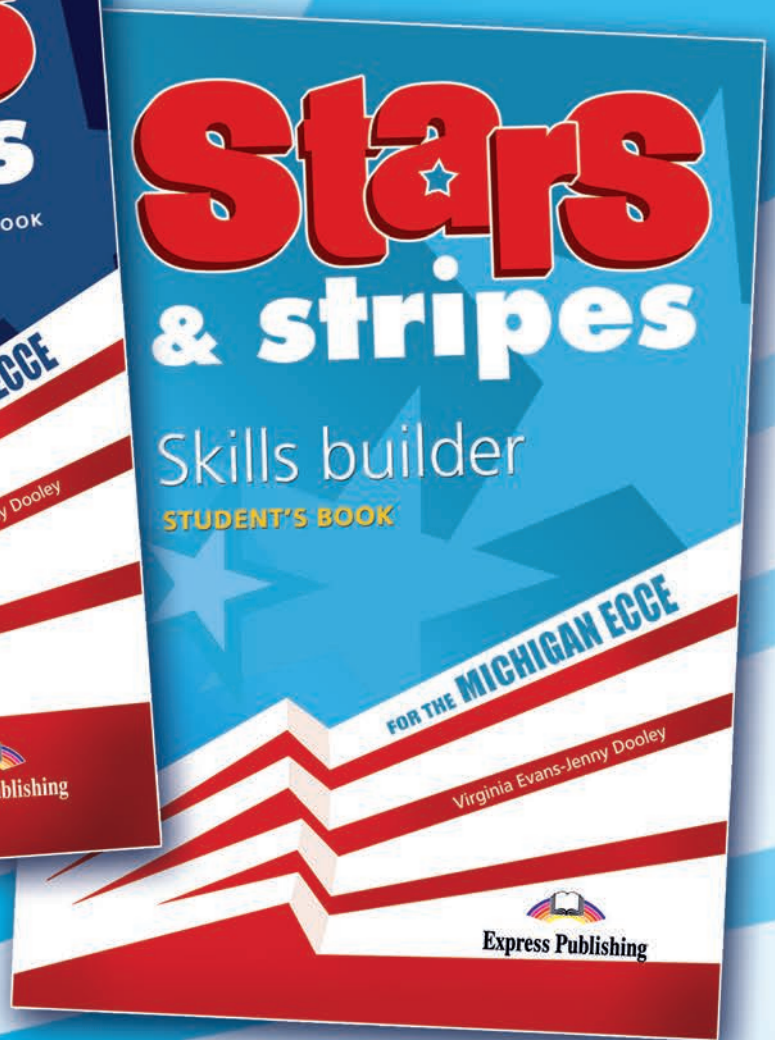


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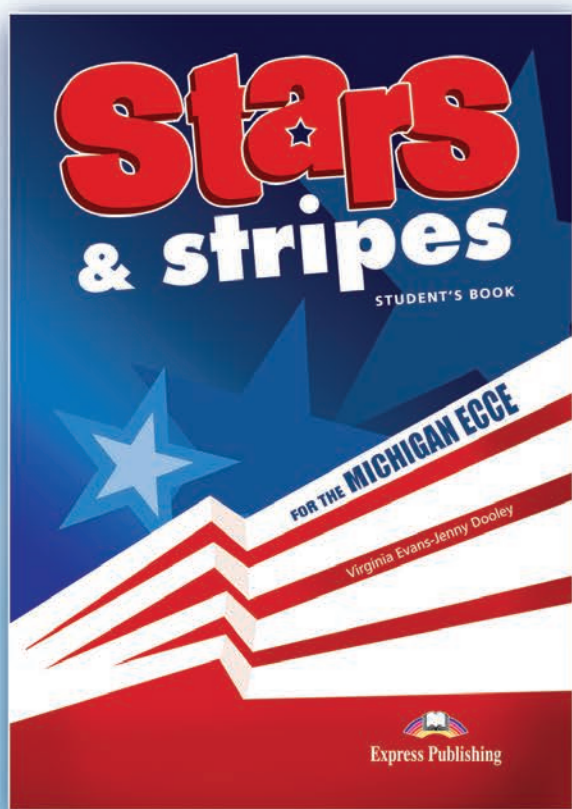


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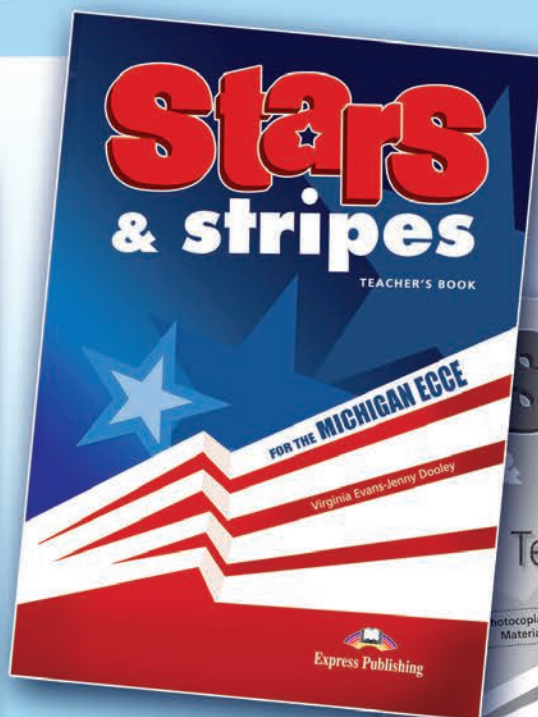
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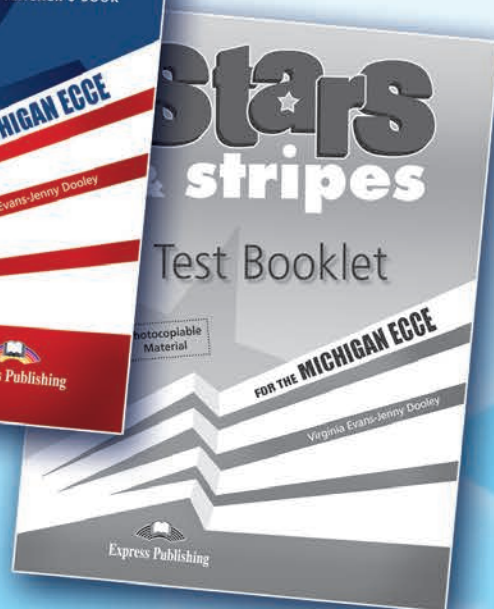
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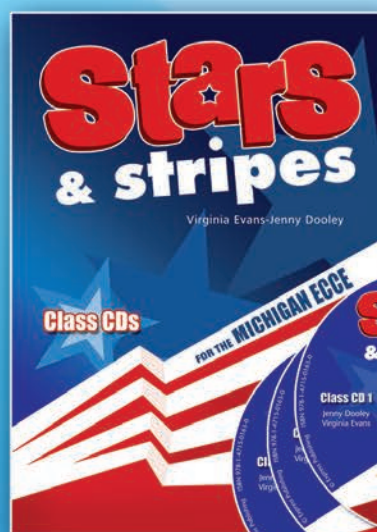
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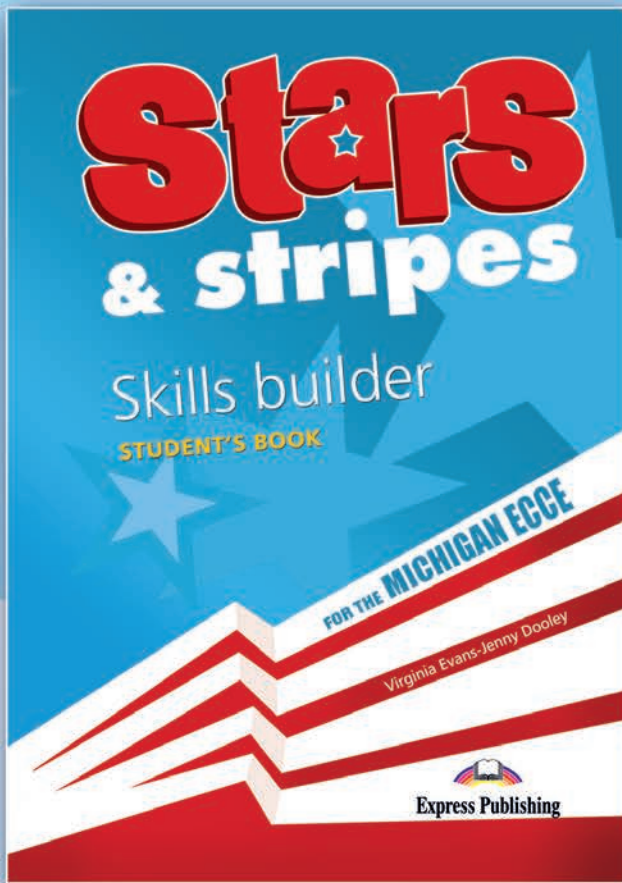
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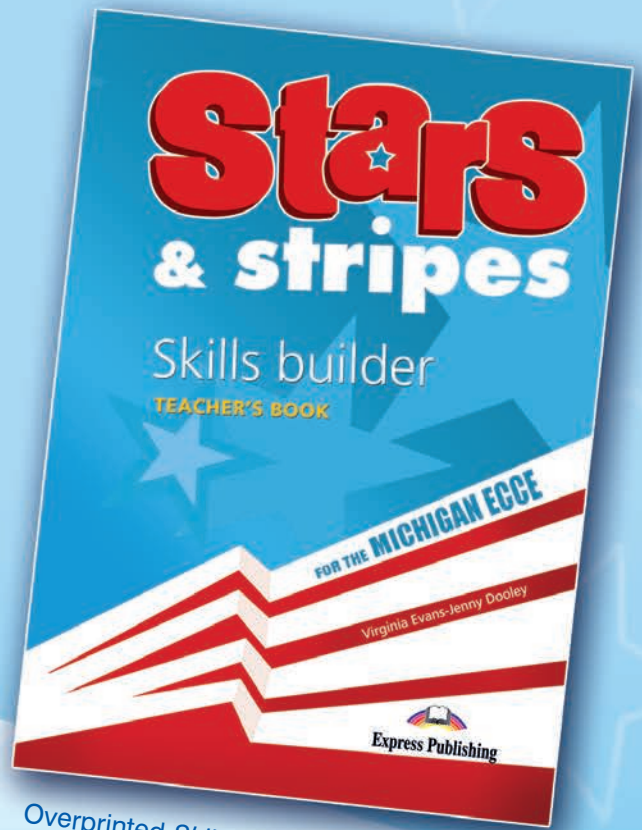
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Exam Practice Speaking **5**

1 Look at the pictures below. Complete the following table by placing the useful vocabulary in the right box and then use the phrases to do the task in Ex. 2. Which phrases can you use for both options?

