adopt an endangered species of animal. Can you tell me what to do?

- I don't know for sure but I think you should contact one of the environmental organisations whose aim is the protection of endangered species of animals.
- You mean an organisation like WWF (World Wide Fund for Nature). Or I suppose I can contact any of the zoos which do conservation work.
- You're right! That's something we could all do to help endangered animals to survive.

I am a member of Greenpeace. You are doing a school project on renewable sources of energy. You start.

- Well, I'm doing a school project on renewable sources of energy and I know that you are a member of Greenpeace. Can you please help me with my project?
- Of course, I can. Your project is very interesting indeed. Renewable sources of energy will save our world from pollution in the future.
- Absolutely. I think they will solve the energy problem and reduce air pollution - the major cause for the creation of global warming.
- I agree. So let me tell you a few things about it.

I'm a receptionist. You need some information about the weather today.

- Oh hello! Could you please tell me about what the weather will be like today?
- Sure! From what I've heard, it'll be a bright and breezy day with some occasional rain in the evening. Quite a good day, I think.
- Thanks.

I work at the airport. You telephone to ask if there are any delays or cancellations due to bad weather conditions. You start.

- Good morning. I'd like to ask you if there'll be any delays and cancellations today, please.
- Well, there will be no cancellations for the time being but there might be delays today because of poor visibility.
- I see! You know, I'm leaving for London at 12.50. It's flight BA 765. Is there anything you can tell me about it?
- As I can see on my computer, there will be a twenty minute delay only. But you'd better call again before you come here.
- OK. Thanks a lot for your help.

Activity 3 (Suggested answers)

A. Weather conditions always affect people's mood. For instance, if the day is foggy, rainy or gloomy it affects you negatively. You feel sad and depressed. In other words, you have a mood of pessimism, a feeling that bad things will happen which will disappoint or hurt you greatly. So you're likely to become inactive or unwilling to do anything.

On the other hand, when it is sunny and bright you just start thinking positively. You have a positive approach to things which makes you more creative, more cheerful and happier. You feel you have the upper hand and this gives you a sense of confidence.

B. The weather can affect the economy of a country in many ways depending on what the weather is like. For example, if the weather is freezing and a heavy blizzard hits a region or a whole country everything seems to freeze. People are stuck in their homes, they can't go around or get to work because everything is covered in thick snow. There are frequent power cuts and black-outs and the whole system may collapse. In brief, the whole country is in a state of utter chaos and the economy paralyses for a while. The same thing may happen when the place is hit by one of the natural disasters.

On the other hand, when the weather is fine, everything works like clockwork and the economy picks up.

C. - air pollution: because of car exhausts and factory chemical emissions. It harms our health and our environment.

- littering: rubbish thrown all around - rubbish dumps pollute the atmosphere and the air we breathe in. Rubbish also causes land pollution. Recycling should be encouraged because rubbish threatens our health.

- contamination: of water (sea, rivers, lakes, etc.) by ships and factories/industries which dump their poisonous chemical waste into the water of our rivers, seas and lakes and pollute fresh water.

- deforestation: destruction of wildlife habitat by cutting down trees or by forest fires. - forests provide habitat for wildlife, wild animals lose their homes and die - reforestation should be encouraged.

- endangered species face extinction and are abused in the entertainment industry: illegal hunting (poaching), fur trade and the loss of their natural habitat lead endangered animals to extinction - endangered animals are also used in the entertainment industry, they are kept in captivity, they are abused and underfed; that's why their life span has been reduced.

- the hole in the ozone layer: it has appeared over Antarctica - it has been created by the emissions of greenhouse gases which have damaged the ozone layer. (The ozone layer blocks the harmful ultraviolet radiation and doesn't let it reach the Earth). So global warming is in the rise and the Earth's climate is changing to the worse.

Unit 3 – The world of work

(p.54):

Vocabulary and Structure

- A.** 1. budget 2. promotion 3. profits
4. appointments 5. overcharge

- B.** 1. by 2. off 3. of 4. in 5. on 6. with, about, in
7. to, for 8. at, on, up 9. on 10. for 11. off, off 12. on

Speak!

