

**NEW**  
**Stars &  
Stripes**

for the **MICHIGAN ECCE**

Jenny Dooley

**STUDENT'S BOOK**



Express Publishing



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# 1a Time out

## 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.



## Exam Tip

### Reading for detail

- Read the orientation statement before reading the text. It will give you an indication of what the text is about.
- Read the text once quickly to get an idea of what it is about.
- Scan the multiple choice questions without looking at the choices.
- 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.

## Reading

Read this passage about show jumping. Then answer the questions on the next page.

Team sports are popular across the world and require skill, intuition and a deep connection with your fellow teammates. They take years of training and develop a strong bond between athletes, but what if your teammate wasn't the same as you? Or, perhaps, not even a human at all!

It may sound unlikely, but there are actually sports where animals and people work together. One sport that is a good example of this is show jumping. It is a popular equestrian sport that sees riders and horses performing incredible acts of skill and athleticism. During a competition horse and rider have to clear various fences and barriers while being timed, with penalties awarded for refusing to jump or knocking down rails on a fence. Fences can be up to five feet tall and a course can have up to sixteen obstacles. Show jumping is a challenging and grueling sport that requires courage from both rider and their steed.

Training regimes are long and difficult, developing the skills of the rider and their horse over many years. The fitness of the rider is also just as important as the fitness of the horse, so it's crucial for a steed's human companion to get plenty of exercise off the saddle as well as on it.

Interestingly, show jumping is relatively new compared to other equestrian events. The first large competition was held in 1907 in England and it has featured in the Olympic Games since 1912. Even so, it has proven to be extremely popular, especially in the Olympics, where the grace and unity of man and beast thrills audiences around the world.



1 What is the purpose of this article?

- a to discuss the benefits of team sports
- b to explain why practice is important in sports
- c to compare horseback riding to other activities
- d to examine what show jumping is

2 In the third sentence of the second paragraph, what does *it* refer to?

- a show jumping
- b an animal
- c an act of skill
- d athleticism

3 In the last sentence of the second paragraph, what does *grueling* mean?

- a trying
- b fierce
- c exhausting
- d tense

4 According to the passage, what is essential for riders to do?

- a train their horses correctly
- b bond with their animal
- c maintain their physical condition
- d remain brave at all times

5 What does the passage say is surprising about show jumping?

- a It has always appeared in the Olympic Games.
- b It isn't as old as other horseback riding disciplines.
- c Its popularity only increased recently.
- d It places more emphasis on the rider's fitness.

2 Choose the correct item. Check in your dictionary.

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

3 Underline the correct word. Check in your dictionary.

- 1 Laurie pulled a muscle from **extending/stretching/expanding/tightening** too much.
- 2 The Flatpoint High Football 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 **COLLOCATIONS** Check the appropriate box. 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.

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

- 1 I'm watching the game right now. I'll call you when it's **off/for/out/over**.
- 2 It's too bad she broke **down/off/into/out** her relationship with him.
- 3 Photo albums always bring **forward/up/back/out** great memories for me.
- 4 The fans called **out/in/on/for** the star's name as he walked on stage.
- 5 You're welcome to come **off/over/across/into** any time you like.
- 6 Susan forgot to pay her phone bill, and her phone was cut **into/out/back/off**.



★ Speaking & Writing

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

## Vocabulary

### Sports/Leisure Activities

1 Fill in: *trophy, competition, winner, grace, arena, courage*.

- 1 Alicia moved with ..... as she danced across the stage.
- 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 ..... of the race.

## Present Tenses

see pp. GR1-GR3

Verb tenses in English have the following forms: the **simple**, the **progressive** (also called continuous) and the **perfect**.

The tenses that indicate the time reference (i.e., when an action takes place) in the present are: **simple present**, **present progressive**, **present perfect**, and **present perfect progressive**.

The simple present indicates a habit or general truth while the present progressive form indicates that something is in progress now. The perfect forms indicate things that happened in the past but are still important, or continue to happen in the present.

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

- 1 He usually **watches** TV after dinner.
- 2 They **have been sunbathing** all afternoon.
- 3 The play **starts** at 7 pm.
- 4 We **are trying** to book our vacation right now.
- 5 Mary **has bought** a new car.
- 6 We **are flying** to Paris next week.
- 7 Sports cars **are getting** more and more expensive.
- 8 Snow **falls** in the winter.

- a fixed arrangement for the future
- b schedule
- c action which started in the past and continues 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



Some stative verbs (**be, love, enjoy, see, smell, taste, think**, etc.) have progressive forms, but there is a difference in meaning.

### 2 Put the verbs in parentheses into the *simple present* or *present progressive*.

- 1 A: I ..... (**see**) there's a great movie on TV later.  
B: I ..... (**see**) my coach early tomorrow, so I can't stay up late.
- 2 A: I ..... (**think**) of buying a guitar.  
B: I ..... (**not/think**) that's a good idea.
- 3 A: Why ..... (**you/smell**) the pot?  
B: I've washed it twice, and it still ..... (**smell**) like fish.
- 4 A: My parents ..... (**look**) at some vacation packages.  
B: That's why they ..... (**look**) so happy.



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.*

### 3 Complete the sentences using the *present perfect* or the *present perfect progressive*.

- 1 A: I didn't know Phil had a dog!  
B: Yeah, he ..... (**have**) it for two years.
- 2 A: I'm going out!  
B: Already? You ..... (**only/study**) for half an hour!
- 3 A: Why are you angry at your brother?  
B: He ..... (**use**) my computer all week without asking me.
- 4 A: Angela is a wonderful girl.  
B: Yes, she is. Actually, I ..... (**know**) her since high school.
- 5 A: Janet ..... (**wait**) for years for a chance to compete in the Olympics.  
B: Yes, and now she is finally doing it!



- *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 in the *simple present*, *present progressive*, *present perfect*, or *present perfect progressive*.

- 1 A: Stan ..... (**exercise**) a lot lately.  
B: Yes, he ..... (**compete**) in a triathlon next week.
- 2 A: I ..... (**not/be**) to London. I would like to go there.  
B: You should visit my brother. He ..... (**be**) in London for five years now.
- 3 A: Ben ..... (**take**) his driving test tomorrow, right?  
B: Yes, but he probably won't pass because he ..... (**not/practice**).
- 4 A: They ..... (**already/pack**) for their vacation.  
B: Really? They ..... (**not/leave**) until next week!
- 5 A: Where ..... (**be**) Sara?  
B: She ..... (**go**) to the park. She ..... (**play**) soccer there every day.

## Past Tenses

see pp. GR3-GR5

The verb tenses that indicate the time reference (i.e., when an action takes place) in the **past** are: **simple past, past progressive, past perfect, and past perfect progressive.**



- *When their dad came home, they **had** lunch.* (Their dad came home and then they had lunch.)
- *When their dad came home, they **were having** lunch.* (They were still having lunch when their dad came home.)
- *They **had had** lunch by the time their dad came home.* (They had lunch first. Their dad came home afterwards.)

### 5 Underline the correct tense.

- 1 I **saw/had seen** your brother yesterday.
- 2 Craig **was riding/rode** his bike when he witnessed the car crash.
- 3 She **had been waiting/waited** for several hours when her friends arrived.
- 4 My dad **taught/was teaching** me to ride a bike.
- 5 She **was finishing/had finished** the book by the time I came home.
- 6 Last summer, Ben **swam/had been swimming** every morning before breakfast.



- The **past perfect** or the **simple past** can be used with **before, until, or after** without any difference in meaning. *Peter went for coffee after he **had finished/finished** his homework.*
- The **past perfect** is often used only once in a sentence; all other verbs that follow are written in the **simple past**. *Mom **had already gone** running, did a load of laundry, and cooked breakfast by the time we got up.*

### 6 Match the events and put the verbs in bold in the correct tense.

- 1  e Mr. Phillips **had already left** (already/leave) the office
  - 2  I ..... (just/save) all my work
  - 3  She ..... (faint)
  - 4  As soon as we ..... (get) home
  - 5  The thieves ..... (get away)
- a because she ..... (not/eat) anything all day.
- b the children ..... (fall) asleep.
- c before the police ..... (arrive).
- d when the computer ..... (crash).
- e when his wife **came** (come) by to see him.



- **Used to/past simple** (past habits or states) *He **used to work/worked** long hours.* (NOT: ~~He would work long hours.~~)
- **Would** (past habitual actions, especially reminiscences – **would** is NOT used for past states) *When we lived in New York, we **would go** to the theater every weekend.*
- Stative verbs are not used with **would**. *She **used to be** happy.* (NOT: ~~She would be happy.~~)
- **Be used to + noun/pronoun/-ing form** (be accustomed to, be in the habit of) *She **isn't used to living** alone.*
- **Get used to + noun/pronoun/-ing form** (become accustomed to) *Jack is trying to **get used to living** in a cold country.*

### 7 Choose the correct answer.

- 1 “Do you remember Tim?” “Yes, he **was used/got used/used to be/would use** my coach.”
- 2 “I have never used a computer before.” “You will soon **be used/used/getting used/get used** to it.”
- 3 “How do you like living on your own?” “It’s fine. I **get used/used/was getting used/am getting used** to being by myself.”
- 4 “Why are you in such a hurry to leave?” “Because I **am not used/used/get used/use** to staying up so late on a school night.”
- 5 “Were you an active child?” “Yes, I **would/used/got used to/wasn't used to** always play baseball after school in the park with my friends.”
- 6 “How do you know Alex?” “He **would/is used/got used/used** to play basketball with my brother.”

### 8 Fill in the blanks using the present and past tenses.



Pre-game rituals 1) ..... (become) more and more popular. Some athletes carry good-luck charms, while others 2) ..... (wear) the same pair of socks to every game. Before a game, college basketball star Carrey Smith 3) ..... (listen) to opera music while she 4) ..... (get) dressed. She 5) ..... (believe) this is what helps her stay focused. “I 6) ..... (start) this ritual when I was in high school and the first time I tried it, I 7) ..... (score) fifty points!” She 8) ..... (tune) into her favorite opera station for the last two years. Ever since she 9) ..... (begin) her ritual, Carrey 10) ..... (not/score) less than thirty points in a game.

## Exam Tip

- In Part 1 of the listening test, you will hear 30 short conversations once. The answer choices will be shown as pictures. Before you listen, look at the pictures and think about who the speakers are, what the conversations are about, and where they might be taking place. Brainstorm words related to what you see and think about what you might be asked at the end of each conversation.