Option 1		Option 2	
Advantages	Disadvantages	Advantages	Disadvantages

Useful Vocabulary

- broaden your mind
- students prefer to surf the Net
- exercise in all weather
- aid students with school projects
- not all students like sports
- host school dances
- expensive to replace books
- will take up a lot of the school's playground
- a wealth of information

2 Work in pairs. One is the examinee and the other is the examiner. Read the information below and do the task. Use the vocabulary from Ex. 1 to help you. Then listen to the model interview. Compare your answer to the answer given by the examinee in the interview. Were there any differences? What were they?

CHOOSING AN OPTION

EXAMINEE INFORMATION **STAGES 2/3**

Situation
I am your school principal and the local council has given me some money. There are two facilities on which I can spend the money, but I can't decide which is the best. I need your opinion as a student.

First
Look at the pictures and ask:

- What are the options?
- What are the advantages of each option?
- What are the disadvantages of each option?

Then
When you get all the information you need, use it to give the examiner some advice to help him/her make a decision. You can choose one of the options or provide a new one. Remember to use information you learn from asking questions to explain your final choice.

Finally
After you have shared your opinion, the examiner will ask you more questions about the topic.

OPTION 1

OPTION 2

EXAMINER'S NOTES (See Speaking Appendix 5)

3 In pairs, discuss the following. Then listen to the model interview. **STAGE 4**

ELABORATION QUESTIONS

- 1 What facilities does your school have?
- 2 What kinds of facilities do you think all schools should have?
- 3 How has technology changed the way we find information? Do you think it is better to find the information you need for school on the Internet or by reading books in a library?

Explaining your choice

- I believe that ...
- After hearing the ...
- ... is the best choice.
- ... as far as the students are concerned.
- not only ... but ...
- Regarding the ...
- I'm of the opinion that ...
- Moreover, ...

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			Exam Practice		Exam Practice (Part I)		
2	Going the distance (pp. 14-21)	Transportation	Past Tenses	<i>Exploring the City</i>		Introduction to Stage I Expressing opinions	
			Exam Practice			Exam Practice (Stages 2-4)	
3	Having fun (pp. 22-35)	Entertainment Phrasal Verbs/ Prepositions	Future Tenses	<i>Theme Parks</i>			Formal essays/ letters making suggestions/ solving a problem
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4	Health (pp. 36-43)	Health	Infinitive/ Participles/ Subjunctive/ Gerunds/ Too – Enough	<i>Acne</i>	Note taking		
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Module 4

Module 5

Module 6

	Units	Vocabulary	Grammar	Reading	Listening	Speaking & Functions	Writing
11	Saving the planet (pp. 108-115)	Going Green	Questions	<i>Cleanup Campaign</i>		Listing/adding points, giving a talk, offering solutions, giving reasons/agreeing/disagreeing	
			Exam Practice			Exam Practice (Stages 2-4)	
12	Visiting wildlife (pp. 116-131)	Wildlife and Animal Issues Phrasal Verbs/ Prepositions	Articles/ Possessives	<i>Wildlife Photography</i>			Formal essays/ letters expressing opinion
		Exam Practice	Exam Practice				Revision & Extension
13	Fighting crime (pp. 132-139)	Crime and Punishment	Clauses/ Expressing Relationship between ideas	<i>Luminol</i>			
			Exam Practice		Exam Practice (Part I/Part II)		
14	Handy gadgets (pp. 140-147)	Inventions	Expressing Relationship Between Ideas	<i>Making Life Easier</i>		Building useful vocabulary, expressing preference	
			Exam Practice			Exam Practice (Stages 2-4)	
15	Leap into technology (pp. 148-163)	Technology Phrasal Verbs/ Prepositions	Quantifiers	<i>Science & Technology</i>			Formal essays describing problems and offering solutions
		Exam Practice	Exam Practice				Revision & Extension
16	Wild weather (pp. 164-171)	Weather Conditions	Conditionals	<i>The Desert</i>			
			Exam Practice		Exam Practice (Part I/Part II)		
17	Mysterious events (pp. 172-179)	Superstitions & Phenomena	Wishes/Had better/Would rather/Prefer/Unreal Past	<i>Film Festival</i>		Discussing consequences, suggesting solutions	
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18	Mother nature at work (pp. 180-195)	Elements of Nature Phrasal Verbs/ Prepositions	Inversion/ Emphatic/ Imperative/ It – There	<i>Wilderness Walk</i>			Formal letters/ essays including descriptive technique
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Grammar Appendix (pp. i-v) Speaking Appendix (p. vi) Vocabulary Appendix (pp. vii-xiv) Writing (pp. xv-xxi)					Answer Section (pp. AS1-AS34) Tapescripts (pp. T1-T20) Irregular Verbs		

Lead-in

- Do you play any sports?
- What is your favorite sport? Why?
- Are there any sports you would like to try? Discuss in groups.



Reading

Read the passage. Then answer the questions on the next page.

ExamTip

- Scan the multiple choice questions without looking at the choices.
- Read the text carefully to understand what it is about.
- Look at the first part of the question, and underline key words. Don't read the options (A-D) yet. Find the part of the text the question refers to.
- Go through the choices and choose the answer that fits best and is based on what the text says, not your own experience. Keep in mind that the information may be rephrased.
- Even if you think you know the correct answer, always check that the others are not appropriate. Double check your answer. Don't go for the obvious one as it may be a trap.

I've known my horse, Simon, all his life. I was there when he was born, and right after his birth, I remember my mom saying he had the look of a winner. I've spent years training with Simon, competing in one arena after another, taking home more trophies than I can fit on my mantel. This weekend, we're participating in the Brentina Cup, a championship for riders aged 18-26. The event is the perfect stepping stone for the Grand Prix, the most challenging competition in show jumping.

Simon and I have spent many days in the ring together to get to this point in our careers. I say "our" careers, because I believe that Simon, through his love of showing off, decided for himself that this is what he wanted to do. I remember his first training jumps – over a pole laid two inches off the ground. At first, he preferred to walk around the pole, like any other reasonable creature. Not long after, he was making the jump with the grace and courage of a true equestrian show jumping horse. As time went on, the jumps became higher and closer together on a course of twists and turns. I was very careful not to push Simon too hard. I didn't want to shake his confidence if he happened to miss difficult jumps. Eventually, Simon and I were jumping over pools of water, and walls six feet high, and so far, we've competed in dozens of shows. I'm so proud of Simon; I owe my success in show jumping to him.

1 Which statement best describes the main idea of this passage?

- a Show jumping is a challenging but thrilling event.
- b The rider and her horse have a very special bond.
- c Show jumping requires grace and courage.
- d The horse, Simon, was born to compete in show jumping.

2 In the first paragraph, what is a *mantel*?

- a a type of shelf c a type of horse
- b a riding jacket d a bulletin board

3 What is one aspect the Brentina Cup?

- a It's the most important show in show jumping.
- b It's mainly a show for young horses.
- c It's a good competition for advancing to other shows.
- d It's a required competition for entering the Grand Prix.

4 According to the article, why did Simon become a show jumping horse?

- a It was decided at his birth.
- b The rider's mom wanted him to be one.
- c It was his choice.
- d He was too old to race.

5 According to the article, what do horses do at their first jump?

- a They stand still and don't move.
- b They slowly walk over the jump.
- c They become upset and afraid.
- d They find another way around the jump.

Vocabulary

Sports/Leisure Activities

1 Fill in: *trophy / competition / winner / grace / arena / courage*

- 1 Alicia moved with as she exercised on the field.
- 2 The rider and her horse entered the to begin the course.
- 3 Jason faced stiff during the basketball tryouts.
- 4 It takes great to perform in a stadium full of people.
- 5 His bowling team was awarded the first-place
- 6 Shelly emerged as the clear in the race.

2 Choose the correct item.

- 1 The Youth Theater Group gave their best of the season last night.
a achievement c performance
b conference d progress
- 2 Many parents their children to participate in school sports.
a reassure b encourage c position d promote
- 3 Was the outcome of the decision for Jack's team?
a favorable b challenging c offensive d popular
- 4 Josie didn't losing the championship very well.
a get b receive c take d carry
- 5 You can a lack of natural talent by practicing a lot.
a overcome b grasp c master d succeed

3 Underline the correct word.

- 1 Laurie pulled a muscle from **extending/stretching/expanding/tightening** too much.
- 2 The Flatpoint High soccer team played a great game, but they were **defied/defined/defended/defeated** in the end.
- 3 Did the coach **tackle/confront/encounter/oppose** Josh about his bad behavior?
- 4 The basketball player **strained/pressured/toughened/stressed** to make the difficult shot.

4 Check the appropriate box(es). Use the phrases to fill in the items below.

win	gain	earn	
			a living
			experience
			a competition
			confidence
			a prize
			a salary

- 1 She wanted to doing a job she loves.
- 2 The only way to is to finish in first place.



Speaking & Writing

- Other than physical activity, what are some benefits of practicing a sport?
- Do you think animals should be used for sports?
- Is competition healthy? Talk about it to the class.
- Should certain sports be banned? Which ones? Spend three minutes writing about the topic.

Simple Present

It is used:

- for permanent situations/states. *He **doesn't live** in New York anymore.*
- for permanent truths or laws of nature. *Water **freezes** at 32° F.*
- for repeated actions/habits (especially with frequency adverbs). *She **always washes** her car every Saturday afternoon.*
- for reviews/sports commentaries/headlines/narration. *Meryl Streep **acts superbly** in the movie.*
- for schedules/programs (future reference). *The plane **lands** at 12:50 pm.*
- in exclamatory sentences that begin with **there** or **here**. ***There he goes!***

Time expressions: every day/week/month/year, usually, sometimes, always, rarely, never, often, in the morning/afternoon/evening, at noon, at night, etc.

Adverbs of frequency express how often something happens: **always** (100%), **usually** (75%), **often** (50%), **sometimes** (25%), **seldom/rarely** (10%), **never** (0%).

Present Progressive

It is used:

- for temporary situations. *She **is staying** with her aunt this week.*
- for changing or developing situations. *Hybrid cars **are becoming** popular.*
- for frequently repeated actions with **always, constantly, continually**, expressing annoyance or criticism. *He's **always talking** in class.*
- for actions happening at or around the moment of speaking. *Pete **is studying** for a math test now. **Are your parents looking** for a new house?*
- for fixed arrangements in the near future. *I'm **meeting** Ann this afternoon.*

Time expressions: now, at the moment, at present, nowadays, today, tonight, always, still, etc.