- What do you spend your pocket money on? Why? Open

- How often do you go shopping for new clothes? Open

- C.** 1.d 2.f 3.e 4.g 5.c 6.a 7.h 8.b

- D.** 1. refund 2. credit 3. market, sale 4. instalments 5. receipt
6. billboards 7. cash 8. customers 9. purpose

Speak!

- Do you think it's difficult to get a good job nowadays?

Why? (Suggested answer)

We all know it's difficult to find a good job nowadays. This is because of the economic crisis/recession which has affected businesses and employees worldwide. Even well-qualified youngsters cannot find a proper job, a job which will meet their expectations. So they are forced to do all sorts of odd jobs in order to earn their living. On the other hand, many workers are made redundant because they are replaced by machines and many others are fired because employers look for cheaper labour in hard times. Consequently, unemployment is dramatically rising all over the world causing serious social and economic problems.

- What qualities should a good employee have? (Suggested answer) Well, it depends on what type of work an employee does. However, generally speaking, a good employee should be conscientious, sociable, efficient, trustworthy, assertive, hard working, intelligent and, of course, punctual. If they have such qualifications they will certainly succeed.

Reading

E. 1.C 2.A 3.B 4.D 5.B 6.D 7.C 8.A 9.B 10.C

Speak!

How can you make a good impression when having a job interview? (Suggested answer)

When having an interview you have to

- arrive there on time so as to have some time to relax before the interview - be suitably dressed - be calm, confident, speak clearly and be yourself
- make them understand that you have acquired all the skills and have the qualifications needed for the specific job - show them that you possess the right personal qualities, such as patience, enthusiasm, dedication to your work and persuasion

- F. 1. reward 2. donation 3. income 4. arise 5. rise
6. raise 7. earn 8. gained 9. win 10. match 11. suits 12. fit
- G. 1. applicant/application 2. resignation 3. dismissal
4. negotiation/negotiator 5. retirement 6. satisfaction
7. achievement/achiever 8. promotion
9. (un)employment/employer/ employee 10. qualification(s)
- H. 1. retires 2. resign, satisfied 3. achieve, promoted
4. negotiate 5. dismissed 6. applied
7. employ 8. dismiss 9. promoted

Speak!

- Do you think the Internet is the most important source of job hunting? Why?/Why not? (Suggested answer) Yes, since the Internet is the most powerful source of information, it is regarded as an effective means of looking for a job. At a click of a computer button you have immediate access to long lists of jobs advertised, which appear on different websites. So you can browse the web till you find the job you think suits you best.

- Do you like going shopping with your friends or your parents? Why?

I definitely like going shopping with my friends. They always offer to help me choose what I want to buy and tell me if it suits me or not and if it fits well. Some other time we try to pick up bargains and shop around before we decide what to buy. We have a really good laugh teasing one another when shopping together and I like it.

- I. 1. resemblance 2. perform 3. assembly 4. carry out
5. accuracy 6. automation 7. production

Listening

Activity 1

A. - Why do public transport strikes make people suffer? (Suggested answer)

People suffer a lot whenever a public strike is on because it causes utter chaos. Streets are blocked with long queues of cars because everyone goes to work by car. So there are long traffic jams, long delays and people are late for work.

- If you won the lottery, what car would you like to buy?

Open

- What things get on your nerves? (Suggested answer) There are many things which get on my nerves like: noisy neighbours, loud traffic and car alarms, going to school/work by bus and getting stuck in long queues of cars; last but not least, my alarm clock which wakes me up in the morning so as to be at work/school early enough.

Activity 2

The speaker is describing what will happen during the Charity Fundraising Day, including events, food, contests etc.