## Predicting Context from Pictures

1 a) Work in pairs. Look at the pictures in Exs. 4a & b and brainstorm what you think the conversations will be about.

b) Which of the words/expressions below do you expect to hear in Exs. 4a & b? Match the words to the appropriate set of pictures.

- 1 credit card
- 2 front row seats
- 3 ride
- 4 boarding pass
- 5 vacation
- 6 drop somebody off
- 7 reading
- 8 pictures
- 9 train ticket

2 a) What do you think is going to be asked in each set of pictures (1-5) in Exs. 4a & b?

b) Match the following questions to each set of pictures in Exs. 4a & b.

- A How will he get to soccer practice?
- B Where will the man sit?
- C Where is the conversation taking place?
- D What activity does she NOT have time for?
- E What kind of transportation is the man taking?

## Exam Tip

- When answering questions about the location of the speaker, bear in mind that all the pictures will be mentioned but the answer will not be stated directly. Instead, you will hear vocabulary related to the correct location.

3 a) Look at the pictures in number 1 in Ex. 4a. What place does each picture represent?

b) Read the dialogue below and underline the words/phrases that relate to each picture in Ex. 4a.

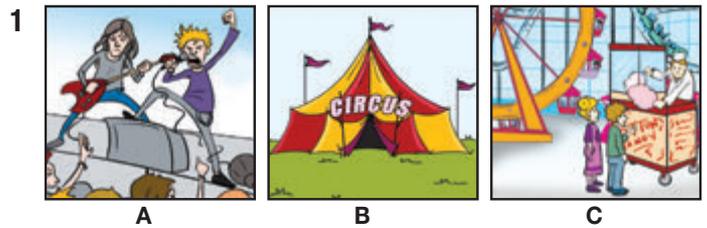
**WOMAN:** So, how was the concert last night?

**MAN:** It was so much fun! Bill and I had a great time clowning around and dancing to the music.

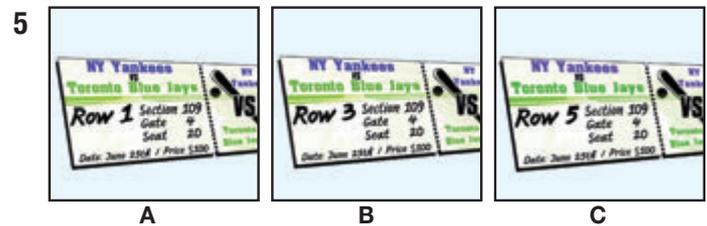
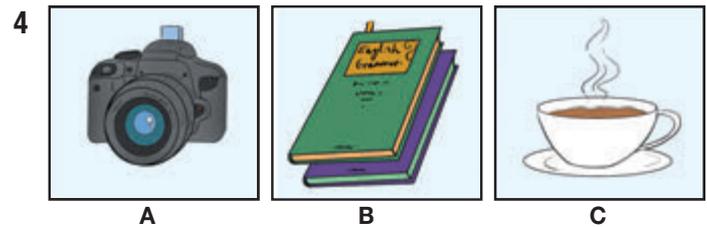
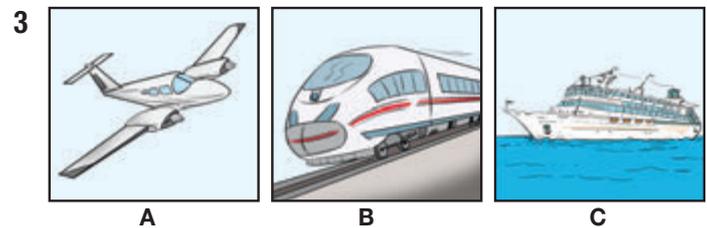
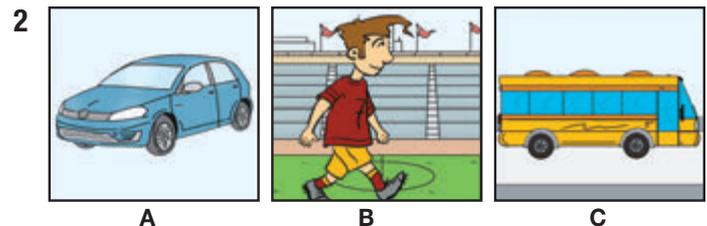
**WOMAN:** I wish I could've gone. I like that band.

**MAN:** You would've loved it, but anyway, which ride do you want to go on first?

4 a) Look at the pictures and read the dialogue in Ex. 3b again. Where is the conversation taking place? Circle the correct answer (A, B, or C). Which words helped you decide?



b) Listen to short conversations. Circle the correct answer (A, B, or C).



## Part 1

You will hear short conversations. After each conversation, you will be asked a question about what you heard. The answer choices are shown as pictures. You should mark A, B, or C. Here is an example:

### EXAMPLE:



The correct answer is B.

You will hear each conversation only once; the conversations will not be repeated.



The question is not given until the end of the conversation and it is not written, so it is important to pay particular attention to what is being asked. After hearing the question, you will have 12 seconds before the next conversation. Don't use all the time to answer the question. Make sure to allow yourself time to study the next set of pictures and prepare for the next conversation.

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



# Having fun

## Exam Tip

### Scanning/Identifying genres

- Scan the texts quickly to get a general idea of what they are about. Remember that the four texts are written for different purposes. Use the layout (title, subtitles, photos, graphs, numbers) to find the genre of each text. Is your text an email, a letter or an invitation? This will help you make inferences about the texts and understand how they are related.
- To answer questions on detail don't make assumptions. Check your choices against the texts and make sure they are based only on what the texts state.

## Lead-in



- Have you ever been to an amusement park? What was it like?
- What do you and your friends do for fun? Tell the class.
- Describe a fun outing you've had with your friends recently.

## Reading

Read the texts A-D and answer the questions 1-10.

**A**  **Casters Talent Agency**  
Actors/Performers Needed

*Casters Talent Agency*, the country's leading entertainment recruiter, seeks actors and performers for leading theme parks across the United States. Candidates must have excellent teamwork skills, and experience working with children. However, experience working in a theme park environment is not essential.

**Main responsibilities:**

- playing parts of fictional characters or historical figures in re-enactments
- interacting with guests and offering assistance

**Minimum qualifications:**  
BA performing arts/drama degree (or related field)

For more information and application instructions, please email [recruiting@casters.com](mailto:recruiting@casters.com)

## C Are you a Natural Entertainer?

By Jackie Rice, Career Advisor

The theme park industry is a huge source of employment for students and notably for those studying drama or performance arts. Thousands of students work in theme parks every summer. The work is exciting, you get experience - which will help you find future employment - and best of all, you can make enough money to help pay for college. The most common performer at theme parks is the "roving entertainer", a free-floating entertainer who roams the park in order to create a fun atmosphere and to entertain patrons. Some parks even hire performers just to entertain visitors waiting in lines for rides, which results in there being a big market for art and drama students. It is a great way to get experience, earn money, meet people, and have fun. So, how can you get work as a performer at a theme park? All theme parks have casting agents who recruit either on college campuses or at job fairs.

Sed natu tium tota qua sun vol nat cor qui nes est

**B** From: Charles Dewesbery<cDewesbery@quickmail.com>  
To: Funworld<customer\_service@funworld.com>

Dear Sir/Madam:

I am writing to express my disappointment with the poor service I received when I visited your fun park on June 27 and 28.

To begin with, upon arrival I spent over an hour trying to find a parking space in your parking lot. I eventually had to leave the car on the side of the road. Then, the receptionist at the main park hotel informed me that there were no rooms available even though my wife had booked one for us weeks in advance. In the end, the entire family had to spend the weekend in one small room with three beds.

Secondly, your park is seriously overcrowded and littered. We often had to wait in lines for over an hour for rides and we were denied access on three occasions for reasons I don't understand. What's more, we paid for a family ticket but were asked to pay additional fees several times.

I am very disappointed and would strongly advise you to improve your service. I hope to hear from you as soon as possible regarding my complaint. Of course, I expect some sort of a refund.

Sincerely,  
Charles Dewesbery

## D Summer Party at Magic Fun Park

All staff and students are invited to this year's Summer Party at Magic Fun Park on Saturday, July 22.

This year has been a good one and so we thought we would do something very special to thank our staff and students for their effort by celebrating summer in style. For the first time since our small school opened five years ago, we're taking our party outside of our beautiful building.

Upon arrival at the park, all participants will be given a pass that allows them free access to all of the rides with the exception of the Space Walk and the Mega Magic. We will have a late picnic lunch/party at 4 p.m. before returning home.

Don't forget to bring along:

- ✓ your school ID cards
- ✓ enough cash for any food or beverages before lunch

Please contact Ms. Fenton to sign up: [RFenton@RSSchool.com](mailto:RFenton@RSSchool.com).

The following question refers to section A.

- 1 Who should apply for the job?
  - a people who work well on their own
  - b people with an interest in performance arts
  - c people with experience operating theme park rides
  - d people who are hardworking and serious

The following questions refer to section B.

- 2 What does the writer hope for?
  - a an apology
  - b to be invited back for free
  - c to get some money back
  - d a job
- 3 In the first sentence of paragraph 1, what does **poor** mean?
  - a very modest
  - b bad quality
  - c without money
  - d needing sympathy

The following questions refer to section C.

- 4 What is section C mainly about?
  - a acting courses
  - b audition processes
  - c employment opportunities
  - d theme parks
- 5 According to section C, what is the main benefit of working at a theme park?
  - a It's a pleasant working environment.
  - b You gain valuable experience.
  - c You meet people.
  - d You can earn a lot of money.

The following questions refer to section D.

- 6 What's the main purpose of section D?
  - a to provide information about a celebration
  - b to explain the purpose of a celebration
  - c to announce a change of plans
  - d to request students' ideas about the celebration
- 7 What's special about the party?
  - a It's going to have special guests.
  - b It will have new rides this year.
  - c It's the first time they're having a party.
  - d It's the first time it's not held in the school.
- 8 In the first sentence of paragraph 2, what does **them** refer to?
 

a the rides	c visitor passes
b the participants	d the students

The following questions refer to sections A, B, C and D.