Stative Verbs

Stative verbs are verbs which describe a state rather than an action. They do not normally have a progressive form. These verbs are:

- verbs of the senses (used to express involuntary actions): **feel, hear, see, smell, taste**, etc. *I **hear** someone calling me.*
- verbs of feeling and emotions: **adore, detest, dislike, forgive, hate, like**, etc. *She **really likes** chatting online.*

1 Fill in the blanks using the *simple present* or *present progressive*.

music downloads

Loading...



Nowadays, more and more schools **1** **(face)** new problems concerning Internet use. Currently, the music industry **2** **(file)** complaints with universities across the country and **3** **(accuse)** students of sharing MP3 files over school networks. In most cases, a student **4** **(pay)** for the MP3 file, but **5** **(make)** it available to his or her friends at no charge. When asking students why they do it, they simply reply: "Everyone **6** **(do)** it because nobody **7** **(think)** they will get caught!" Industries usually **8** **(identify)** the students by their numerical Internet address and then **9** **(report)** them to the universities. They **10** **(also/improve)** their programs to stop future MP3 sharing.

2 Complete the sentences using the *present progressive* and then indicate its use.

- A: Michael just got a new job in France.
B: *He's leaving* **(leave)** for Paris next month. *(fixed arrangement in the future)*
- A: Hi, Mrs. Brady. Is Peter home?
B: Yes, but he **(take)** a shower at the moment.
- A: Do you want to come see a play with me tonight?
B: I can't. I **(babysit)** tonight.
- A: Is Linda in the office today?
B: No, she **(not/work)** this week.
- A: I can't stand the way Daisy drives!
B: You **(always/complain)** about her!
- A: Are you still on the gymnastics team?
B: Yes, but I'm going to quit. The competitions **(get)** too hard.

3 Fill in the blanks using the *simple present* or the *present progressive*.

Dear Mom and Dad,
Hi! How **1** **(you/do)**? Soccer camp **2** **(be)** great fun! Every morning we **3** **(practice)** for three hours. The drills **4** **(get)** harder and harder as we go along! After that, the coaches **5** **(give)** us free time. There are many activities to choose from. This afternoon my friends and I **6** **(hike)** to the top of the mountain near our camp.
My teammates are all very friendly. I really **7** **(like)** hanging out with them. The regional finals **8** **(be)** at 7 pm next Monday. Although my team **9** **(not/have)** a good chance of making it, we intend to give it our best!
I have to go now. My friends **10** **(wait)** for me!
Lots of love,
Jamie

- verbs of opinion: agree, believe, suppose, understand, etc. *I believe you're wrong.*
- other verbs: appear (= seem), belong, concern, contain, depend, fit (= be the right shape and size for sth), have (= possess), know, mean, owe, own, possess, need, prefer, require, want, weigh, wish, keep (= continue), seem, etc. *They know a lot about music.*

Note: Feel and hurt can be used in progressive or simple forms. *Sue is feeling/feels dizzy.* Listen, look, and watch express deliberate actions and can be used in progressive forms. *They are looking at the sunset.*

Remember!

Some stative verbs (be, love, enjoy, see, smell, taste, think, etc.) have progressive forms, but there is a difference in meaning. (For details see Grammar Appendix 1b.)

Present Perfect

It is used:

- for recently completed actions. *She has redecorated her bedroom.* (The action is complete – her bedroom is now redecorated – evidence in the present.)
- for completed past actions connected to the present with stated or unstated time reference, or with time words such as just or already. *They have bought a car.* (We don't know when they bought the car.) *He has just returned from work.* (stated time reference)
- for personal experiences/changes which have happened. *I have never eaten such a delicious cake! I have gained weight recently.*
- to emphasize number. *We have seen three movies this week. It is the first time I've been to Alaska.* (use of phrase **it is the first/second**, etc. time ...)

Time expressions: just, ever, already, never, yet, always, recently, how long, so far, since, for, today, this week/month, etc.

Remember!

- *He has gone to the store.* (He's on his way to the store, or he's there now. He hasn't come back yet.)
- *He has been to Las Vegas.* (He has visited Las Vegas, but he isn't there now. He has come back.)
- *He has been in Switzerland for two years.* (He lives in Switzerland now.)

4 Put the verbs in parentheses into the simple present or present progressive.

- A: I (see) there's a great movie on TV. Would you like to watch it?
B: I'd love to, but I (see) my lawyer later today, so I have to go soon.
- A: I (think) of buying an electric guitar.
B: I (not/think) that's a good idea.
- A: Why (you/smell) the pot?
B: I've washed it twice, and it still (smell) like fish.
- A: My parents (look) at some vacation brochures.
B: That's why they (look) so happy!
- A: (you/do) anything tonight?
B: Yes. I (go) to the movies with Ann. The movie (start) at 7:00 so we (meet) at 6:30 outside the movie theater. Would you like to join us?
- A: The doctor (weigh) the baby to see if he has gained any weight.
B: He (weigh) about 16 pounds I think.
- A: (Mike/enjoy) his new computer?
B: Yes, he (enjoy) surfing the Net.
- A: The Simpsons (have) money troubles nowadays.
B: Really? But they both (have) great jobs!

5 Choose the correct answer.

- He Cuba for two years.
a has been in c has been to
b is going in d has gone in
- Melina in a good mood.
a has been usually c is usually
b is usually being d is being usually
- Martha washing her car.
a just finish c just finishes
b has finished just d has just finished
- I waterskiing before.
a have never tried c am trying never
b never try d never trying
- She the movies twice this week.
a goes to c is going
b has been to d has been in
- I hockey for a year.
a playing c am not playing
b don't play d haven't played

6 Fill in the blanks with the following words.

rarely / since / ever / for / just / still / yet / already / before

- Have you been to a soccer game?
- I've never seen that man
- This movie has not been rated.
- It's almost seven o'clock, and I haven't started dinner!
- Bill hasn't spoken to Lara their fight.
- You don't have to vacuum. I've done it.
- Sorry, but Mr. Burns has stepped out for a moment.
- Tony has played on the baseball team more than two years.
- The new celebrity couple has been seen in public together.

Present Perfect Progressive

It is used:

- for actions started in the past and continuing up to the present. *She has been answering emails for an hour.* (She started an hour ago and she's still answering them.)
- for past actions of certain duration having visible results or effects in the present. *They have been shoveling snow. That's why they're out of breath.*
- to express anger, irritation, annoyance, explanation, or criticism. *She has been opening my mail.* (annoyance) *Who has been using my computer?* (anger)
- to emphasize duration with **for**, **since**, or **how long**. *I have been feeling ill for days.*

Time expressions: just, since, how long, for, all day/week, etc.

Remember!

The present perfect and the present perfect progressive can be used interchangeably with certain verbs such as: **work, study, stay, wait, live**, etc. *She has lived/has been living in Maine for twenty years.*

7 Complete the sentences using the present perfect or the present perfect progressive.

- A: I didn't know Phil had a dog!
B: Yeah, he **(have)** it for two years.
- A: I'm going out!
B: Already? You **(only/work)** for half an hour!
- A: Why are you angry at your brother?
B: He **(use)** my computer all week without asking me.
- A: Angela is a wonderful girl.
B: Yes, she is. Actually, I **(know)** her since high school.
- A: **(she/talk)** on the phone all this time?
B: Yes, that's why our phone bill is so high.

8 Name the correct present tense in bold, and then match it to its use.

- He usually **watches** TV after dinner.
- They **have been sunbathing** all afternoon.
- The play **starts** at 7 pm.
- We **are trying** to book our vacation right now.
- She is happy because she **has** just **bought** a new car.
- We **are flying** to Paris next week.
- Sports cars **are getting** more and more expensive.
- Snow **falls** in the winter.

- a fixed arrangement for the future
- b schedule
- c action which started in the past and continued up to the present with emphasis on duration
- d changing or developing situation
- e law of nature
- f action happening at the time of speaking
- g daily routine
- h action that happened at an unstated time in the past

9 Put the verbs in parentheses in the simple present, present progressive, present perfect, or present perfect progressive tense.

- A: Stan **(exercise)** a lot lately.
B: Yes, he **(compete)** in a triathlon next week.
- A: After work, I usually **(walk)** the dog and then **(cook)** dinner.
B: I **(always/watch)** the 6 o'clock evening news when I get home from work.
- A: Ben **(take)** his driving test tomorrow, right?
B: Yes, but he probably won't pass because he **(not/practice)**.
- A: They **(already/pack)** for their vacation.
B: Really? They **(not/leave)** until next week!
- A: I **(not/see)** Sara much this summer.
B: She **(play)** soccer every day.

10 Look at the pictures and answer the questions using the appropriate present tense. In pairs, use the pictures to make up more questions and answer them.



1 What is she doing?



2 What haven't they done yet?



3 What have they been doing all weekend?



4 Where is she?



Read the sentence carefully, then read the four options. Decide which completes the sentence correctly. Remember that common mistakes are often included as options. Read the completed sentence to make sure it makes sense.