Activity 3

1. red T-shirts 2. handmade food 3. jumble sale
4. traditional British food 5. to charity 6. go-karts
7. fortune teller 8. raffle ticket

Speaking - 1

- A. 1. in: on, buy: buying, at: to 2. make: do 3. in: on
4. condition: conditions 5. from: than
- B. 1. do you think you are / ... make a (good)
2. ... are your duties / ...satisfied/happy with
3. ... change this money into British pounds / ... money is it.
- C. 1. ... were a doctor/lawyer
2. ... I could find a good job and make a career
3. ... I had a new one / ... can't afford it
4. ... could have that money

Speaking 2

Activity 1

1. (Suggested answer) Yes, I think so. You need to know English well, first when you are involved in all aspects of business deals and you have to communicate with foreign people. Second, when travelling abroad on business or exchanging e-mails with other colleagues abroad, and finally, if you work in the tourist industry. This means that since English is an international language, it has become an indispensable tool as far as work is concerned. So you need to know English if you want to get a proper job which will meet your expectations. **2. Open 3. (Suggested answer)** Well, I have no reservations about doing factory or manual work. Basically, I'm good at repairing electrical equipment at home, so I'd like to become an electrician. I don't think I would ever do clerical work, that is, to do office work, sorting out papers and so on. I find it boring and uninteresting. **4. Open**

Activity 2 (Suggested answer)

- Well, I'm thinking of becoming an architect. You know, I believe I have all the skills an architect needs, such as an eye for detail and a great talent for drawing; I spend long hours drawing things.
- I can see your point. You can surely make good use of your talent if you study architecture. But what about becoming a teacher? You have patience and you like being with children. You could become a good teacher.
- In a way you may be right, but I'm not that keen on teaching. I'd prefer to be a policeman/policewoman for example, if I couldn't manage to study architecture. I find it really interesting because I have quick reflexes and I'm good at coping with the unexpected. I think this job suits me quite a lot, too.
- I see what you mean, but one more thing. I know that you are good at science and you have people skills, so have you ever thought of becoming a doctor?
- No, never. If I become a doctor, I get the impression that I won't have any personal life. As a doctor, I'll have irregular and long working hours and I'll be on the alert day and night.
- I agree. Well, if I take your values, skills and interests into consideration as well as your special talent for drawing, then I think architecture suits you best. I'm sure you'll have a successful career.
- Absolutely. I believe that's the best choice I can make. Thanks a lot for your invaluable help.

Activity 3 (Suggested answers)

- A.** I think that money definitely "makes the world go round" and brings us happiness, on condition that it is earned honestly, and if you know how to manage it and not waste it, but spend it reasonably and in a worthwhile way. However, lots of money doesn't always bring real happiness; it can corrupt people and can make them greedier. For instance, wealthy people often want to make more money, so they may even commit illegal or criminal acts in order to accumulate more wealth and achieve their goals. On the other hand, poor people in their effort to find money to survive can also be involved in crime in order to get it and make ends meet. In both cases, I believe that those people, who commit crimes for the sake of money, are likely to face the consequences of their actions sooner or later and end up in prison.
- B.** Yes, I think volunteer work is worthwhile. As we all know, volunteer work is done by people who are not paid for it, but who

do it because they want to do it and feel like offering their services to society. So if you want to help people who really need help, then you can join a voluntary organization or the local authorities, participate in one of their volunteer programmes they run and offer your invaluable services on a voluntary basis. In this way, you contribute to society in many ways. For instance, you can help the handicapped or the elderly who are forced to stay alone at home because of different diseases or kinetic problems they suffer from. Or you can offer conservation, volunteer work and take part in conservation programmes aiming to save our environment or do whatever you think will be of some help or benefit to the people of your community.

C. First of all I think that a good job can offer you a good income and good promotion prospects; if you are well-paid and have good chances of promotion then you are satisfied with what you are doing. Both job satisfaction and money count a lot and should be taken into careful consideration, because they are important elements in a job. They help you be more efficient, creative, conscientious and happy. You feel fulfilled.

Unit 4 – Public Figures past and present

(p.60):

Vocabulary and Structure

A. Outward Appearance

1. in her 30s 2. of medium height, slim 3. oval
4. fair, blonde, straight, wavy 5. smart/elegant

Personality: 1.d 2.c 3.e 4.g 5.b 6.a 7.f

Speak!