- 9 Which sections include information for students?
 

a sections A and C	c sections C and D
b sections B and A	d sections B and D
- 10 Which sections provide email contacts?
 

a sections A, B, and D	c sections D, C, and B
b sections A, C, and B	d sections B and C

## Vocabulary

### Entertainment

1 **Fill in:** *advance, result, access, exception, additional.*

- 1 Reserve your tickets at least three days in .....
- 2 Season passes are valid for all rides with the ..... of the Skycoaster.
- 3 Mary wasn't tall enough, so she was refused ..... to the ride.
- 4 Violating park rules will ..... in immediate removal from the park.
- 5 Guests are allowed to park in reserved lots for a(n) ..... fee.

2 **Underline the correct word. Check in your dictionary.**

- 1 I was very angry with her and her **pathetic/moving/impressive/emotional** excuses!
- 2 The book contained many **imaginary/fictitious/factual/unreal** errors.
- 3 My brother and I like to **pretend/play/disguise/fake** that we are secret agents fighting against crime.
- 4 What smells do you **combine/unite/mix/associate** with a walk in the forest?

3 **IDIOMS** Complete the exchanges with the idioms below.

- put on an act • be a tough act to follow
  - clean up your act • catch her in the act
- 1 A: My grades have really slipped this semester.  
B: You'd better .....
  - 2 A: Should I tell Mary she's making a mistake?  
B: Yes, just tell her. Don't .....
  - 3 A: Sally has been stealing cookies from the cookie jar!  
B: Did you .....?
  - 4 A: Her older sister graduated top of her class.  
B: Yes, she will .....

4 **PREPOSITIONS** Fill in: *to, with, for, on, at, of.* Check in Vocabulary Appendix 2.

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



## ★ Speaking & Writing

- Does the entertainment industry have a negative or positive effect on teenagers? Give a two-minute talk to the class.
- What type of entertainment do you enjoy? Spend three minutes writing about the topic.

## Future Tenses/ Other future forms

see pp. GR5-GR7

The verb tenses that indicate the time reference (i.e., when an action takes place) in the **future** are: **simple future, be going to, future progressive, future perfect, and future perfect progressive.**



- **Shall** is used instead of **will** with **I** and **we** to express a **suggestion** or an **offer**. *Shall I pick you up at 10:00?* (NOT: ~~Will~~ *I pick you up at 10:00?*)
- **Will** can be used to express a situation we are **confident** or **certain** about in the present or the past. *"Someone's at the door."* *"Yes, that'll be my friend Sue."* (simple future) *It's four o'clock. She'll have left the office by now.* (future perfect)

### 1 Underline the correct word(s).

- Will/Shall** I call you later tonight?
- Alice **is going to/shall** take her driving test in two days.
- The phone's ringing. I **am going to/will** answer it.
- It's 8:00. The bus **will/is going to** have left by now.
- I'm hungry. I think I **am going to/will** make a sandwich.
- The weather is getting warmer. It **is going to/will** be spring soon.
- "Someone's here to see you Mr. Smith."  
"Yes, that **will be/is going to be** John from the sales department."
- He **will/is going to** study law at Harvard. That's his plan.
- Shall/Will** we go now? I'm tired.
- I'm sure you **will/are going to** do well on your test.

### 2 Choose the correct answer.

- "Why do you need all that flour?"  
"I ..... Tom's birthday cake."  
a making                      c will have made  
b am going to make        d make
- "I don't know how to use this exercise app."  
"I ..... you if you like."  
a will show                      c am going to show  
b show                              d will be showing
- "..... I take you to the airport tomorrow?"  
"That would be great! Thanks."  
a Will      b Do      c Shall      d Am
- "Oh, no! I forgot my cell phone at home!"  
"Don't worry. I ..... you mine."  
a am going to lend          c lend  
b am lending                  d will lend
- "Is that an engagement ring?"  
"Yes! Steve and I ..... married next month."  
a will have got                  c are  
b are going to get              d will have gotten



- The **simple present** is used for future actions when we refer to schedules, programs, etc. *The movie **begins** in an hour.*
- The **present progressive** is used for actions we have decided or arranged to do in the near future. *We're **flying** to Madrid tomorrow.*

### 3 Underline the correct word(s).

- I **am taking/take** Andrea to the dentist on Friday.
- This time next week, we **will fly/will be flying** to Australia.
- Angela **prepares/will have prepared** dinner by the time her guests arrive.
- I'm not sure how long the seminar will be, but he **will have been coming/will have come** home by 8 o'clock.
- In September, he **will have been working/is working** here for five years.
- She **won't have been leaving/won't have left** until late at night.
- I think he **will be looking/will have looked** for a new job soon.
- Do you go/Will you be going** downtown? Can you go to the bank for me, please?
- Sarah and I **study/will be studying** tonight.
- I'm **meeting/meet** my friends this weekend.
- "Why are you so excited?" "I **am going/go** to an interview tomorrow. They just called me."
- "We'll miss our flight unless we leave now."  
"I wouldn't worry. Our flight **leaves/is leaving** in four hours."

### 4 Complete the sentences with the correct future tense of the verb in parentheses.

- A: I think I'll give Lori a call this afternoon and see how she's doing.  
B: I don't think that's a good idea. She .....  
..... **(sleep)**.
- A: ..... **(you/use)** the car tonight?  
I have to take the kids to soccer practice.  
B: Well, actually, I have a business meeting tonight. Sorry.
- A: How long has Mrs. Aniston been teaching English?  
B: Well, by the end of the year, she .....  
..... **(teach)** for fifteen years.
- A: I'm really tired.  
B: Yeah, me too. Do you think we .....  
..... **(deliver)** all these newspapers by 8 o'clock?
- A: Hurry up! We'll be late!  
B: Don't worry. The train .....  
**(leave)** in three hours.



We can also express the future with:

- **be to + infinitive** (formal English).
- **be about to + infinitive** (to refer to the near future).
- **be on the verge of + -ing form** (to refer to the near future).
- **be due to + infinitive** (schedules).
- verbs such as **decide, plan, intend, arrange, mean + to-infinitive** (for plans and intentions).
- **be sure to/be certain to/be bound to + bare infinitive** (to express certainty about the future).

We use the following patterns to talk about things we intended to do or plans we had for the future.

- **was going to/was about to + bare infinitive**
- **was to/was due to + infinitive**
- **was on the verge of + -ing form**

## 5 Choose the answer that matches the phrase in bold.

- 1 She **was on the verge of accepting** the job offer when she received a better one.
  - a was just about to accept
  - b had already accepted
- 2 Eric **was due to give** a lecture at the university but he had his flight canceled at the last minute.
  - a was hoping to
  - b was supposed to
- 3 The Queen of Spain **is to visit** the president next week.
  - a will definitely visit
  - b may visit
- 4 I **was about to finish** my report when the computer crashed.
  - a had almost finished
  - b had just finished



The **simple future** is not used after time words (**while, before, until, as soon as, by the time, whenever, once, after, and when**) and after **unless, in case, as long as, and if**. The simple present or the present perfect is used instead. *Please wait until I finish.* (NOT: ... until I ~~will finish~~.) However, **when** used as a question word, and **if** (meaning whether) following **I don't know, I doubt, I wonder**, etc. can be used with the simple future. *When will he send the package? I'm not sure when Jane will arrive. I don't know if he'll keep his promise.*

## 6 Underline the correct word(s).

- 1 I won't be able to leave until I **will finish/finish**.
- 2 I wonder if she **talks/will talk** to me again.
- 3 If you **will see/see** John, tell him to call me.
- 4 Take an umbrella in case it **rains/will rain**.
- 5 I'm not sure when the tennis match **will start/starts**.
- 6 I don't know if I **go/'ll go** ice skating tomorrow.

## 7 Underline the appropriate phrase.

Hi Jason,

How's it going? I'm participating in a tennis tournament tomorrow, and you won't believe how much I have to do today.

First of all, I have to take my racket in for repairs before the shop **1) closes/will close**. I don't want to do that until I **2) have finished/will have finished** my morning practice, but I don't know if it **3) takes/will take** them a long time to repair it. I suppose it's best if I **4) do/will do** it in the morning and then practice after my racket has been repaired, whenever I **5) have/will have** time. Also, I have to go to the school to pick up my new uniform as soon as it **6) is/will be** ready. Then I need to try it on, in case it **7) does not fit/will not fit**. Next I **8) eat/will eat** a healthy meal so that I have energy for the tournament and after I **9) eat/will eat**, I **10) do/will do** my homework. I always try to relax and listen to my favorite music before I **11) play/will play** important games, but I doubt that I **12) find/will find** time to do that!

What are you going to do today?

Steve

## 8 Fill in the blanks with the correct *present, past, or future verb tense*.

↻ ⌂ 🔍

✉ INBOX   👤   📄

**From:** Helen  
**To:** Alex  
**Subject:** Movies

Hi Alex,

Sorry I **1)** ..... (**not/call**) these last few days, but I **2)** ..... (**study**) all week for my finals and I **3)** ..... (**just/finish**) my last one this afternoon.

I **4)** ..... (**hope**) I did well.

What have you been up to? **5)** ..... (**we/still/go**) to the movies this Friday? If so, what movie would you like to see? I **6)** ..... (**think**) about the new Martin Scorsese movie that **7)** ..... (**come**) out tomorrow. Let me know if you agree. We can meet in front of the movie theater at 8 pm. I **8)** ..... (**plan**) to arrive early, so by the time you come, I **9)** ..... (**already/buy**) the tickets. By the way, James **10)** ..... (**probably/join**) us for dinner after the movie.

Bye  
Helen

## Stage 1

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 scored.

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

### Exam Tip

- Although Stage 1 is not scored, it is an opportunity for the examiner to get an idea of your language level.
- Practice answering common questions about yourself, but do not memorize the answers or prepare a short speech because it will not sound natural, and the examiner will recognize this. Be sure to pay attention to the last question that you are asked, as it will be a warm up question for stage 2.

✓ 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?

### 1 a) Read the following sentences. Which topic from the table above do they refer to?

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

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



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 sport is basketball. I play **8)** ..... four times a **9)** ..... . It's fun. 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.

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

## Stages 2/3 • Choosing an option/ supporting a choice

### Exam Tip

- In stage 2, read and listen to the information carefully to understand the situation. Ask the given questions and make sure that you pay attention to the answers the examiner gives you as you need to use these in stage 3 in order to make your choice. Use appropriate linkers to express your opinion. Make sure you justify your choice with reasons and details 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.