1. He seems to be getting _____ at football.
 - a. better and better
 - b. best and better
 - c. more better
 - d. best
2. "Why wasn't Jennifer at the party on Saturday?"
"She _____ about the date change."
 - a. wasn't been told
 - b. hadn't been told
 - c. hadn't told
 - d. wasn't been informed
3. "Who won the tournament?"
"Both teams – they _____ for first place."
 - a. tie
 - b. tied
 - c. are tying
 - d. had tied
4. "I hope people at work _____ to carpool more often."
"Yeah. It's a good way to protect the environment."
 - a. began
 - b. beginning
 - c. will begin
 - d. must begin
5. "Are you going to invite Jane to the school dance?"
"Well, I _____, but I'm not sure."
 - a. want to
 - b. am wanting to
 - c. have wanted to
 - d. to want to
6. Hardly had I opened the door, _____ I heard somebody scream.
 - a. but
 - b. after
 - c. than
 - d. when
7. Late _____ it was, he still called her.
 - a. although
 - b. despite
 - c. nevertheless
 - d. though
8. No sooner had they left, _____ it started raining.
 - a. but
 - b. when
 - c. than
 - d. after
9. It's very important that you _____ here on time for the meeting tomorrow.
 - a. will be
 - b. are being
 - c. be
 - d. will have been
10. Dinner will be ready by the time you _____ home.
 - a. come
 - b. coming
 - c. will come
 - d. will have come
11. "Have you ever been to a Thai restaurant?"
"Yes, I _____ to one just last week."
 - a. was going
 - b. went
 - c. have gone
 - d. had gone
12. I wish I _____ that second piece of cake. I had a stomachache all night long.
 - a. could not eat
 - b. would not eat
 - c. had not eaten
 - d. did not eat
13. This soup isn't _____ to eat yet.
 - a. warm enough
 - b. very warm
 - c. too warm
 - d. much warmer
14. We _____ by his announcement.
 - a. were surprised
 - b. surprised ourselves
 - c. were surprising
 - d. found surprise
15. _____ a donation, but she also founded an organization for the homeless.
 - a. She did only make
 - b. Not only she made
 - c. Not only did she make
 - d. She only made not
16. Let's ask Tim _____ on his birthday cake.
 - a. he wants
 - b. what he wants
 - c. what does he want
 - d. does he want
17. "I am thinking about traveling abroad."
"Well, traveling to a foreign country has _____ its positive and negative points."
 - a. both
 - b. neither
 - c. also
 - d. either
18. "I want to take the family on a European tour."
"You _____ your trip arranged through my travel agent – she's great!"
 - a. must have
 - b. would rather have
 - c. will have
 - d. had better have

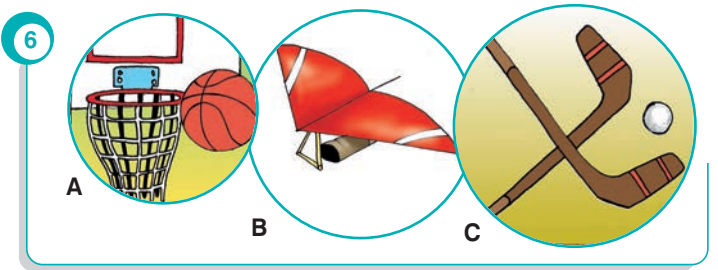
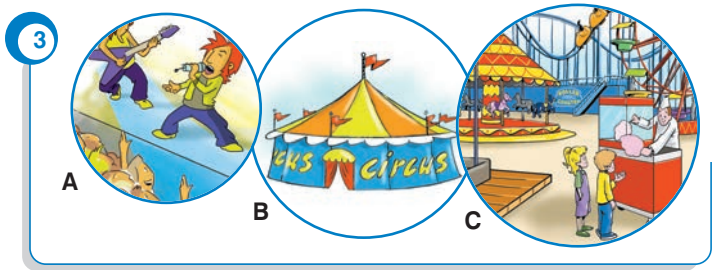
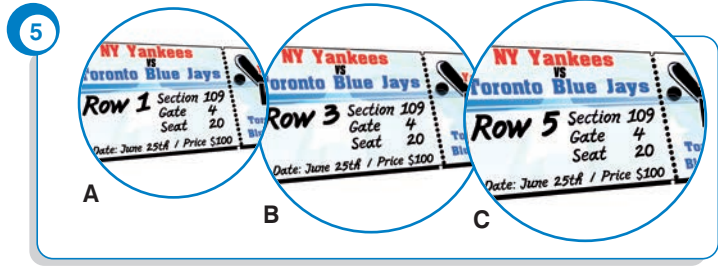
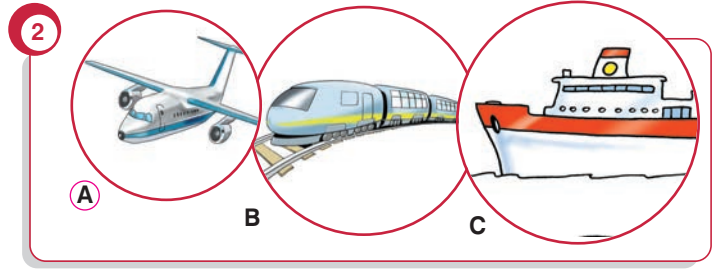
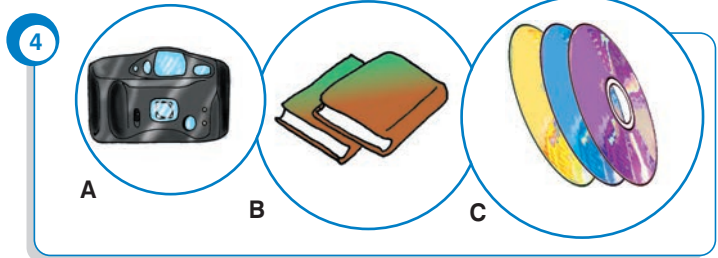
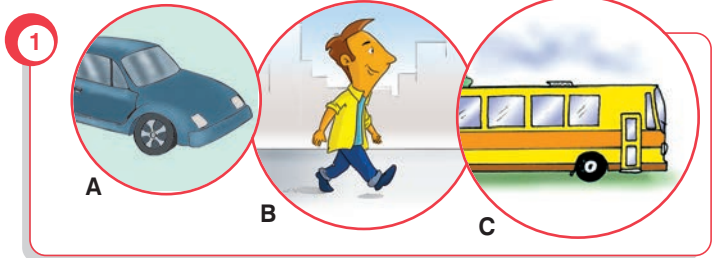
Predicting Content from Pictures

1 a) Work in pairs. Look at the pictures below and brainstorm what you think the conversations will be about.

b) Which of the words/expressions below do you expect to hear? Match the words to the appropriate set of pictures.

- | | | | | | |
|-------------------|--------------------------|---------------------|--------------------------|-------------------|--------------------------|
| 1 credit card | <input type="checkbox"/> | 5 boarding pass | <input type="checkbox"/> | 9 hockey practice | <input type="checkbox"/> |
| 2 hang gliding | <input type="checkbox"/> | 6 vacation | <input type="checkbox"/> | 10 reading | <input type="checkbox"/> |
| 3 front row seats | <input type="checkbox"/> | 7 drop somebody off | <input type="checkbox"/> | 11 pictures | <input type="checkbox"/> |
| 4 clown | <input type="checkbox"/> | 8 baseball | <input type="checkbox"/> | 12 train ticket | <input type="checkbox"/> |

c) What do you think is going to be asked in each set of pictures (1-6) below?



2 Match the following questions to each set of pictures above.

- | | |
|---|--|
| A Which activity would best suit the man? | E What activity does she NOT have time for? |
| B How will he get to soccer practice? | F What kind of transportation is the man taking? |
| C Where will the man sit? | |
| D Where will they go? | |

3 🎧 Look at the pictures in Ex. 1 again. Now listen to the short conversations and circle the correct answer (A, B, or C).

Part I

You will hear several short conversations. After each conversation, you will be asked a question. Listen, look at the pictures, and mark A, B, or C. Here is an example:

EXAMPLE:



The correct answer is B.
Now, let's continue.

ExamTip

Look at the pictures and brainstorm what the conversations will be about. Listen carefully as the answer depends on the third speaker's question. Keep in mind that all of the items may be mentioned in the conversation, but only one is correct according to the question.

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

The **speaking section** of the ECCE consists of a four-stage, one-on-one interaction between the examinee and an oral examiner. In **Stage 1**, you will be asked some general personal questions on a variety of topics, such as school, family, and general interests. This stage is a warm-up activity and is not rated.

ExamTip

Although Stage 1 is not rated, it is an opportunity for the examiner to get an idea of your language level. Practice answers to common questions about yourself, but do not memorize the answers or prepare a short speech because you will not have a natural conversational tone, and the examiner will usually be able to recognize this.

Many topics regarding general personal information can be brought up in Stage 1. Here is a list of possible topics and questions:

✓ Education	What are your favorite subjects? Where do you go to school? Do you plan on continuing your studies?
✓ Employment	Describe your job. What type of job are you looking for?
✓ Name	What does your name mean? What is its origin? Who/What are you named after?
✓ Place of residence	Where do you live? What is the population? How do people get around? What do you like about your town/city? What do you dislike about it?
✓ Languages	What languages do you speak? Why are you interested in learning English? What is your view on learning different languages?
✓ Vacations	Describe a recent vacation. Do you have any plans for future vacations? Where would you like to go on vacation?
✓ Free time	What do you do in your free time? Do you have any hobbies? What do you do for fun?
✓ Entertainment	What types of books/movies do you enjoy? What types of television programs do you prefer? What kind of music do you listen to?
✓ Sports	What sports do you play? How often? What is your favorite sport? Which athletes do you admire?

STAGE 1

1 a) Read the following sentences.

- I am Brenda.
- I am a student.
- I live in Cleveland, Ohio.
- I can speak English.
- My favorite hobby is basketball.
- I like going to the movies.



I'm Brenda. My name is Scandinavian, and it means **1)** I'm a student at **2)** I live in Cleveland, a **3)** in **4)** Ohio. I can speak English **5)** I'd love to learn **6)**, too. I really enjoy **7)** languages. My favorite hobby is basketball. I play **8)** four times a **9)** It's thrilling. I don't have a lot of **10)**, but when I can, I like going to the **11)** with my **12)** We usually go every **13)** Saturday.

b) Now listen and complete the blanks. How has Brenda expanded on the statements in Ex. 1a?

2 Work in pairs. Talk about yourself to your partner. Use Brenda's description in Ex. 1b as a model.

ExamTip

Read the information carefully to understand the situation. Listen to the examiner's answers carefully. These will help you form your opinion. Use appropriate linkers to express your opinion. Make sure you justify your choice and also explain why the second option is not appropriate.

- 3 Work in pairs. One is the examinee and the other is the examiner. Read the information below. Then, use the language boxes to do the task.

CHOOSING AN OPTION

STAGES 2/3

EXAMINEE INFORMATION

Situation

I am your cousin and I am interested in taking up an after-school activity. I have two activities in mind, but I would like to hear your opinion on which activity to choose.

First

Look at the pictures and ask.

- What are the options?
- What are the advantages of each option?
- What are the disadvantages of each option?

Then

When you get all the information you need, use it to give the examiner some advice to help him/her make a decision. You can choose from one of the options or provide a new one. Remember to use information you learn from asking questions to explain your final choice.

Finally

After you have shared your decision, the examiner will ask you more questions about the topic.

OPTION 1



OPTION 2



EXAMINER'S NOTES (See Speaking Appendix 2d)

Points to consider		Expressing Opinions	
SOCCER	<ul style="list-style-type: none"> • allows you to be physically active • involves teamwork and sportsmanship • may have to play during bad weather • can result in physical injury 	PAINTING	<ul style="list-style-type: none"> • gives you the opportunity to be highly creative • allows you to work independently • can be expensive • requires patience
			<ul style="list-style-type: none"> • I think/I believe ... • In my opinion, ... because ... • As I see it, ... • ... is the perfect solution for ... because ... • I don't think you should ... because ... • It's not a good idea to ...