Describe your best friend. Follow the order above (Outward appearance, personality - good and bad points). Open

B. 1.d 2.a 3.e 4.b 5.f 6.c

- C.** 1. irresponsible 2. illogical 3. insensitive
4. unreasonable 5. indiscreet 6. illegal 7. unhelpful

- D.** 1. pride 2. responsibility 3. generosity
4. aggression 5. hesitation 6. steadiness
7. cruelty 8. sensitivity 9. calmness
10. modesty 11. fame 12. popularity

Reading I

- E.** 1. leader 2. equality 3. struggle
4. lovable 5. charities 6. descent
7. influences 8. awards 9. donates

- F.** 1. of 2. from 3. in, on 4. in 5. in/during 6. behind
7. on, in 8. at 9. to 10. for 11. over 12. in

Speak!

What form of entertainment do you prefer? Why? (Suggested answers)

- I like **playing computer games** which I find extremely exciting and enjoyable. They also teach me how to react and find solutions to difficult situations that may arise in everyday life and make decisions on my own. I believe that they help me improve my computer skills, practice my English and enrich my English vocabulary.

- I like using my **mobile phone to download songs and games and talk to my friends** whenever I am alone or when I don't have any homework to do. I really have lots of fun, that's why I can't do without it. It's one of my most favourite pastimes.

- I like **going to fast food restaurants** to have a bite to eat with my friends. We have a really good time there all together and an enjoyable evening out. These restaurants are a convenient and popular meeting point among teenagers. I like their atmosphere

and the food they have although people consider it junk food and therefore unhealthy and fattening.

Reading 2

G. 1.C 2.B 3.E 4.D 5.A 6.G

H. 1. coverage 2. ratings 3. blockbusters, plot 4. releases
5. image 6. subtitles 7. beats 8. stuntperson 9. bite

Speak!

- Why doesn't fame always bring happiness? (Suggested answer) There is no doubt that fame doesn't always bring happiness. For example, if we take a look at the lives of famous people, like film stars or singers we'll notice that they have first no privacy at all because a crowd of reporters and fans are almost always after them wherever they go. Secondly, they have such heavy work commitments that they are constantly on the move. They travel all over the world for the demands of the films they star in or the concerts they give. Not to mention their tight daily programme as they have to be photographed for various magazines or advertise the products of big companies. Finally, there is a great number of social events to attend since socialising is a basic and essential part of their work. Of course, they earn astronomical amounts of money but we can say that their lives become so hectic and strenuous that they often fall apart. They live under continuous pressure which affects them mentally and physically. In other words, they pay for the consequences of their fame and success. Behind glamour hides depression, uncertainty and the fear of failure.

Listening

Activity I

- Who's the famous person you admire? Open

- Why do you admire him/her? Open

- Would you like to be a famous person? Why?/Why not? (Suggested answer)

- Yes, I'd like to be famous one day and be recognised by people. This will make me feel good and boost my morale and self-esteem. After all, I believe that fame brings fortune and I am in search of fame and wealth.

- No, I wouldn't like to be famous. That's because I think fame is likely to change your personality and become arrogant or lose connection with your friends and become distant because of your hard working conditions. That's when loneliness comes and psychological problems start. I believe that sooner or later you pay the price of fame.

Activity 2

The speaker is outlining the weekly programme of the cinema, including timetables, films and tips relating to tickets and booking.

Activity 3

1. repairs 2. The Little Vampire 3. 2 for 1 (half price)
4. Friday 5. couples night 6. concessions 7. online
8. reservation code

Speaking I

- A.** 1. in: on, see: watch
2. play: playing, play: playing
3. What films you prefer: What film do you prefer, see: seeing
4. listening music: listening to music
5. at: to, of: with/among
6. in: on

- B.** 1. go to, great/amazing, a bite
2. do/would you suggest, have/try
3. going to the cinema, in the mood
4. about coming, amazing/interesting idea
5. not have/try / don't you have/try, have such

Speaking 2 - Activity 1 (Suggested answers)

1. - **Yes**, I do. I spend many hours watching television in my free time. It keeps me company when I'm alone and I find it enjoyable, informative and educational. There is a variety of programmes I can watch from documentaries and serials to all types of films. It's great fun.