#### 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.



**OPTION 1**



**OPTION 2**

#### 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 have all the information you need, explain which option you think is best and why. Be ready to explain why you didn't choose the other option. Remember to use the information you learn from asking questions to explain your final choice.

#### Finally

After you have shared your opinion you will be asked more questions about the topic.



**EXAMINER'S NOTES** (See *Speaking Appendix 2c*)

#### Points to consider

##### SOCCER

- allows you to be physically active
- involves teamwork and sportsmanship
- may have to play in bad weather
- can result in physical injury

##### PAINTING

- gives you the opportunity to be highly creative
- allows you to work independently
- can be expensive
- requires patience

#### Expressing Opinions

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

## Stage 4 • Elaboration questions

### Exam Tip

- In stage 4, you will be asked three questions on the same topic as stages 2 and 3. You can ask the examiner to repeat a question, explain it, or rephrase it if you don't understand or forget something.
- Try to express your ideas by offering specific details and examples from your own personal experience. In stage 4 the length of your responses is important, so remember not to answer with short simple responses.

- 5** In pairs, discuss the following.

- 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?



# Exam Practice

## Vocabulary

### Exam Tip

- Read each sentence and try to guess the missing word before you read the options. Then decide which of the given options best fits the meaning of the sentence. Read the completed sentence to make sure it makes sense.

- Motorists are advised to exercise \_\_\_\_\_ when traveling in icy conditions.
  - alarm
  - warning
  - alertness
  - caution
- You must complete your journey within the \_\_\_\_\_ time stated on the bus transfer.
  - confined
  - allotted
  - furnished
  - budgeted
- You must follow proper \_\_\_\_\_ precautions to avoid injury.
  - security
  - defense
  - safety
  - danger
- The \_\_\_\_\_ of the damage to the movie sets is unknown.
  - development
  - extent
  - strength
  - influence
- The football team incurred a \_\_\_\_\_ for the foul.
  - loss
  - punishment
  - fine
  - penalty
- Mike's house was \_\_\_\_\_ last night. Someone sprayed paint on his front door.
  - cheated
  - robbed
  - vandalized
  - burglarized
- A ship's captain is \_\_\_\_\_ to know the weather conditions for sea travel.
  - required
  - requested
  - reminded
  - recalled
- The rides look exciting at that amusement park, but in the end, they always seem to \_\_\_\_\_ me.
  - discourage
  - disappoint
  - disapprove
  - disregard
- Knowing how to fly an airplane in bad weather is a necessary \_\_\_\_\_ for pilots.
  - training
  - skill
  - trade
  - practice
- The cost of medicine is rising at a(n) \_\_\_\_\_ rate.
  - nervous
  - stressed
  - alarming
  - anxious
- We were very sorry to hear that Oscar \_\_\_\_\_ a heart attack last week.
  - suffered
  - tolerated
  - struggled
  - endured
- The building is easily \_\_\_\_\_ to people with disabilities.
  - obtainable
  - available
  - accessible
  - reachable
- Jason's new iPhone didn't work correctly, so he took it back to the store for a full \_\_\_\_\_.
  - repair
  - refund
  - replacement
  - return
- Hawaii has over 3,000 types of plants that are \_\_\_\_\_ to the region.
  - inborn
  - natural
  - inherited
  - native
- Traveling to foreign countries is a great way to \_\_\_\_\_ the mind.
  - enlarge
  - increase
  - widen
  - broaden
- The cottage is located near the \_\_\_\_\_ of the Chippewa River.
  - banks
  - shores
  - coasts
  - sides
- Today we learned at school that the best place to view gorillas is in their natural \_\_\_\_\_.
  - territory
  - residence
  - habitat
  - locale
- The road into the wildlife preserve was \_\_\_\_\_ by a fallen tree.
  - hindered
  - cornered
  - trapped
  - blocked



## Grammar

### Exam Tip

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

- “What do you think of my new dress?”  
“Wow! It really \_\_\_\_\_ on you.”
  - is looking nice
  - looks nice
  - looks nicely
  - is looking nicely
- Claire isn’t used to \_\_\_\_\_ chores around the house.
  - having done
  - do
  - have done
  - having to do
- “Do you know where Pete is?”  
“Well, he left his house an hour ago, so I suppose he \_\_\_\_\_ at the airport by now.”
  - will arrive
  - is arriving
  - will have arrived
  - will be arriving
- I \_\_\_\_\_ dinner by the time you get home from work.
  - will be finishing the preparation of
  - must have finished preparing
  - will have finished preparing
  - could have finished preparing
- “Did you take the dog for a walk?”  
“Actually, I \_\_\_\_\_.”
  - forgot doing it
  - had forgotten it
  - forget
  - forgot to
- Jack left without notice and we don’t know when he \_\_\_\_\_ back.
  - is
  - has been
  - will be
  - is being
- “Is that coat new?”  
“Not really, I bought it \_\_\_\_\_.”
  - two years ago
  - before two years
  - for two years
  - two years before
- Dinner will be ready by the time you \_\_\_\_\_ home.
  - come
  - coming
  - will come
  - will have come
- “Have you ever been to a Thai restaurant?”  
“Yes, I \_\_\_\_\_ to one just last week.”
  - was going
  - went
  - have gone
  - had gone
- \_\_\_\_\_ in magic?
  - Are you believing
  - Do you believe
  - Have you believed
  - Would you believe
- “I hope people at work \_\_\_\_\_ to carpool more often.”  
“Yeah. It’s a good way to protect the environment.”
  - began
  - beginning
  - will begin
  - must begin
- “Are you going to invite Jane to the school dance?”  
“Well, I \_\_\_\_\_, but I’m not sure.”
  - want to
  - am wanting to
  - have wanted to
  - to want to
- “I just spoke to Laura on the phone.”  
“Oh, \_\_\_\_\_ fun in Scotland?”
  - does she have
  - she is having
  - is she having
  - has she had
- Please call me as soon as Mr. Green \_\_\_\_\_.
  - arrived
  - will arrive
  - will have arrived
  - arrives
- I \_\_\_\_\_ to do it for a long time, but I never managed to.
  - have been meaning
  - am meaning
  - have been meant
  - am meant
- By the time you get back from Canada, I \_\_\_\_\_ to Vermont.
  - will move
  - will have moved
  - am moving
  - will have been moving
- I \_\_\_\_\_ smoke coming from the backyard!
  - am smelling
  - have smelled
  - smell
  - have been smelling
- “Did you speak to Andrew?”  
“No. He \_\_\_\_\_ a nap when I called.”
  - took
  - was taking
  - had taken
  - had been taking



## Formal Essays/Letters (making suggestions/solving a problem)

### 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 main body paragraph begin with a topic sentence that states the main idea of the paragraph, followed by supporting details and expected results. 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 How do you think teens are at risk when using social media?
- 3 What sorts of solutions can you think of?

## Teens and Social Media



Experts are concerned about the growing number of teens using social media. Studies show that there are numerous risks when using social networking sites. Educators and parents are being urged to inform teens about the dangers.

### Task Essay

Social networking sites are exposing teens to online dangers. How can educators and parents make sure teens are using social media wisely? Write an essay making suggestions as to how educators and parents can do this. Include examples.

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

#### MODEL

*Currently, there is concern regarding teens and their social media choices. Teens often use social networking sites without fully understanding the dangers involved. This is an issue that needs immediate attention. However, there are some simple measures that can be taken to ensure teens use social media safely.*

*First of all, teachers and parents need to take the time to educate teens on the dangers of social media. For example, they can advise them against posting inappropriate content or sharing personal photographs or information which can become a tool in the hands of online criminals. Consequently, teens will have the knowledge to behave in a responsible manner online.*

*Secondly, parents should make an effort to be aware of any problems their children might be having online. For instance, they can encourage their children to talk about their online experiences, both positive and negative, with them. As a result, children will feel secure and be able to share with their parents if they become victims of online bullying.*

*All in all, as teachers and parents cannot always supervise Internet use, taking the time to educate and discuss the dangers of social media beforehand can create positive results. Soon enough, teens will become informed and responsible social media users.*

**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 an expected result provided for each suggestion? What are they?

**b) What is each paragraph about?**

**c) Identify the useful language and linkers in bold in the essay. Which ones: introduce a topic, introduce a point, add a point, add a supporting detail, indicate a result, conclude?**



3 Read the excerpt from a newspaper article, the task which follows, and the model letter. Then answer the questions.



### Lend a Helping Hand

More and more people are forgetting about children in need. It's time to put an end to their suffering in developing countries. Help spread the word and organize a child hunger awareness campaign in your school, college, workplace, or community. You may be surprised how little people know about world hunger.

#### Task Letter

Your class wants to ask a representative from UNICEF to come to your school to make a presentation about helping hungry children in third world countries. Write a letter to the Ambassador of UNICEF asking him to come and offering your suggestions on what to mention in the presentation. Begin your letter with, "Dear UNICEF Ambassador."

#### MODEL

Dear UNICEF Ambassador,

**It's true that** 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 developing countries who are going hungry. **For example**, explain to them how poverty and drought 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. **In other words**, illustrate 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.

**All things considered**, I would be so appreciative if you came to my school to give a presentation on the work that UNICEF does. 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

- 1 What are the two suggestions the writer makes?
- 2 What are the supporting details/expected results?
- 3 Replace the words in bold with others from the Useful Language and Linkers boxes in Writing Appendix I.

### Introduction – Objective Statements

Objective statements are often used to begin an introduction. 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.

#### Example:

**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
- based on the fact that
- there is concern regarding
- experts say/argue that

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

- 1  It is evident that some children in the USA are eating too much and becoming overweight.
- In my opinion, it is the fault of fast food chains that some children are becoming overweight.
- 2  I think that violent video games encourage aggressive behavior in children.
- Experts say that video games encourage aggressive behavior in children.

b) Write an objective statement for the sentences below.

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

5 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 remember 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.
- ii Taking regular breaks prevents tiredness.
- iii This would allow them more study time.
- 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.



## 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 excerpt 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 parents do to help their children eat better? In an essay, suggest ways for parents to improve their children's 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.)