Model Interview

- 4 Listen to the examinee doing the task in Ex. 3. Find out the reason why the examinee chose one option and rejected the other.

- 5 In pairs, discuss the following.

STAGE 4

ELABORATION QUESTIONS

- 1 What types of after-school activities do you enjoy?
- 2 Why do people play sports? Why do people like art?
- 3 Do you think it's important for students to be involved in after-school activities? Should after-school activities be only about having fun? What can students learn through after-school activities?



Read each sentence and then the options, and decide which one best fits the meaning of the sentence. Read the completed sentence to make sure it makes sense.

1. Children under 9 must be _____ by an adult.
 - a. collected
 - b. accompanied
 - c. followed
 - d. connected
2. Handling loss with grace and dignity is a(n) _____ test of character.
 - a. right
 - b. factual
 - c. true
 - d. exact
3. Motorists are advised to exercise _____ when traveling in icy conditions.
 - a. alarm
 - b. warning
 - c. alertness
 - d. caution
4. You must complete your journey within the _____ time stated on the bus transfer.
 - a. confined
 - b. allotted
 - c. furnished
 - d. budgeted
5. The policeman stepped in to _____ traffic.
 - a. defend
 - b. direct
 - c. govern
 - d. usher
6. Steve and Louis were _____ in a serious game of chess.
 - a. engaged
 - b. installed
 - c. located
 - d. forced
7. You must follow proper _____ precautions to avoid injury.
 - a. security
 - b. defense
 - c. safety
 - d. danger
8. The _____ of the damage to the movie sets is unknown.
 - a. development
 - b. extent
 - c. strength
 - d. influence
9. The boxer was _____ his opponent with rude comments.
 - a. injuring
 - b. provoking
 - c. striking
 - d. defending
10. The team incurred a _____ for the foul.
 - a. loss
 - b. punishment
 - c. fine
 - d. penalty
11. Mike's house was _____ last night. Someone sprayed paint on his front door.
 - a. cheated
 - b. robbed
 - c. vandalized
 - d. burglarized
12. A ship's captain is _____ to know the weather conditions for sea travel.
 - a. required
 - b. requested
 - c. reminded
 - d. recalled
13. The horse took off as Pam was about to _____ it.
 - a. mount
 - b. climb
 - c. jump
 - d. raise
14. The rides at that amusement park always _____ me.
 - a. discourage
 - b. disappoint
 - c. disapprove
 - d. disregard
15. The coach carefully _____ all the potential team members.
 - a. practiced
 - b. competed
 - c. guarded
 - d. screened
16. Knowing how to fly an airplane in bad weather is a necessary _____ for pilots.
 - a. training
 - b. skill
 - c. trade
 - d. practice
17. Do you know how to _____ grams into pounds?
 - a. arrange
 - b. convert
 - c. exchange
 - d. switch
18. The cost of medicine is rising at a(n) _____ rate.
 - a. nervous
 - b. stressed
 - c. alarming
 - d. anxious
19. Oscar _____ a heart attack last week.
 - a. suffered
 - b. tolerated
 - c. struggled
 - d. endured
20. The building is easily _____ to people with disabilities.
 - a. obtainable
 - b. available
 - c. accessible
 - d. reachable

21. Jason's new stereo didn't work properly, so he took it back to the store for a full _____ .
- repair
 - refund
 - replacement
 - return
22. Hawaii has over 3,000 types of plants that are _____ to the region.
- inborn
 - natural
 - inherited
 - native
23. Traveling to foreign countries is a great way to _____ the mind.
- enlarge
 - increase
 - widen
 - broaden
24. The cottage is located near the _____ of the Chippewa River.
- banks
 - shores
 - coast
 - sides
25. The best place to view gorillas is in their natural _____ .
- territory
 - residence
 - habitat
 - locale
26. The road into the wildlife preserve was _____ by a fallen tree.
- hindered
 - cornered
 - trapped
 - blocked
27. Certain gas emissions negatively affect the ozone ____ .
- deposit
 - sheet
 - layer
 - film
28. Employees must have their work badge displayed upon _____ .
- permission
 - access
 - admission
 - entry
29. The project reached a _____ phase in its timeline.
- scientific
 - critical
 - logical
 - primitive
30. The company _____ its latest laptop computer model at the convention.
- unearthed
 - uncovered
 - unwrapped
 - unveiled

1 Underline the correct particle. Check in Vocabulary Appendix 1. Make sentences with the phrasal verbs you didn't use.

- Do you know when this TV show will be **off/for/out/over**?
- It's unfortunate that Sylvia broke **down/off/into/out** her relationship with Lance.
- Photo albums always bring **forward/up/back/out** great memories for me.
- The woman called **out/in/on/for** to the firemen below.
- You're welcome to come **off/over/across/into** any time you like.
- Susan forgot to pay her phone bill, and her phone was cut **into/out/back/off**.

2 Fill in: to / with / for / on / at / of. Check in Vocabulary Appendix 2.

- Paper products account 20% of commercial waste.
- My brother is quite good doing crossword puzzles.
- The game consists wooden balls, mallets, and wire hoops stuck in the ground.
- Did the storm cause any damage the stadium?
- The soccer player collided the referee and knocked him down.
- Don't waste time worrying about it. Concentrate finishing the work.

3 Choose the correct item. Check in Vocabulary Appendix 3.

- Airplanes are far the fastest means of transportation known to man.
a for b by c from d to
- any rate, I'd rather jog in the morning.
a In b Of c On d At
- I'd stay here and chat, but I'm a hurry.
a on b at c with d in
- Instead of our normal bike ride, let's hike a change.
a in b to c by d for
- The concert starts in ten minutes if it's schedule.
a on b before c off d with
- Can you adjust this lens? I believe it's focus.
a in b out of c under d for
- We cannot enter. It's limits.
a on b under c behind d off
- Keeping tigers as pets should be the law.
a against b before c under d by

Plan

A letter/An essay making suggestions or solving a problem is a formal piece of writing in which you offer solutions to a problem and explain the results that would follow. It is important that each body paragraph begin with a topic sentence that states the main idea of the paragraph, followed by supporting details. Study the plan below:

Introduction

- Para 1**
- statement of problem
 - reason for writing (letter) or statement that indicates essay will offer suggestions (essay)

Main Body

- Para 2**
- suggestion 1 & supporting details
 - expected result
- Para 3**
- suggestion 2 & supporting details
 - expected result

Conclusion

- Para 4**
- summarize suggestions
 - restate the positive effect that the suggestions will have on the problem

1 a) Work in pairs. Read the excerpt from a newspaper article and the task which follows. Answer the questions.

- 1 Who will read your essay?
- 2 Do you think children watch TV shows that contain inappropriate content?
- 3 What sorts of solutions can you think of?

Children and television

There is concern about the television programs children are watching these days. Studies show that many TV programs contain unsuitable content. Child psychologists are urging parents to pay close attention to the types of programs their children are watching.



Task Essay

Many parents are concerned about what their children watch on television but do not know what to do about it. How can parents make sure their children are watching acceptable programs? Write an essay making suggestions as to how parents can do this. Include examples.

b) Read the model essay. Are any of your suggestions in Ex. 1a mentioned in it?

MODEL

There is concern regarding children and their television viewing choices. Clearly, there are some simple measures parents can take to help children choose television programs that are suitable for their age.

First, parents should take the time to watch television with their children and discuss the content of the programs they like watching. For example, parents can explain their feelings and point out the things they object to. This would also give parents the opportunity to listen to their children express their opinions. Consequently, children will gradually be able to develop their own understanding of which programs are acceptable to watch and which are not.

Furthermore, parents should take the time to read the TV guide together with their children. Parents can discuss which shows listed send positive messages and point out which ones do not. In addition, they can teach children to determine if a show is age-appropriate and explain why. As a result, parents will be able to build trust with their children and their decisions regarding which programs to watch.

All in all, as parents cannot always be present, taking the time to discuss programs and study the contents of the TV guide beforehand can bring positive results. Soon enough, children will become responsible television viewers.

2 a) Read the model essay again. In pairs, answer the following questions.

- 1 What are the two suggestions the writer makes?
- 2 Is each suggestion supported with details? If so, what are they?
- 3 Is a result offered for each suggestion that is offered? What are the results?

b) What is each paragraph about?

Linking Words/Phrases

A linking word/phrase, or “linker,” is a word or set of words that can act as a bridge between ideas. Linkers help make a piece of writing flow and are also known as “transitions.” Grammatically, the linker is not necessary to the structure of the sentence; the sentence can stand alone without the linker.

Grammatical Structure: linker + comma + complete sentence
e.g. First of all, music helps people relax.

NOTE: Linkers are used in a piece of writing to give it structure and to help the reader follow the ideas. However, **incorrect usage** of linkers can cause confusion. Likewise, **overuse** of linkers gets in the way of the ideas and can make a piece of writing sound repetitive.

FUNCTION	LINKERS
introduce topic (start piece of writing by making general statement)	<i>evidently, clearly, obviously, certainly, by and large, in general, generally</i>
introduce points (bring up a new idea or state first point of a main idea)	<i>in the first place, first of all, to start with, to begin with, for one thing, first, firstly</i>
add points (state second, third, fourth, etc. detail of same main idea)	<i>furthermore, in addition, what is more, also, moreover, additionally, likewise, for another thing</i> <i>second, secondly, second of all, finally, lastly, last of all, last but not least (for final point only)</i>
introduce supporting detail (explain point)	<i>for example, for instance, in other words</i>
indicate result (explain how something happens because of something else)	<i>as a result, consequently, therefore, accordingly, in turn</i>
conclude (end piece of writing)	<i>in short, in conclusion, to sum up, to conclude, all in all, all things considered, in the end, taking everything into account</i>

3 a) Read the theory, then read the model on p. 30 again and underline the linkers used. What is each linker’s function? Replace them with other synonymous ones.

b) Use a linker to rewrite the following sentences.

- There has been a rise in the number of foreign films in the past few years. **(introduce topic)** *Certainly, there has been a rise in the number of foreign films in the past few years.*
- It is expensive to take pets with you when you fly. **(introduce point)**
- Reading to your children is an excellent way to get a head start on their education. **(add point)**
- People are buying fewer and fewer CDs. **(indicate result)**
- An MP3 player is a wise investment. **(conclude)**
- Your relatives will understand that you have other commitments. **(indicate result)**
- Soccer is not as popular in the United States as it is in Europe. **(introduce topic)**
- Volunteering at the homeless shelter gives you a new perspective on life. **(add points)**
- Carpooling saves money on gas. **(introduce points)**

4 Read the model letter and answer the questions.

MODEL

Dear UNICEF Ambassador,

In general, people are often so concerned about their own problems that they forget about others suffering around the world. That is why I would like to request that you come to my school to encourage students to become involved in the effort to help children in need around the world.