When I don't like a programme I just switch over to another channel. Generally, television relaxes me after a busy day at school/ work.

- **No**, I don't. I prefer doing something else like playing a sport or socialising, that is, meeting my friends and going to the cinema to see one of the new releases. I rarely watch television because I find it boring. After all, it's a passive form of entertainment and I don't want to be a couch potato. Finally, there is too much violence on television and I hate watching scenes of violence.

2. I basically use it for finding information from the Net which I need for my schoolwork; the Internet is really an amazing and powerful source of information. But I also use my computer to play games and I admit I spend many hours trying to score points and win the games. Computers have become such indispensable and appealing tools that we can't do without them. Finally, I use it for downloading the songs and films I like from the Net.

3. My favourite kind of music is rock music because I like its beat. Its strong rhythm arouses strong emotions and feelings to me and lifts my spirit. It's really gorgeous and I like listening to it at high volume.

4. **Open**

Activity 2 (Suggested answers)

A. - I am your classmate. I start

- Why didn't you come to my party?

- Well, I'd have liked very much to come but unfortunately I couldn't make it.

- Why? Was there anything wrong?

- Yeah, that's right. I was down with the flu. You know a high temperature, running nose and a splitting headache. I spent the whole day in bed.

- **We are friends. I start.**

- How about going to the fast food restaurant with our friends tonight?

- Well, I'm not in the mood of spending my night there. Why not come over to my home, buy pizzas and watch television? There's a great detective film on.

- Good idea! What time then?

- Is 8.00 OK? It's Friday, you know, and we have no school tomorrow, so you don't have to worry about getting up early!

- It's done! I'll be there at 8.00. See you!

- **We are cousins. I start.**

- What's on television tonight?

- Well, I don't think there's anything interesting on. Do you have cable television?

- Yeah, sure!

- That's excellent! We can watch whatever we like then. After all, there's such a big variety of channels that I'm sure we'll have a great time!

- **I'm a waiter. I start.**

- What would you like to order, please?

- Well, I can see there's a big choice of starters and main dishes on the menu. They're really very appetizing but I'm on a diet, you know and I'd like something light and low in calories. Is there anything you can recommend?

- Yes, of course. How about the grilled chicken with the light sauce of garlic, tomatoes and cheese?

- That sounds great! I'll have this then and a bottle of mineral water, please.

- Thank you. You'll be served in a quarter.

B. I'm a famous film star. You are interviewing me. You start.

- Well, can you tell us about your recent, let's say, overnight success? It came out of the blue I suppose. You didn't expect it at all, did you?

- No, I didn't. I couldn't believe my ears when I heard it. I am so happy, indeed.

- Great! Now what are your plans for the next few months? I've heard you're leaving for Australia where you're going to star in a

new film. It's called...

- "The Rising Star". It's a romance. I'm thrilled to bits and I'm looking forward to it.

-: Excellent! I wish you all the best.

- **I'm an old friend. You haven't seen me for months. You start.**

- What a surprise! How come? We haven't seen you for ages! We've missed you a lot.

- Me too! But to tell you the truth I had to leave. You know family matters!

- I hope everything is fine. Now I'm planning to go to that Scorpions' concert next week. Are you coming with us?

- Sure! What about the tickets? They aren't sold out, are they?

- **I'm a person you admire. You want to learn more things about my life. You start.**

- You are a successful football player and I'm one of your keen fans. Can you tell me a few things about your life, please?

- Sure! I was born in a small village near Napoli, in Italy, 25 years ago. And guess what. I first started playing football with my friends when I was still a 7-year-old child.

- Oh, really? I see! Is it true that you'll be transferred to another team?

- That's right. I'll be transferred to another team next year. You'll soon learn about it in the media.

- **I am a friend. You want to go to the cinema but you don't know what new film releases are on. You start.**

- I'll tell you what, I want to go to the cinema but I don't know what new releases are on. Can you help me?