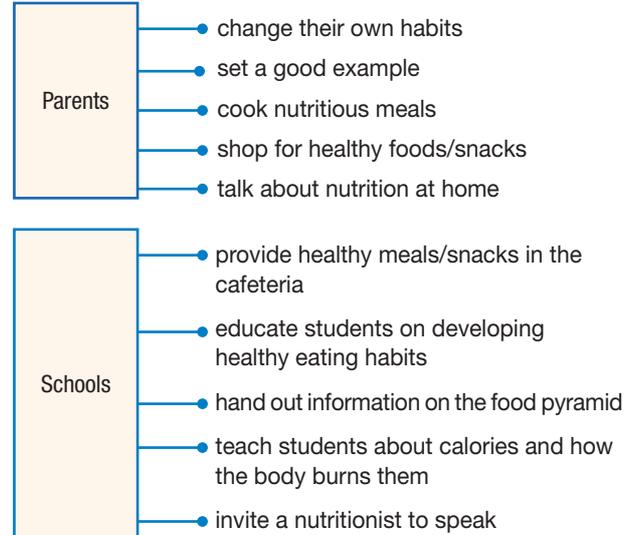
**Step 2:** Read the newspaper excerpt and circle the words/phrases you think are most important to help you write the essay. Then, read the underlined parts of the task aloud and make a list of words or phrases that come to mind. Remember to use your own words. Don't copy from the excerpt. For example:

- |                       |                      |
|-----------------------|----------------------|
| • 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 above 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.
- Children will be less likely to become obese.

#### 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. New ideas should never be introduced in the concluding paragraph.



**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.



## 6 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. This will help you 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.

## 7 a) Read the excerpt and the tasks. What is the topic?

### Teens' after-school activities



The New York State Department of Health is worried that teens are spending more and more time in front of computers and on cell phones 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 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 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.

b) 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?

8 Using the newspaper excerpt, write either the letter or the essay. Use your ideas from Ex. 7.

## Check list

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

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Is the problem stated clearly and objectively in the introduction?                 | <input type="checkbox"/> Are specific supporting details provided for each suggestion/solution?   | <input type="checkbox"/> Is your writing following the plan?                                       |
| <input type="checkbox"/> Is your reason for writing stated in the introduction ( <b>letter only</b> )?      | <input type="checkbox"/> Is a logical result provided for each suggestion/solution?   | <input type="checkbox"/> Are linkers/useful language used correctly to make the letter/essay flow? |
| <input type="checkbox"/> Is the suggestion/solution stated clearly at the beginning of each body paragraph? | <input type="checkbox"/> 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? | <input type="checkbox"/> Is a wide range of relevant vocabulary used?                              |
|   |   | <input type="checkbox"/> Is polite, formal language used?  |

## Writing Appendix II

Language	Grammar	Example
<b>Second disadvantage (main body)</b>	Use in the following order: <b>language + is + noun OR language + [of/to + topic phrase +] is + noun/that-clause.</b>	<b>Another disadvantage to missing meals is that you will not have any energy.</b>
<b>Another disadvantage</b>		
<b>Justification (main body)</b>	Use in the following order: <b>language + cause/ reason expressed as independent clause + comma + effect/outcome expressed as independent clause to express reason or cause/effect.</b>	<b>Since food gives you nourishment, not eating will make you tired.</b>
since		
If... then	Use if in first clause to refer to suggestion and then in second clause to refer to result. Comma: N; only to separate clauses.	<b>If you follow a diet, then it is important to know the nutritional value of the food that you eat.</b>
<b>State opinion (conclusion)</b>	Use before complete sentence to express opinion. Comma: N	<b>I believe that a diet of fresh food from all food groups and exercise are the best options.</b>
I believe/think that		
<b>Subject-Verb Agreement:</b> Since <b>advantage/disadvantage</b> is singular, the verb should be in singular form. (too: One major disadvantage of dieting pills is the harmful side effects.)		

## Writing Appendix III

Language	Grammar	Example
<b>State problem (introduction)</b>		
It seems that	Use before a problem stated as a complete sentence. Comma: N	<b>It seems that tourism in some areas is having a negative effect on the environment.</b>
as stated, as pointed out	Use in a dependent clause that cites a reference ( <b>language + is + source</b> ). Comma: N; only to separate clauses	<b>As stated in the newspaper article, hotel theft is on the rise.</b>
sometimes	Use before a problem stated as a complete sentence in simple present. Comma: N	<b>Sometimes airlines lose their passengers' baggage.</b>
It is evident/understood/true/agreed/clear/apparent that	Use before an objective statement that is a complete sentence. Comma: N; only to separate clauses	<b>It is evident that smoking is bad for your health.</b>
recently	Use before a complete sentence in simple present perfect or progressive that expresses a current issue or trend. Can also use between have and the verb or at the end of the sentence. Comma: Y if at beginning of sentence. [Note: Using <b>recently</b> at the end of a sentence works better for short sentences.]	<b>Recently, some airlines have added babysitting to their list of luxuries on board.</b> <b>Airlines have recently added babysitting to their list of luxuries on board.</b> <b>Some airlines have added on-board babysitting recently.</b>
currently	Use before a complete sentence in simple present that expresses a current issue or trend. Can also use immediately after verb. Comma: Y if at beginning, N if in middle.	<b>Currently, booking trips online is on the rise.</b> <b>Booking trips online is currently on the rise.</b>
<b>Qualified to give advice (introduction)</b>		
having been	Use as perfect (passive) gerund to describe the experience that makes you qualified to give advice. Comma: Y; after complete clause (not after having)	<b>Having been a travel agent for years, I am familiar with international travel regulations.</b> <b>Having spent years traveling abroad, I am familiar with international travel regulations.</b>
as a	Use in dependent clause before a noun that describes you as someone qualified to give advice, followed by independent clause that expresses knowledge of problem. Comma: N; only to separate clauses	<b>As a former hotel manager, I know how to ensure that you will receive the hospitality you deserve as a guest.</b>
after many years of	Use before noun or gerund in dependent clause that expresses knowledge, followed by independent clause that expresses knowledge of problem. Comma: N; only to separate clauses	<b>After many years of working for the airline, I know how to get through check-in and security quickly.</b>
through/from my experiences	Use in dependent clause before <b>with/in/as a + relevant noun</b> to cite experience, followed by independent clause that expresses knowledge of problem. Comma: N; only to separate clauses	<b>Through my experiences with the Board of Tourism for Cuba, I am able to advise people on the dangers of traveling there.</b> <b>Through my experiences in the Cuban tourism industry, I am able to advise people on the dangers of traveling there.</b> <b>Through my experiences as a tourism official in Cuba, I am able to advise people on the dangers of traveling there.</b>

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## Vocabulary Appendix 1

### Phrasal Verbs

**Be**

**be about to = (nt)** be on the point of **He was about to leave when the phone rang.**

**be after = (tr)** chase **The police were after the thief.**

**be down with = (tr)** be ill with; go down **John is down with the flu.**

**be for = (tr)** be in favor of; **be against** **They are all for the proposal to build a fitness center.**

**be in for = (nt)** expect sth. usu. bad **We are in for bad weather.**

**be off = (nt)** be absent from school/work **John isn't in his office. He's off for two days.**

**be on = (nt)** be shown on TV, at the movie theater, etc. **There's a good movie on at the Metro.**

**be out = (1)** (nt) be unfashionable **Long skirts are out this season.**

**be out = (1)** (nt) (of light/fire) have stopped burning. **The fire is out - that's why it's cold in here.**

**be over = (nt)** have come to an end **The movie starts at 8:00 and will be over at 10:00.**

**be through with = (tr)** have ended a relationship/subject. **I'm through with Tom; he's so selfish.**

**be up to = (1)** (tr) be capable of; **Let's take the train - I don't think I'm up to driving so far.**

**tr)** feel like doing sth, usu. sth wrong **The children must be up to something - they're very quiet.**

**Break**

**break down = (1)** (nt) (of machinery) stop working **The car broke down so we missed the ferry.**

**tr)** (nt) (of a person) lose control of feelings. **She broke down when she was told her father was dead.**

**tr)** fall (talks/negotiations/etc.) **Negotiations broke down and war was declared.**

**tr)** separate under headings **He broke the list down into categories.**

**break in = (nt)** enter by force or illegally **Burglars broke in and stole my jewelry.**

**break into = (1)** (tr) enter by force **He broke into the villa and stole some money.**

**tr)** interrupt **He broke into their conversation to ask something.**

**break off = (tr)** end a relationship/agreement **She broke off her relationship with Jim.**

**break out = (1)** (nt) begin suddenly (war, etc.) **War broke out between the two countries.**

**tr)** (nt) escape (from prison) **The prisoner broke out of prison.**

**break through = (tr)** advance (in spite of opposition) **The soldiers broke through the enemy lines.**

**break up = (tr)** tell (usu. bad news) to sb in a kind way **He had to break the bad news to John.**

**break up = (nt)** end a relationship **Sue and Paul are no longer together; they broke up last week.**

**Bring**

**bring about = (tr)** cause to happen **The end of the war brought about great changes.**

**bring around = (1)** (tr) cause to regain consciousness; bring to **They poured cold water on his face to bring him around.**