First of all, you could tell the students at my school about the children in Africa and other places who are starving. Explain to them how poverty and drought in developing countries often lead to malnutrition. As a result, those listening will be inspired to donate money to UNICEF so that the organization can provide food for these children.

What is more, you could show pictures of the people you have aided and the places you have visited. Tell them stories about the children you have met and the adventures you have had while traveling the world. In turn, students will see how caring about others can be rewarding and enriching.

In conclusion, I would be so appreciative if you came to my school to give a presentation on the work of UNICEF. I know that it would raise awareness among the students and cause them to act on behalf of the struggling youth around the world.

Sincerely,
 Juliette Hobbs

- What is the problem and what linker does the writer use to introduce it?
- Why is the writer writing this letter?
- What are the two suggestions the writer makes?
- Is each suggestion supported with details? If so, what are they?
- Is a result offered for each suggestion that is made? What are the results?
- What is the function of each sentence in the conclusion?
- Circle all examples of linkers in the model letter.



Formal Language vs. Informal Language

Informal language is used to communicate with a friend and more often in conversation as opposed to writing. Formal language is used for essays, articles, reports, and letters or emails to people you do not know personally. Formal language is characterized by:

- formal expressions, advanced vocabulary, longer sentences. e.g. **Taking everything into consideration**, it can be said that hotel **facilities** have improved over the past decade.
- formal linking words/phrases (i.e. However, Nevertheless, In addition, Consequently, etc.). e.g. *The fine arts building should include a theater and a movie theater. **Furthermore**, an exhibition hall should be provided for lectures.*
- no use of short forms (i.e. I'm, there's, ...). e.g. **I would** be grateful if ... (instead of: I'd be grateful if ...)
- impersonal tone, i.e. use of the passive, no description of feelings. e.g. *Thousands of people **were left** homeless after the flood.*
- factual presentation of the information. e.g. *The students **encountered a number of difficulties** during the school excursion. (instead of: The school excursion was very demanding.)*

5 Write F for formal and I for informal next to each sentence to indicate the style in which it is written. Give reasons for your answers.

- 1 The public bus system is the most affordable means of transportation in the city.
Taking the bus is the best deal in town.
- 2 I'd like to give the principal a piece of my mind about the new "no iPods at school" rule.
I would like to speak with Principal James regarding the ban on iPods within school grounds.
- 3 Mountain climbing takes serious guts.
Mountain climbing is an activity that requires a great deal of stamina, concentration, and courage.
- 4 Most musicians would consider it an honor to perform the opening act for a band as famous as U2.
Opening for U2 would be awesome!



Introduction – Objective Statements

In an objective statement, the author gives information about the topic without letting the reader know his/her opinion. He/She states the problem as a fact, and not as a personal feeling.

Examples:

Objective Statement: *Young athletes know that many basketball players in the NBA do not have college degrees. **NOT:** In my view, it sets a bad example for young athletes that many basketball players in the NBA do not have college degrees.*

Objective Statement: *The subway system does not meet standards of cleanliness. **NOT:** I feel that the subway system is dirty and an embarrassment to the city.*

Useful Language:

- it is evident/agreed/understood/true that
- given the fact that
- based on the fact that
- taking into account that
- there is concern regarding
- oftentimes
- recently/currently
- experts say/argue that

6 a) Work in pairs. Write a check (✓) next to the sentence that is an objective statement.

- 1 It is evident that children eating too much and becoming overweight is an issue of great concern in the United States.
 In my opinion, it is the fault of fast food chains that children in the United States are eating too much and becoming overweight.
- 2 I think that violent video games encourage aggressive behavior in children.
 Experts say that video games encourage aggressive behavior in children.
- 3 It is true that children of this generation watch more television than children of the previous generation.
 I believe that parents should control the amount of television their children watch.
- 4 Currently, hundreds of tourists are victims of passport theft.
 To me, tourists who allow their passports to be stolen are irresponsible.
- 5 I think that going on a ski trip this winter is a waste of money.
 Based on the fact that there has been so little snow this winter, ski resorts are suffering.

b) Write an objective statement for each of the following.

- 1 talking about a friend behind his/her back
- 2 disobedient pets
- 3 students competing with one another for good grades in school
- 4 careless drivers causing accidents

Main Body Paragraphs – Suggestions/ Solutions, Supporting Details & Results

When writing main body paragraphs for letters/essays making suggestions or providing solutions to problems, we normally use three types of statements to express our ideas:

Suggestion	Supporting Detail	Result
<i>used to offer a way of solving the problem</i>	<i>used to give examples or reasons</i>	<i>used to explain the outcome of our suggestions and their consequences</i>
<p>Useful Language:</p> <ul style="list-style-type: none"> • should/could/might • you could try • it might work if • I suggest that • one way to • another thing to do • in addition to • as well as • [imperatives] <i>Take a yoga class in your free time.</i> 	<p>Useful Language:</p> <ul style="list-style-type: none"> • [imperatives] • for example • for instance • in other words 	<p>Useful Language:</p> <ul style="list-style-type: none"> • it would follow that • in doing so • that/this way • if ... then • would allow • not only ... but also • then
<i>e.g. I suggest that you listen to Spanish songs in order to improve your Spanish.</i>	<i>e.g. Buy a Shakira CD and sing along by reading the lyrics.</i>	<i>e.g. Not only will you learn more Spanish this way, but you will also have fun doing it.</i>

7 Match the suggestions (1-5) with their supporting details (a-e) and their results (i-v). Expand them into full paragraphs using appropriate useful language.

Suggestions

- 1 Make time for your family.
- 2 Always wear your seat belt.
- 3 Study in 45-minute periods.
- 4 Use a calendar to recall important dates.
- 5 One thing to do is to monitor TV time.

Supporting details

- a Have a snack or a drink or simply stretch your legs.
- b Circle birthdays in red.
- c Eat dinner together and go on outings.
- d Limit your kids to two hours a night.
- e Buckle it as soon as you get in the car.

Results

- i As a result, your relationships will become stronger and more supportive.
- ii Taking regular breaks prevents you from becoming overtired.
- iii This would allow them to have more time for homework.
- iv This way, you will have a better chance of surviving an accident.
- v In doing so, you will be more organized and will not get in trouble for forgetting important dates.

8 a) Write supporting details for the following suggestions.

- 1 **Suggestion:** One way to improve your English is to listen to American music.
- 2 **Suggestion:** In addition to planning your vacation for the off-season, think of other ways to save money on travel.
- 3 **Suggestion:** I suggest that you monitor your child's use of the Internet.

b) Write a result for 1-3 above.

9 Write a suggestion, a supporting detail, and a result for each of the tasks below. Write in complete sentences and include linkers.

- 1 Make suggestions to a friend on how to deal with classmates talking about her behind her back.
- 2 Make suggestions on how to reduce competition for better grades among students.
- 3 Make suggestions to drivers on how to make the roads safer.

10 Refer to Writing Appendix I for correct usage of useful language. Then circle the correct item.

- 1 It is agreed that an issue for women who travel alone at night.
 - a riding the subway
 - b people think
 - c subway safety is
 - d all subways threaten
- 2 There is concern regarding
 - a the museum lost money
 - b price museum tickets
 - c to donate to the museum
 - d museum funding
- 3 Oftentimes,
 - a people wanting to retire
 - b the standard age for retirement in the U.S. is 65.
 - c people save money for retirement
 - d how many people save enough for retirement
- 4 Experts say
 - a the therapy is successful
 - b I find music therapeutic
 - c music can be therapeutic
 - d listen to music more
- 5 In doing so, children how to play musical instruments.
 - a learned
 - b learning
 - c to learn
 - d would learn



Brainstorming for Ideas

Brainstorming for ideas (thinking of things to include in your letter or essay) is an important prewriting technique. First look at the newspaper article and the task. Then read carefully through the five brainstorming steps.

Rise in Child Obesity

Doctors are concerned about the recent increase in child obesity. A doctor blames poor diets: "There are many reasons why children are gaining too much weight, but the biggest reason is that their eating habits are not healthy." Nutritionists are concerned, as well. They urge parents and other people who influence children to help them lead a healthier lifestyle.

Task Essay

Many parents are actively involved in their children's diet but are not always successful in changing their eating habits. What can they do to succeed in helping their children eat better? In an essay, suggest ways to improve their habits and help them lead a healthier lifestyle. Be specific.

Step 1: Read the task and underline the main idea. This will serve as the topic of your essay. Remember that the main idea may not be completely contained in a single phrase. (See the underlined words in the task above.)

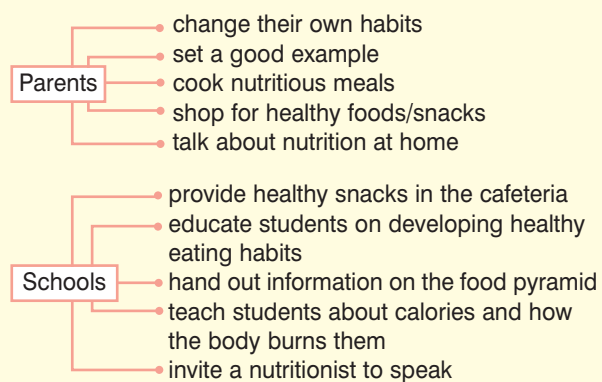
Step 2: Read the newspaper excerpt and circle the words/phrases you think are most important to help you write the essay. Then read the underlined parts of the task aloud and make a list of words or phrases that come to mind.

- | | |
|-----------------------|----------------------|
| • food pyramid | • cafeteria |
| • overweight | • setting an example |
| • parents | • change of habit |
| • fast food | • diet |
| • unhealthy snacks | • meals |
| • carbohydrates | • sugar |
| • nutrition education | • school |

Step 3: Look at the words and phrases you've written and decide if each one indicates something that is specific or something that is general. Write an S next to the specific words or phrases and a G next to the general words or phrases. (See Step 2.) Now look at the words/phrases with a G next to them and pick two from which you could make suggestions.

Example: parents, school

Step 4: Think of suggestions that have to do with each of the two words/phrases you chose. You can use some of your brainstorming phrases, if they fit. Remember not to stray from the topic.