- Yes, of course. Don't worry, I'll check it up on my computer and I'll let you know in a minute.

- Thanks. How about going to the cinema together then? Are you interested in seeing one of these new releases?

- Amazing! I'd really like this idea.

Activity 3

A. Open

B. (Suggested answer) No doubt, reality shows have unexpectedly gone up sky high in ratings for the last few years and have become many viewers' favourite programmes. Such programmes fascinate viewers because they show ordinary people being involved in real situations. Viewers adore watching them facing problems, and trying to solve them by making mistakes and experiencing strong emotions. In other words, they like spying into people's lives. Therefore a strong bond between participants and viewers is developed. Viewers see themselves in the participants' situations and can understand how they feel and why they react the way they do. They also compare themselves with them and this comparison boosts their self-esteem and makes them see their own weaknesses and good qualities. After all, most people deeply desire to be famous as the participants, who regard reality shows as a chance for a career break, especially in the show business.

C. (Suggested answer) It is undeniable that television is one of the most important informative, educational and enjoyable means of communication and offers a great variety of programmes to choose from, according to personal preference. So you can be relaxed and comfortable, sitting in an armchair, watching whatever you choose since you can switch over to different channels until you find a programme or film which really interests you. However, it has a number of negative effects too, like violence which is glorified through certain programmes and films. Commercials also tend to brainwash children and make them become demanding while soap operas create false ideas about life. Finally, television is a passive form of entertainment.

On the other hand, cinema-goers claim that going to the cinema and seeing a new film release is much better than being stuck in front of a television set watching only what is on. Moreover, the quality of the picture and sound is incomparably better than that of television. Finally, going to the cinema takes you out of your everyday routine. In other words, it helps you socialise. However, cinemas are often crowded and stuffy places, their seats are sometimes uncomfortable and you have to queue up to buy a ticket especially when a new film release is on.

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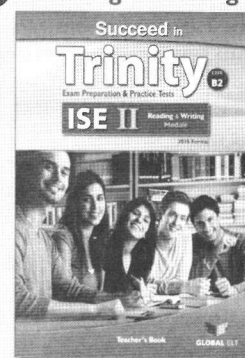
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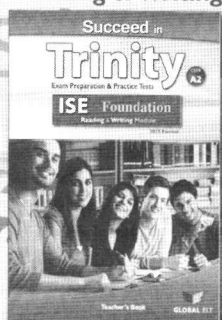
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- **Section A** Preparation for the Trinity ISE: II Listening
Part 1 - Independent Listening Task
Part 2 - Listening for gist
Part 3 - Listening for specific information
Part 4 - Task Cards
- **Section B** Preparation for the Trinity ISE: II Speaking
Part 1 - Polite vs Rude
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Part 4 - Grammar
Part 5 - Fluency, Linking Words and Phrases
Part 6 - Project: A step-by-step method of preparation for the Topic Task
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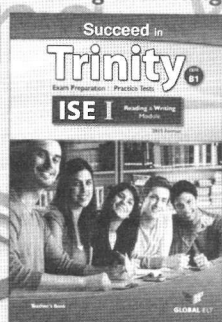
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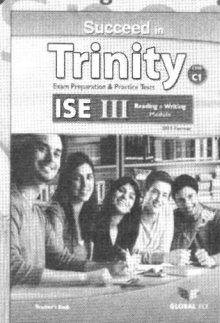
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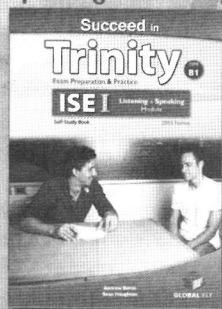
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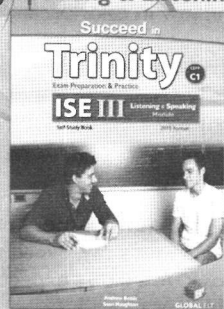
C1 Reading & Writing



B1 Speaking & Listening



C1 Speaking & Listening



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