**tr)** persuade; bring over (to) **He tried to bring him around to his point of view.**

**bring back = (tr)** cause to recall **This smell brings back childhood memories.**

**bring down = (tr)** cause to fall **The measures brought down the government.**

**bring forward = (tr)** move sth to an earlier date or time **The sumo date was brought forward by a week.**

**bring in = (tr)** create profit/money **His plan brought in lots of money.**

**bring on = (tr)** cause, usu. sth unpleasant **The damp weather brought on his cold.**

**bring out = (tr)** put on the market **The new shampoo will be brought out next March.**

**bring up = (1)** (tr) raise a child **She was brought up by her grandmother as her parents were abroad.**

**tr)** mention/introduce a subject **You shouldn't have brought that matter up in front of everyone.**

**Call**

**call for = (tr)** need **The situation calls for immediate action.**

**call off = (tr)** cancel **The game was called off due to bad weather.**

**call on = (tr)** visit formally **Our representative will call on your company next Tuesday.**

**call out = (1)** (tr) order to come to sb's help **All firefighters were called out to save the burning building.**

**tr)** shout or say in a loud voice **My friend called out my name from across the street.**

**call up = (tr)** order to join the army **Thousands of young men were called up during World War I.**

**Carry**

**be carried away =** be very excited **They were all carried away by his performance.**

**carry off = (tr)** handle a difficult situation successfully **She carried her speech off well.**

**carry on with = (tr)** continue with **Carry on with your work while I am out.**

**carry out = (1)** (tr) conduct an experiment **They carried out some tests to see the effects of the new drug.**

**carry through = (tr)** complete successfully **I don't think anyone but Matt can carry this project through.**

**Come**

**come across = (tr)** find/meet by chance **I came across this ring in an antique shop.**

**come around = (1)** (nt) visit casually **Come around any time for coffee.**

**tr)** (nt) recover consciousness **To the doctors' surprise the patient came around quickly.**

**tr)** (nt) happen again (for regular events) **Easter comes around early this year, doesn't it?**

**tr)** (nt) be persuaded to change your mind (about) **I'm beginning to come around to your way of thinking.**

**come by = (tr)** obtain **Everybody wonders how he came by so much money.**

**come down with = (tr)** become ill; go down with **I'm sure I'm coming down with the flu.**

**come forward = (nt)** appear and offer help or describe the events of the crime.

**come into = (tr)** inherit **He came into a large sum of money after his grandfather died.**

**come off = (nt)** succeed **Despite all his planning the deal didn't come off.**

**come on = (1)** (nt) make progress **The project has really come on quickly in the last two days.**

**tr)** (nt) begin broadcasting **The new police show comes on in an hour.**

**come out = (1)** (nt) (of flowers) begin to blossom **Roses come out in the spring.**

**tr)** (nt) be published **When does her new book come out?**

**come to = (tr)** amount to a total **The bill came to \$50.**

**come up = (1)** (nt) be mentioned **Your name came up in the conversation.**

**tr)** arise, occur **Such an opportunity comes up once in a lifetime.**

**come up to = (tr)** approach **A strange man came up to me and asked me for money.**

**come up with = (tr)** find (an answer, solution, etc.) **He came up with a brilliant plan to save the company.**

**Cut**

**cut across = (tr)** take a shorter way **Cut across this field if you're in a hurry.**

**cut back (on) = (tr)** reduce (expenses, production), cut down on **We must cut back on eating out; we just can't afford it.**

**cut in = (1)** (nt) move suddenly in front of another car **A car cut in and forced us to slow down.**

**tr)** (nt) interrupt **Would you mind not cutting in until I've finished speaking?**

**cut into = (tr)** interrupt **The children kept cutting into our conversation.**

**cut off = (1)** (tr) disconnect **Our electricity was cut off as we hadn't paid the bill.**

**tr)** isolate (usu. places) **The flood cut off the village for a week.**

**cut out = (tr)** omit **Your article is fine provided you cut out the third paragraph.**

**cut out for/to be =** be suited for (a profession) **I don't think I'm cut out for teaching to be a teacher - I haven't got enough patience.**

**cut up = (tr)** cut into small pieces **Cut up the meat for Johnny - otherwise he won't be able to eat it.**

**Do**

**do away with = (tr)** abolish **Most countries have done away with capital punishment.**

**do in = (tr)** kill **He threatened to do her in if she didn't cooperate.**

**do over = (tr)** do sth again from the beginning **My boss didn't like the report, so I had to do it over.**

**do up = (tr)** fasten; tie **Do up your jacket; it's cold.**

**do with = (tr)** want **I could do with a cup of coffee.**

**do without = (tr)** live or continue without **Having sth/sb We'll have to do without; col's there's none left.**

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## Vocabulary Appendix 2

### Verbs, Adjectives, Nouns with Prepositions

**A**

**abide by (v)**

**absent from (adj)**

**accompany with (adj)**

**according to (prep)**

**account for (v)**

**accuse sb of (v)**

**accustomed to (adj)**

**acquainted with (adj)**

**addicted to (adj)**

**adequate for (adj)**

**adjacent to (adj)**

**advantage of (n)** (but: there's an advantage in - have an advantage over sb)

**advise on/against (n)**

**afraid of (adj)**

**agree to/on sth (v)**

**agree with sb (v)**

**ahead of (prep)**

**aim at (v)**

**allergic to (adj)**

**amazed at/by (adj)**

**amount to (v)**

**amused at/with (adj)**

**angry at what sb does (adj)**

**angry with sb about sth (adj)**

**angry with sb for doing sth (adj)**

**annoyed with sb about sth (adj)**

**(nt) answer to (n)**

**anxious about sth (adj)**

**anxious for sth to happen (adj)**

**apologize to sb for sth (v)**

**(make an) appeal to sb for sth (n)**

**appeal for/against (v)**

**apply in writing (v)**

**apply to sb for sth (v)**

**approve of (v)**

**argue with sb about sth (v)**

**arrange for sb to do sth (v)**

**arrest sb for sth (v)**

**arrive at (a small place) (v)**

**arrive in (a town) (v)**

**ashamed of (adj)**

**ask about/for (v)** (but: ask sb a question)

**assure sb of (v)**

**astonished at/by (adj)**

**attached to (adj)**

**attach on (v)**

**attend to sb for sth (v)**

**attend to (v)**

**(un)aware of (adj)**

**B**

**bad at (adj)** (but: He was very bad to me.)

**ban sb from sth (v)**

**base on (v)**

**basis for (n)**

**beg for (v)**

**begin by/with (v)**

**believe in (v)**

**belong to (v)**

**benefit from (v)**

**bet on (v)**

**beware of (v)**

**blame sb for sth (v)**

**blame sth on sb (v)**

**boost about/of (v)**

**bored with/of (adj)**

**borrow sth from sb (v)**

**bump into (v)**

**busy with (adj)**

**call at/on (phr v)**

**campaign against/for (v)**

**care about (v)**

**care for sb (v)** (ie like to do sth)

**(take) care of (n)**

**careful about/of/with (adj)**

**careless about/with (adj)**

**cause of (n)**

**certain of (adj)**

**change into (v)**

**characteristic of (n/adj)**

**charge sb with (v)**

**check for (v)**

**choice between/of (n)**

**clear at (adj)** (but: It was very clear to me)

**close to (adj)**

**coax sb into (v)**

**conclude with (v)**

**collaborate with (v)**

**collide with (v)**

**come with (v)**

**comment on (v)**

**communicate with (v)**

**compare with (v)** (how people and things are alike and how they are different)

**compare to (v)** (show the likeness between sb/sth and sb/sth else)

**comparison between (n)**

**compete against/for/with (v)**

**complain of (v)** (= suffer from)

**complain (to sb) about sth (v)** (= be annoyed at)

**complaint about (v)**

**concentrate on (v)**

**(have) confidence in sb (n)**

**confine to (v)**

**confused about/by (adj)**

**confusion over (n)**

**congratulate sb on sth (v)**

**connect to/with (v)**

**connection between (n)** (but: in connection with)

**conscious of (adj)**

**consider sb for sth (v)**

**consist of (v)**

**contact between (n)** (but: in contact with)

**content with (adj)**

**contrary to (adj)**

**contrast with (v)**

**contribute to (v)**

**convert to/into (v)**

**cope with (v)**

**correspond to/with (v)**

**count against (phr v)**

**count with sb (phr v)**

**(have) a craving for sth (n)**

**crazy about (adj)**

**crowded with (adj)**

**crud to (adj)**

**cruelty towards/to (n)**

**curious about (adj)**

**D**

**damage to (n)**

**date back to (v)**

**date from (v)**

**deal with (v)**

**dear to (adj)**

**decide on/against (v)**

**decrease in (v)**

**dedicate to (adj)**

**deficient in (adj)**

**definition of (n)**

**delay in (n)**

**dever of you to buy it (v)**

**delighted with (adj)**

**demand for (n)**

**demand from (v)**

**depart from (v)**

**departure from (n)**

**depend on/upon (v)**

**dependent on (adj)**

**deputize for (v)**

**(be) descended from (v)**

**deserve to do sth (v)**

**describe sb/sth to sb else (v)**

**description of (n)**

**die of/from (v)**

**die in an accident (v)**

**differ from (v)**

**(have) difference between/of (n)**

**different from (adj)**

**difficulty in/with (n)**

**(dis)advantage of (n)** (but: there's a disadvantage in doing sth)

**(dis)advantage in doing sth**

**discuss about/on (n)**

**discuss with (v)**

**disappointed with/about/by (adj)**

**disapprove of (v)**

**discharge sb from (v)**

**(be) discouraged from (adj)**

**discussion about/on (n)**

**(be) disgusted by (adj)**

**dismiss from (v)**

**dispose of (v)**

**disqualified from (adj)**

**dissatisfied with (adj)**

**distinguish between (v)**

**divide between/among (v)**

**divide into/by (v)**

**do sth about (v)**

**doubtful about (adj)**

**dream about (v)**

**dream of (v)** (= imagine)

**dressed in (adj)**

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A vertical graphic on the left side of the cover featuring a stylized American flag with red, white, and blue stripes and stars. The stars are arranged in a pattern that suggests the stars and stripes of the flag.

# NEW Stars & Stripes

for the MICHIGAN ECCE

## Skills builder

Jenny Dooley

STUDENT'S BOOK



Express Publishing

## Vocabulary plus!

- The race was the perfect \_\_\_\_\_ stone for moving on to national competitions.
  - standing
  - walking
  - sitting
  - stepping
- These days, amateur athletes are having difficulty \_\_\_\_\_ for limited funding.
  - 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 game until five minutes before kick off.
  - show up
  - show off
  - show around
  - show out
- The triathlon competition 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
- John couldn't forgive his opponent for \_\_\_\_\_ him of the gold medal.
  - deceiving
  - robbing
  - tricking
  - stealing
- His boot came off and slid down the mountain \_\_\_\_\_.
  - tilt
  - slide
  - ramp
  - slope
- The college is known for its outstanding sports \_\_\_\_\_.
  - institutions
  - abilities
  - installations
  - facilities
- The competition took place in the new sports \_\_\_\_\_.
  - stage
  - arena
  - theater
  - field
- Kimberly is very \_\_\_\_\_ about her athletic abilities. She is rude to her teammates and thinks she is better than them.
  - vain
  - proud
  - arrogant
  - snobby
- The champion boxers entered the \_\_\_\_\_ to the applause of the crowd.
  - ring
  - band
  - loop
  - rink
- Andrea has shown a lot of interest in \_\_\_\_\_ in sports psychology.
  - a career
  - an employment
  - a work
  - an occupation
- It seemed \_\_\_\_\_ that Albert was going to show up for the game.
  - unlikely
  - likeable
  - unlike
  - likewise
- He wouldn't admit defeat no \_\_\_\_\_ how many times he failed to progress in the competition.
  - point
  - use
  - reason
  - matter
- Sarah is very competitive, and occasionally she \_\_\_\_\_ herself too far.
  - shoves
  - presses
  - pushes
  - forces
- The organizers went to great \_\_\_\_\_ to make sure the fun run was a huge success.
  - lengths
  - widths
  - heights
  - depths
- The assistant coach increased his chances of \_\_\_\_\_ after the team won the Super Bowl.
  - privilege
  - promotion
  - position
  - procedure