Step 5: Choose the best suggestions from your lists above, and then think of the results those actions would produce.

cook nutritious meals

- Children will eat healthier food and get used to it.
- You will be setting a good example for their future.

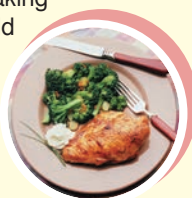
educate students on developing healthy eating habits

- They will know more about the food they eat.
- They will establish healthy eating habits.



Conclusion – Summarizing Suggestions/Solutions

The concluding paragraph of an essay/letter making suggestions or providing solutions to problems should summarize the suggestions/solutions that were made and restate the positive effects that those suggestions/solutions will have on the problem at hand.



Conclusion: All in all, cooking nutritious meals and educating children regarding healthy eating habits are two of the most important things we can do to improve their diets. In doing so, we can help them avoid the pitfalls of obesity and enjoy a healthy life.

11 a) Match the introductions to their conclusions.

Introductions

- 1 Clearly, members of families are living further and further apart. If you live far from your loved ones, I would like to offer you some suggestions on how to make the distance less difficult.
- 2 Evidently, there are still people who think that women cannot be serious athletes. Here are some ways people can go about solving this problem.
- 3 It is apparent that strict airport security can be a problem for passengers at the airport. I am writing to suggest how you might make the check-in and boarding process easier.

Conclusions

- A All in all, being prepared and knowing the security restrictions in advance will save you time and trouble at the airport. You can avoid delays.
- B All things considered, we need to recognize the accomplishments of world-class female athletes and improve the programs and facilities for younger ones. Doing so will raise the level of respect for women's sports.
- C In conclusion, families need to make an effort to communicate often and to see one another on holidays and vacations. Although this is not a replacement for living in the same city, it will allow relatives to remain close.

b) In pairs, decide which Introduction/Conclusion can be improved and rewrite it.

Writing

12 Read the newspaper excerpt and the tasks below. What is the topic? Then in pairs, answer the questions.

Letter: Who will you address the letter to? What are your suggestions? Think of appropriate supporting details and expected results.

Essay: What solutions can you think of? What would the expected results be?

Teens' after-school activities

The New York State Department of Health is worried that teens are spending more and more time in front of the computer and the television and are not getting enough physical exercise. Researchers state that a rise in teen obesity is due to the fact that teens do not play enough sports. The New York State Department of Health is teaming up with the New York State Education Department to think of programs that will encourage teens to exercise more.



Task A Letter

In what ways can teens incorporate physical exercise into their lives? Write a letter to the school newspaper making suggestions on how teens can improve their health through exercising. Give examples. Start your letter, "Dear Editor."

Task B Essay

Some teenagers feel intimidated by the idea of playing sports. How can they be encouraged to participate? What should friends, parents, schools, and/or coaches do to convince them to take part in athletics? Write an essay on what can be done to solve this problem.

13 Using the newspaper excerpt, write either the letter or the essay. Use your ideas in Ex. 12.

Checklist

14 After you have finished writing your letter/essay check for the following.

- Is the problem stated clearly and objectively in the introduction?
- Is your reason for writing stated in the introduction (letter only)?
- Is the suggestion/solution stated clearly at the beginning of each body paragraph?
- Are specific supporting details provided for each suggestion/solution?
- Is a logical result provided for each suggestion/solution?
- Are the suggestions/solutions summarized in the last paragraph? Is the summary followed by a restatement of general positive effects the suggestions/solutions will have on the problem?
- Are linkers/useful language used correctly to make the letter/essay flow?
- Is a wide range of relevant vocabulary used?
- Is polite, formal language used?



1

Time out

Sample pages from
Stars & Stripes
Skills Builder for the
Michigan ECCE
Student's Book

Exam Practice Vocabulary

- The race was the perfect _____ stone for moving on to national competitions.
 - standing
 - walking
 - sitting
 - stepping
- These days, small businesses are having difficulty _____ with larger companies.
 - conflicting
 - battling
 - fighting
 - competing
- The training schedule required too many hours and did not seem _____ to Jim.
 - adequate
 - extreme
 - reasonable
 - sufficient
- Jake did not _____ at the party until 11 p.m.
 - show up
 - show off
 - show around
 - show out
- She put the award on the fireplace _____ for all to see.
 - mantel
 - shelf
 - ledge
 - platform
- The contest proved to be more _____ than she thought it would be.
 - incorrect
 - improper
 - questionable
 - challenging
- Janet enjoys ski slopes with lots of exhilarating _____ and turns.
 - twirls
 - curls
 - twists
 - weaves
- Your passport has expired. I'm afraid it's no longer _____.
 - right
 - valid
 - true
 - firm
- She moved with the _____ of a trained ballet dancer.
 - polish
 - beauty
 - grace
 - charm
- Sarah is very competitive, and occasionally she _____ herself too far.
 - shoves
 - presses
 - pushes
 - forces
- The competition took place in the new sports _____.
 - stage
 - arena
 - theater
 - ground
- Lionel had _____ look on his face when he heard the bad news.
 - a ruined
 - an injured
 - a disabled
 - a troubled
- Isaac lost control of the car and hit a telephone _____.
 - rod
 - pole
 - bar
 - stick
- Kimberly is very _____. She thinks she knows everything.
 - vain
 - proud
 - arrogant
 - snobby
- The champion boxers entered the _____ to the sound of cheers.
 - ring
 - band
 - loop
 - rink
- Charles received the highest _____ upon graduating from college.
 - bonuses
 - rewards
 - trophies
 - honors
- Andrea has shown much interest in _____ in social work.
 - a career
 - an employment
 - a work
 - an occupation
- The tornado destroyed _____ of homes and cars.
 - couples
 - dozens
 - varieties
 - pairs

19. The court _____ the law that protects the rights of the disabled.
- preserved
 - claimed
 - insisted
 - upheld
20. It seemed _____ that Albert was going to show up for dinner.
- unlikely
 - likeable
 - unlike
 - likewise
21. He wouldn't admit defeat no _____ how many times he failed.
- point
 - use
 - reason
 - matter
22. Please don't _____ me harshly; I didn't realize I was making a mistake.
- guess
 - judge
 - assess
 - suspect
23. The teacher went to great _____ to make sure her students passed the test.
- lengths
 - widths
 - heights
 - depths
24. Frank had _____ refused to sign the petition but later changed his mind.
- eventually
 - chiefly
 - originally
 - particularly
25. She was up for a _____ due to her successful work efforts.
- privilege
 - promotion
 - position
 - procedure
26. Julie found it impossible to _____ on her homework at home, so she went to the library.
- strengthen
 - concentrate
 - consider
 - struggle
27. Have your money ready so you don't _____ up the line.
- bring
 - keep
 - take
 - hold
28. The food at the party _____ from being delicious to bland and tasteless.
- ranged
 - altered
 - differed
 - changed
29. The man claimed that he was unfairly _____ by the police.
- harassed
 - pursued
 - annoyed
 - bothered
30. Emily immediately _____ her dog by the brown marks on his face.
- recovered
 - rescued
 - released
 - recognized
31. What type of character does the actor _____ on stage?
- portray
 - behave
 - rehearse
 - preview
32. She did her very best to the end, even though her defeat was _____.
- permanent
 - inevitable
 - familiar
 - reasonable
33. The site manager carefully _____ the progress of the work crew.
- monitored
 - tested
 - detailed
 - informed
34. Lyle couldn't figure out the riddle, so Paul gave him a _____.
- sign
 - hint
 - point
 - key
35. Mr. Smith made _____ concerning the neighborhood crime at the police station.
- proposals
 - intentions
 - surveys
 - inquiries
36. The financial scandal nearly _____ her career.
- injured
 - faulted
 - ruined
 - harmed

1 Look at the pictures below. Complete the following table by placing the useful vocabulary in the right box.

Option 1		Option 2	
Advantages	Disadvantages	Advantages	Disadvantages

Useful Vocabulary

- great food
- people pushing and shoving
- expensive
- canceled due to bad weather
- variety of activities
- formal atmosphere
- food not to everyone's liking
- large crowds
- dress up
- endless lines
- to be waited on
- outdoor experience

2 Work in pairs. One is the examinee and the other is the examiner. Read the information below and do the task. Use the vocabulary from Ex. 1 to help you. Then listen to the model interview.

CHOOSING AN OPTION

STAGES 2/3

EXAMINEE INFORMATION

Situation

I am your best friend and it is my 18th birthday on Friday. I haven't decided yet where I would like to go to celebrate. There are two options I am considering but I would like your opinion on which is the best to choose.

First

Look at the pictures and ask:

- What are the options?
- What are the advantages of each option?
- What are the disadvantages of each option?

Then

When you get all the information you need, use it to give the examiner some advice to help him/her make a decision. You can choose one of the options or provide a new one. Remember to use information you learn from asking questions to explain your final choice.

Finally

After you have shared your opinion, the examiner will ask you more questions about the topic.

OPTION 1



OPTION 2

EXAMINER'S NOTES (See Speaking Appendix 2)

Explaining your choice

- I think that ...
- I'd suggest the ... because ...
- Apart from that, ...
- With respect to ...
- In addition, ... there ...
- Regarding ..., I'm of the opinion that ...
- Moreover, ...
- On the other hand, I do not agree with ...
- It's obvious that ...
- I strongly believe that ...
- I don't think that ...

3 In pairs, discuss the following. Then listen to the model interview.

STAGE 4

ELABORATION QUESTIONS

- 1 What do you like doing with your friends when you go out?
- 2 What types of restaurants do you prefer going to? Would you ever go to a fancy restaurant?
- 3 How do teenagers usually spend their free time? What are the advantages and disadvantages of the Internet as a means of entertainment?



3

Exam Practice

Listening

Part I

You will hear several short conversations. After each conversation, you will be asked a question. You will hear each conversation only once. Listen, look at the pictures, and mark A, B, or C. Here is an example:

EXAMPLE:



A



B



C

The correct answer is B.

Now, let's continue.



A



B



C



A



B



C



A



B



C



A



B



C



A



B



C



A



B



C



A



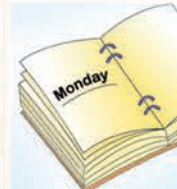
B



C



A



B



C



A



B



C



A



B



C



REMEMBER that the beginning of a formal letter making suggestions/solving a problem states the problem and the reason the writer is writing the letter. Likewise, the introduction of a formal essay states the problem and indicates that the essay will offer suggestions. The ending/conclusion of a letter/essay summarizes the suggestions and restates the positive effect that the suggestion will have on the problem.

REMEMBER that a topic sentence is the summary of a paragraph and is usually the first sentence of the paragraph.