19. Julie found it impossible to \_\_\_\_\_ on her yoga exercises because of the noise coming from the dance class next door.
- strengthen
  - concentrate
  - consider
  - struggle
20. Have your tickets ready so you don't \_\_\_\_\_ up the line into the stadium.
- bring
  - keep
  - take
  - hold
21. The activities \_\_\_\_\_ from being gentle to quite strenuous.
- ranged
  - altered
  - differed
  - changed
22. Paul is getting certified to be a ski \_\_\_\_\_ this winter.
- guide
  - instructor
  - leader
  - director
23. She played her hardest right up to the end even though her defeat was \_\_\_\_\_ .
- permanent
  - inevitable
  - familiar
  - reasonable
24. The personal trainer carefully \_\_\_\_\_ the progress of his client.
- monitored
  - tested
  - detailed
  - informed
25. Lyle couldn't work out how to get to the next level of the game, so Paul gave him a \_\_\_\_\_ .
- sign
  - hint
  - point
  - key
26. A new exercise regime will \_\_\_\_\_ your fitness levels.
- expand
  - improve
  - adjust
  - fulfill
27. The training \_\_\_\_\_ are designed to improve your upper body strength.
- meetings
  - lectures
  - periods
  - sessions
28. We could fit a lot of gym equipment in this \_\_\_\_\_ room.
- expansive
  - extensive
  - generous
  - spacious
29. I'm very sorry for missing your swim meet. Please \_\_\_\_\_ me.
- forgive
  - regret
  - dismiss
  - apologize
30. To \_\_\_\_\_ you the truth, I'm not sure if he is good enough to be on the team.
- give
  - say
  - hand
  - tell
31. The game was \_\_\_\_\_ suspended because of the weather.
- temporarily
  - shortly
  - partially
  - presently
32. The manager is trying to \_\_\_\_\_ the team by signing younger players.
- review
  - revise
  - revitalize
  - revalue
33. The doctor \_\_\_\_\_ her injury and told her to rest for a month.
- recovered
  - treated
  - repaired
  - cured
34. It's a nice day. Why don't we \_\_\_\_\_ through the park?
- stretch
  - stomp
  - step
  - stroll
35. The mountain climber \_\_\_\_\_ early in the morning.
- set out
  - set in
  - set up
  - set on
36. Susan decided to \_\_\_\_\_ her fitness issues by signing up for classes at the gym.
- challenge
  - question
  - tackle
  - deal
37. He's in charge of \_\_\_\_\_ all the personal trainers.
- supervising
  - controlling
  - running
  - targeting
38. Andy received the highest \_\_\_\_\_ of carrying his country's flag during the opening ceremony.
- bonus
  - reward
  - trophy
  - honor



## Grammar

### Present/Past Tenses

- “How do you like this party?”  
“It’s a bit boring. I \_\_\_\_\_ myself much.”
  - am not enjoying
  - don’t enjoy
  - haven’t enjoyed
  - wasn’t enjoying
- By the time we reached the park, our friends \_\_\_\_\_.
  - already left
  - have already left
  - had already left
  - had already been leaving
- “Are you going to Sue’s party on Saturday?”  
“No, I \_\_\_\_\_.”
  - think no
  - never think
  - don’t think so
  - think never
- That famous opera singer \_\_\_\_\_ at the opera house tonight.
  - is appearing
  - appears
  - has appeared
  - has been appearing
- “Where are your parents, Todd?”  
“They \_\_\_\_\_ the country for the weekend.”
  - have gone in
  - have been to
  - have been in
  - have gone to
- While the children \_\_\_\_\_ in the yard, their mother was preparing lunch.
  - would be playing
  - had been playing
  - were playing
  - used to play
- My uncle \_\_\_\_\_ a professional athlete.
  - would be
  - use to be
  - used to be
  - would used to be
- How long ago \_\_\_\_\_ out for the school team?
  - had you tried
  - have you tried
  - were you trying
  - did you try
- There \_\_\_\_\_ so many amusement parks in this area.
  - not used to be
  - weren’t used to being
  - never used to be
  - used to be never
- Mat didn’t go to the gym until after he \_\_\_\_\_ his homework.
  - did
  - had done
  - has done
  - would do
- “Sam is playing his music very loud.”  
“Again! He \_\_\_\_\_ that!”
  - is always doing
  - does always
  - has done always
  - always did
- When Andrew was younger he \_\_\_\_\_ to cycle, but now he loves it.
  - didn’t get used
  - wasn’t used
  - wouldn’t
  - didn’t use
- \_\_\_\_\_ the students left the sports center, it had already begun to snow.
  - As soon
  - The moment that
  - By the time
  - Once
- I \_\_\_\_\_ exercise at the gym in the evenings, that’s the only time I can.
  - never
  - sometimes
  - always
  - hardly ever
- His parents had advised him of the dangers of scuba diving, \_\_\_\_\_ he still went.
  - already
  - yet
  - just
  - so far
- “Why are you so upset?”  
“Lisa \_\_\_\_\_ basketball practice again.”
  - skips
  - skipping
  - has been skipping
  - has skipped
- We \_\_\_\_\_ the concert tickets when you asked to join us.
  - already bought
  - had already bought
  - have already bought
  - had bought already
- They \_\_\_\_\_ for hours when they stopped to rest.
  - have been walking
  - were walking
  - got used to walking
  - had been walking
- He is such a show-off. He \_\_\_\_\_ about his medals.
  - constantly is talking
  - is constantly talking
  - was constantly talking
  - is talking constantly
- The aerobics instructor \_\_\_\_\_ a new exercise when she pulled a muscle.
  - would demonstrate
  - was demonstrating
  - has demonstrated
  - demonstrated





# Having fun

## Vocabulary plus!

- The membership package at our zoo offers families \_\_\_\_\_ visits and free parking.
  - uncountable
  - indefinite
  - unlimited
  - infinite
- Rebecca \_\_\_\_\_ her chance to meet the performers because she had to leave early.
  - ignored
  - disregarded
  - avoided
  - missed
- Reservations must be made at least one week \_\_\_\_\_ to the event.
  - period
  - progress
  - prior
  - schedule
- She moved with the \_\_\_\_\_ of a trained ballet dancer.
  - polish
  - beauty
  - grace
  - charm
- What type of character does the actor \_\_\_\_\_ on stage?
  - portray
  - behave
  - rehearse
  - preview
- The play \_\_\_\_\_ the charm and elegance of the 1940s.
  - captures
  - grabs
  - traps
  - snatches
- Phil has always \_\_\_\_\_ of playing in an orchestra.
  - fantasized
  - dreamed
  - visualized
  - imagined
- The crowd gathered around the street magician to see him \_\_\_\_\_ his skills.
  - determine
  - explain
  - demonstrate
  - instruct
- We don't have to worry about renting the venue for the concert. It's been \_\_\_\_\_ .
  - preceded
  - previewed
  - prearranged
  - preoccupied
- The band \_\_\_\_\_ their album cover after the lead singer left the group.
  - recovered
  - redesigned
  - rebuilt
  - rearranged
- Cindy \_\_\_\_\_ her room with posters of her favorite musicians.
  - displayed
  - depicted
  - colored
  - decorated
- My aunt really enjoys listening to \_\_\_\_\_ music.
  - standard
  - classical
  - common
  - natural
- The event \_\_\_\_\_ arts and crafts made in South America.
  - features
  - appears
  - stresses
  - mentions
- The concert is taking \_\_\_\_\_ at the fairground on Saturday.
  - place
  - spot
  - point
  - space
- The first day of June \_\_\_\_\_ the official start of the boating season.
  - shows
  - hints
  - signs
  - marks
- The movie features the \_\_\_\_\_ actor in his best role.
  - fictitious
  - imaginary
  - legendary
  - fictional
- The \_\_\_\_\_ of the movie is from Belgium.
  - conductor
  - director
  - composer
  - author
- Musicians have been playing in this music \_\_\_\_\_ for over 100 years.
  - stage
  - lobby
  - entry
  - hall
- Julie was determined to \_\_\_\_\_ a career in acting despite her family's disapproval.
  - attend
  - lead
  - pursue
  - persist

20. The tour guide at the castle will be \_\_\_\_\_ special tours this Sunday afternoon.
- supplying
  - equipping
  - providing
  - catering
21. There has been a recent \_\_\_\_\_ of interest in the writer's earlier work.
- survival
  - arrival
  - revival
  - approval
22. That website has hundreds of movies \_\_\_\_\_ for downloading.
- movable
  - applicable
  - available
  - serviceable
23. June \_\_\_\_\_ in an acting class to help improve her confidence.
- enlisted
  - enrolled
  - enacted
  - endured
24. The movie got great \_\_\_\_\_ from all the critics.
- opinions
  - beliefs
  - reviews
  - articles
25. The show is recorded in front of \_\_\_\_\_ studio audience.
- a live
  - an alive
  - a living
  - a livable
26. Alice takes \_\_\_\_\_ in entertaining the children with stories.
- delight
  - cheer
  - happiness
  - support
27. It was \_\_\_\_\_ that a crowd of 10,000 showed up for the charity concert.
- calculated
  - estimated
  - guessed
  - computed
28. Barry thinks there are too many \_\_\_\_\_ shows on television these days.
- speech
  - dialog
  - gossip
  - talk
29. Erin has expressed an \_\_\_\_\_ in going to the circus this weekend.
- attention
  - intention
  - interest
  - attraction
30. The actor's first major role was a huge success, and he became famous \_\_\_\_\_.
- precisely
  - regularly
  - overall
  - overnight
31. Did you get a \_\_\_\_\_ of the rock star as his car drove by?
- look
  - glimpse
  - sight
  - glance
32. I'm going to need several \_\_\_\_\_ chairs for the barbeque party.
- doubling
  - bending
  - sliding
  - folding
33. The author touched on many familiar \_\_\_\_\_ in her novel.
- chapters
  - plots
  - themes
  - units
34. The award winning novel has been \_\_\_\_\_ into several languages.
- translated
  - printed
  - copied
  - published
35. Mary enjoys the theatre, but she \_\_\_\_\_ movies.
- insists
  - hopes
  - wishes
  - prefers
36. Cindy dressed \_\_\_\_\_ for the awards ceremony.
- truthfully
  - formally
  - precisely
  - exactly
37. An impressive list of special \_\_\_\_\_ has been compiled for the ceremony.
- hosts
  - companions
  - guests
  - visitors
38. It was Jill's birthday, and her friends \_\_\_\_\_ her to an expensive dinner and a show.
- prepared
  - sponsored
  - furnished
  - treated
39. Stuntmen perform remarkable \_\_\_\_\_ of daring in their work.
- wins
  - feats
  - victories
  - achievements