1 Match the beginnings and introductions to their conclusions/endings below. Which belong to a letter? an essay?

2 For each of the following passages, underline the topic sentence of the first main body paragraph and write a topic sentence for the second main body paragraph using the words given. Remember to include linkers.

Introductions/Beginnings

- 1 It is true that students these days are finding it difficult to balance the demands of schoolwork and after-school activities. I am writing to make suggestions on how students can better handle their demanding schedules.
2 Obviously, physical fights among sports fans have always been a serious problem. However, this does not mean that attending a sports event should be followed by violent actions.
3 Clearly, teenagers and their parents do not have much in common. Nevertheless, there are ways to bridge the generation gap and to have a close relationship.
4 Certainly, students can become bored during the summer without school to keep them busy. I am writing to give students ideas on how they can make their summers more exciting and purposeful.

1 First of all, in order to make friends in a new school, you have to remember that other people may be too shy to approach you. Start up conversations about schoolwork with the students around you in class or offer to help them with something they do not understand. In turn, this will break the ice and small talk in class could lead to a longer conversation over lunch. Secondly/you say hello/smile/often you can/people react/positive way/happy sociable person
In addition, join clubs and after-school activities. Consequently, you will find it easier to make friends with people who share the same hobbies and interests as you.

Conclusions/Endings

- A All in all, by taking security measures that will discourage fans from behaving violently, sporting events can be made safer. This will allow both the spectators and the players to enjoy the games more.
B In conclusion, students can make their summers more interesting by volunteering or working part-time. This way, they can help others or earn money, while still having enough free time to relax.
C In short, creating a weekly schedule and cutting back on activities are ways for students to manage their time better. It would follow that they will be less stressed and probably more successful in school.
D Taking everything into account, teenagers and their parents will always have their differences. However, respecting one another's opinions and spending quality time together helps to develop a healthy relationship.

2 For one thing, it is important to stay hydrated while traveling. Drink plenty of water during the flight. Then you will be able to avoid headaches and be more comfortable on your journey. Also / make sure / have / all necessary documents
In particular, keep your passport and flight confirmation on you at all times. Consequently, the check-in process will go smoothly.



REMEMBER that formal language uses advanced vocabulary, longer sentences, linkers/useful language, impersonal tone, passive voice, and factual presentation of information.

3 a) Circle the sentences that are written in formal language.

- 1 a There is concern regarding the safety of Internet use for children.
- b The Internet isn't safe for kids.
- 2 a This letter will help you feel better about yourself in no time.
- b I am writing to offer suggestions on how teenagers can improve their self-esteem.
- 3 a Why don't you start cooking with natural stuff like olive oil rather than margarine.
- b My first suggestion is that you limit your cooking products to natural substances, such as olive oil instead of margarine.
- 4 a You'll sleep better and wake up feeling fresh in the morning.
- b This will allow you to get a good night's sleep and to wake up on time feeling refreshed.
- 5 a What is more, it has been scientifically proven that spending time with a pet relieves stress.
- b Everyone knows playing with your pet makes you feel better.

b) Rewrite the following sentences to make them formal. Use the words given.

- 1 If your friend seems sad, tell him/ her it's OK to open up and chat with you about it.
encouraging/distressed friend/ express/feeling/be helpful

- 2 Teens can be moody and bad-tempered sometimes.
oftentimes/teenagers' behavior/ be likely/be unstable/irritable

- 3 Don't get lost in crowds at concerts.
important/stay close to/friends/ when/attend/concert

- 4 You won't waste time stuck in traffic.
this way/you/not/be delayed/heavy traffic

REMEMBER that the **passive voice** shows that the action is more important than the person who did it.

4 Rewrite the sentences using the passive voice, as in the example.

- 1 Cigarette smoke tempts people who are trying to quit smoking.
People who are trying to quit smoking are tempted by cigarette smoke.
- 2 The principal will administer the exam.

- 3 They will hold the performance in Central Park, New York, next Sunday.

- 4 The government will take strict measures against drunk driving.

- 5 They are building a new mall in our area.

- 6 Violent movies can influence children negatively.

- 7 The host should welcome guests warmly.

- 8 They have postponed the meeting for a later date.

- 9 They sent the invitations last week.

- 10 They will announce the results at the end of this week.

- 11 The police are investigating the case at the moment.

- 12 The committee will announce the location for the festival soon.

REMEMBER that **linkers** and **useful language** make a letter or an essay flow. Linkers are always followed by a comma. Useful language is part of the sentence and sometimes it requires a comma depending on where it is in the sentence. See Writing I Useful Language Appendix at the back of the book.

5 Replace the underlined linkers with the following useful language.

- Experts say / It is agreed that / It is true that / In doing / Another thing to do*
- 1 By and large, technology is changing so quickly that people are confused about when to purchase a product.

 - 2 Evidently, more people prefer organized family resorts to camping out in the wild.

 - 3 Moreover, you could try calling the airport before going there to get any updates on delays.

 - 4 As a result, you will have a safe and enjoyable journey.

 - 5 For one thing, people who smoke can suffer from asthma.

Writing I

REMEMBER that **suggestions** offer a solution to a problem, **supporting details** illustrate the suggestion, and **results** show how the suggestion will be favorable.

REMEMBER that **understanding the task** is the most important part of the writing section. Always read the excerpt and the task and underline the key words. This will help you write your letter/essay as well as keep to the point.

6 a) Match the suggestions a-c to the following supporting details.

- a) You could try establishing a bedtime routine to fall asleep more easily.
- b) I suggest that you talk to the Dean of Students about the students' concern regarding campus safety.
- c) For one thing, athletes should adopt a healthy diet.

- 1 read a book
- 2 eat fruits and vegetables
- 3 write a letter
- 4 eat lots of complex carbohydrates
- 5 listen to music
- 6 take vitamin supplements
- 7 arrange a meeting
- 8 take a hot shower
- 9 explain the situation

b) Use one of the suggestions and supporting details from Ex. 6a and write a paragraph. Make sure you give an expected result so that your paragraph is complete, as in the example below.

You could try establishing a bedtime routine to fall asleep more easily. **Suggestion**

For example, take a hot shower right before getting into bed, and then read a book or listen to music. **Supporting details**

As a result, you will most likely get eight to nine hours of sleep at night and feel more refreshed in the morning. **Result**

.....

.....

.....

.....

.....

7 a) Read the excerpt and the task. Underline the key words in both. What is the topic of the task? Answer questions 1-3.

More Recreational Parks Needed



Students from local schools gathered today to protest against the lack of recreational parks in the community. "Although there is a growing concern about teen obesity and inactivity, the city council has done nothing to provide young people with appropriate, free, and safe places to exercise," said a student representative.

Task Letter

There is a great need for creating recreational parks in your area, especially for young students who want to play sports or go jogging. Write a letter to your local newspaper suggesting ways this problem can be solved. Start your letter, "Dear Editor."

- 1 Who are you writing to?
- 2 What is the problem?
- 3 Why are you writing the letter?

b) Look at the paragraph plan. Listen and take down notes of the missing information.

Beginning

- Para 1
- state problem: *The town is in need of recreational parks for young students to play outdoor sports and go jogging.*
 - reason for writing:

Main Body

- Para 2
- suggestion 1: *Find the funds for these parks.*
 - supporting details: *Create a foundation for people to make private contributions.*
 - expected result:
- Para 3
- suggestion 2: *Inform people of the advantages parks offer.*
 - supporting details:
 - expected result:

Ending

- Para 4
- summarize suggestions: *- funding recreational parks and educating people on their importance*
 - positive effect suggestions will have:

c) Using the plan you filled in, write your letter. Include some of the following linkers/language.

Beginning: It is evident that ... / By and large ... / There is concern regarding ... / Given the fact that ... / I am writing to ... / I would like to share my thoughts on ...

Main Body: introducing points → In the first place ... / First of all ... / To begin with ... / First ... adding points → Second ... / Secondly ... / Another thing to do ... introducing supporting details → For example ... / For instance ... / In particular ... indicating result → As a result ... / Therefore ... / In doing so ... / Not only ... but also ... / If ... then / Consequently ...

Ending: In conclusion ... / To sum up ... / All things considered ...

8 a) Read the excerpt and the task. Underline the key words in both. What is the topic of the task? Answer questions 1-2.

EXERCISE & STRESS



Stress is a condition that affects all aspects of our lives and applies to all ages. Exercise is effective in relieving stress because it allows your body to produce

chemicals and hormones that can make you relax. Exercise can also be used to cure stress-related illnesses, such as headaches, back pain, depression, and anxiety. Doctors are encouraging exercise as an easy remedy to stress.

Task Essay

Children who suffer from stress often do not perform well in school. How can young students reduce stress despite their busy schedules? Write an essay making suggestions on what types of activities would help them find relief from stress.

- 1 What is the problem?
- 2 What do you do to reduce stress?

b) Match the supporting details with the expected results below. Then fill in the plan.

Supporting Details	Expected Results
<ul style="list-style-type: none"> • relax at home or spend some time with friends • schools and community centers offer sports and activities 	<ul style="list-style-type: none"> • get the chance to do something pleasant and creative • not feel that life revolves around homework and exams

c) Complete the rest of the plan with your own ideas.

Introduction

Para 1

- state problem:
- indicate essay will offer suggestions:

Main Body

Para 2

- suggestion 1: *Children should get some rest after school.*
- supporting details:
- expected result:

Para 3

- suggestion 2: *Children could become involved in a sport or an activity that interests them.*
- supporting details:
- expected result:

Conclusion

Para 4

- summarize suggestions:
- positive effect suggestions will have:

9 Using the plan you filled in, write your essay. Include some of the following linkers/language.

Introduction: Clearly ... / In general ... / Oftentimes ... / Experts say that ...

Main Body: introducing points → First of all ... / To start with ... / For one thing ... adding points → For another thing ... / In addition ... / Second of all ... introducing supporting details → For example ... / In other words ... / In particular indicating result → Consequently ... / In turn ... / If ... then ...

Conclusion: To conclude ... / All in all ...

stars & stripes

Stars & Stripes Michigan ECCE Book is intended for Upper-Intermediate learners taking the ECCE Michigan exam. The course follows the principles of CEF level B2.

Key Features

- authentic theme-based reading & listening texts, followed by exam-type tasks
- lexical exercises practicing and activating vocabulary, as well as collocations, prepositions, and phrasal verbs
- a variety of listening and speaking tasks reinforcing skills needed for the exam
- grammar sections covering all major grammatical areas, plus a Grammar Appendix
- Exam Practice sections, serving to practice vocabulary and grammar throughout the book
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