## Grammar

### Future Tenses – Time Clauses

- Sophia \_\_\_\_ cooking dinner by the time we come.
  - will have finished
  - will finish
  - is going to finish
  - finishes
- More and more people \_\_\_\_ to the Internet for their entertainment options.
  - will have been turning
  - will be turning
  - will have turned
  - are turning
- By the time we reach Sydney, we \_\_\_\_ for over 20 hours.
  - will fly
  - are going to fly
  - will be flying
  - will have been flying
- “Why are you smiling like that?”  
“In twenty hours from now I \_\_\_\_ on a beach in Bali.”
  - am relaxing
  - will relax
  - am going to relax
  - will be relaxing
- The casting agent will contact us when he \_\_\_\_ the auditions.
  - will finish
  - is finishing
  - finishes
  - will have finished
- She has to finish the report. She \_\_\_\_ the phone no matter who calls her.
  - won't answer
  - won't be answering
  - won't have answered
  - isn't about to answer
- “Did you book a table at the restaurant?”  
“Yes, but I don't expect it \_\_\_\_ busy.”
  - is going to be
  - will be
  - will have been
  - is to be
- “What are you doing this Saturday?”  
“Well, I \_\_\_\_ to the amusement park.”
  - probably am going
  - am probably going
  - will probably go
  - probably will have gone
- “Those two have been playing online games all evening.”  
“Yes, by 10 o'clock, they \_\_\_\_ for three hours.”
  - will have been playing
  - will have played
  - will be playing
  - are going to play
- Alex hopes that he \_\_\_\_ in a movie by the time he's thirty.
  - is going to star
  - will have starred
  - is starring
  - will have been starring
- “I can't hear the television very well.”  
“I \_\_\_\_ up the volume.”
  - am turning
  - will turn
  - am going to turn
  - am to turn
- “Who \_\_\_\_ to the ceremony?”  
“I'm not sure. I hope everyone that was invited.”
  - do you think will come
  - will come do you think
  - you think will come
  - will do you think come
- By the time Rick retires, he \_\_\_\_ as a cameraman for twenty five years.
  - will be working
  - will work
  - is going to work
  - will have been working
- We \_\_\_\_ to leave the party when the doorbell rang.
  - were
  - were about
  - were due
  - were on the verge
- “Is Mr. Tyler interviewing performers today?”  
“Many. He \_\_\_\_ seeing all of them till the end of the day.”
  - isn't finishing
  - doesn't finish
  - won't be finishing
  - won't have finished
- “\_\_\_\_ for the theatrical production all morning?”
  - Will you have rehearsed
  - Will you have been rehearsing
  - Will you be rehearsing
  - Will you rehearse
- “Can you give Mary a message for me?”  
“Sure, I \_\_\_\_ her at drama school later on today.”
  - will be seeing
  - will have seen
  - will have been seeing
  - will see
- Whenever I \_\_\_\_ help finding roles, I always rely on my agent.
  - am needing
  - will need
  - will be needing
  - need

## COMMON MISTAKES

- They **will have departed until** noon. *X*
- They **won't have departed until** noon. ✓ (until is used with the negative future perfect)
- Call me **as soon as** you **will get** back. *X*
- Call me **as soon as** you **get** back. ✓ (as soon as – time phrase – is used with the simple present or simple past, NOT future)
- I promise **I'm going to pick up** the concert tickets. *X*
- I promise **I'll pick up** the concert tickets. ✓ (we use will to express promises)
- **Will we** go out for dinner tonight? *X*
- **Shall we** go out for dinner tonight? ✓ (we use shall to make suggestions/offers)
- Look at him! **He's winning** the race! *X*
- Look at him! **He's going to win** the race! ✓ (we use going to when we have evidence that something will happen)
- I **won't probably** go to the celebration. *X*
- I **probably won't** go to the celebration. ✓ (probably comes before the auxiliary/modal verbs in the negative but after them in the affirmative.)

### 1 Correct the mistakes.

- There's no hurry; the show will have started until 8 pm.  
.....
- I probably will go to the dance rehearsal tonight.  
.....
- I'll make the party preparations when I will get home.  
.....
- We're late! We are missing the beginning of the movie!  
.....
- Will I make dinner for our guests?  
.....
- Look at that acrobat! He will walk along the tightrope.  
.....
- I promise I'm going to call you when I arrive.  
.....
- Laura will see a recruiting agent as soon as she will graduate.  
.....
- Ben won't probably work as an entertainer at the theme park this summer.  
.....
- Will we go shopping this afternoon?  
.....
- I'm going to text you every day, don't worry!  
.....
- The actors will have finished memorizing their lines until tomorrow.  
.....
- The new album probably will be released in July.  
.....
- Write to me once you will get the performance results.  
.....
- The concert will have finished until midnight.  
.....

### 2 Choose the correct answer.

- That famous opera singer \_\_\_\_\_ at the opera house tonight.  
A is appearing                      C has appeared  
B appears                              D has been appearing
- Could you please clear the table after you \_\_\_\_\_ lunch?  
A had finished                      C will finish  
B finish                                D are finishing
- Watch out! You \_\_\_\_\_ my phone.  
A are breaking                      C will be breaking  
B are going to break              D will break
- I \_\_\_\_\_ guitar lessons in the spring.  
A am taking                          C will have been taking  
B am going to take                D will be taking
- Jo \_\_\_\_\_ band practice at 7 o'clock this evening.  
A is going to have                  C will be having  
B will have had                      D will have been having
- By Monday, Alan \_\_\_\_\_ for three days.  
A is sailing                            C will have been sailing  
B will have sailed                  D is going to sail
- Hopefully, the contractors \_\_\_\_\_ remodeling the old theatre building by next month.  
A will have finished  
B finish  
C will have been finishing  
D will be finishing
- Dan \_\_\_\_\_ his friends for coffee after school.  
A is meeting                          C meets  
B will meet                            D will have met
- \_\_\_\_\_ to the movie premiere today?  
A Will you have gone  
B Will you have been going  
C Do you go  
D Will you be going
- The play \_\_\_\_\_ at 7 o'clock in the evening.  
A is beginning                        C is going to begin  
B begins                                D will have begun



## Part 2

Read the texts A-D and answer the questions 1-10.

**A**

**From:** paulkeeling@mindmyst.com  
**To:** cmadison@mailtime.ca  
**Subject:** Party

Dear Mrs. Madison,

Thank you for your interest in MindMystery. We can arrange the perfect escape room game for your son's birthday party on May 12th.

Your son can choose from 7 unique missions filled with challenging tests and puzzles. Each escape room lasts one hour with a maximum of 6 players. Please see the link below for the different adventures and costs. If you have any questions, don't hesitate to call.

[Mindmystery.com/themedrooms](http://Mindmystery.com/themedrooms)

Kind Regards,  
 Paul Keeling, Party Manager, MindMystery

**B**

## Calling All Escape Room Players!

The 4th Annual Escape Room Challenge Hosted by MindMystery  
 June 22nd at MindMystery Escape Rooms

We invite you to put your problem-solving skills, creativity, and teamwork abilities to the ultimate challenge. It's a race against time and other players who may be escape room masterminds. The first team to solve the puzzle and escape is the winner.

**Teams must:**

- consist of 4 players
- be aged 10 years and up
- pay an \$25 entry fee

The winning team will receive 20 free passes to MindMystery escape rooms!

Sign up your team on our website now:  
[www.mindmystery.com/thechallenge](http://www.mindmystery.com/thechallenge)

**C**

## My Life Stories

- a blog by Jeffery Jackson

About me | Photos | Contact

September 14  
 Hi everyone!

Today, I had an incredible experience worth sharing with you all. With the booming trend of escape rooms, I decided to see what all the fuss was about. A lot of my friends have told me about it, so I expected an adventure with my friends trying to solve a puzzle and escape before the time runs out. Let me tell you, though, that it was a lot more than a brainy adventure game. It was a completely unexpected escape from reality – not to mention an adrenaline rush! In the escape room, my friends and I found ourselves on a spaceship lost in space with aliens hidden onboard. With the clock ticking and the unexpected plot twists, I couldn't help but become completely absorbed in the story, which really makes the whole game incredible. My team escaped. This was such a satisfying feeling and I definitely want to do it again! Check out my video below and post a comment.

VIDEO

**D**

## It's Time to Seriously Play

by Marianne Guther, Child Psychologist

With today's overscheduled programs, children have lost much of their playtime. Play is not without a purpose, though. Studies show that play helps children develop language and problem solving skills, manage stress, and negotiate with others, to name a few.

Parents and schools are focusing so much on academic achievements and organized activities that pediatricians are now prescribing play to children at doctor's visits. They are hoping to bring back a healthy balance between play and organized activities. Free play, specifically role-playing which involves a high degree of creativity, is of particular importance. While other play focuses on skills development and teamwork, this type of play is critical to a child's well-being. It helps them build their self-confidence through managing their emotions. Giving our children a chance to play is vital for developing their future selves.

The following question refers to section A.

- 1 What is the main purpose of the passage?
  - a to invite someone to a party
  - b to respond to an inquiry
  - c to give details of a party
  - d to verify an arrangement

The following questions refer to section B.

- 2 In the first line, what word could best replace **Calling**?
  - a Hello
  - b Shouting
  - c Listen
  - d Attention
- 3 Why does the passage mention **masterminds**?
  - a to emphasize the high level of competition
  - b to explain an entry requirement for players
  - c to show the speed of the game
  - d to explain a talent required to win

The following questions refer to Section C.

- 4 Why did the author try an escape room?
  - a His friends convinced him to.
  - b He was in need of an adventure.
  - c He wanted an escape from everyday life.
  - d He was curious about their popularity.



- 5 According to the author, how can players get the most out of the experience?
- They should work together as a team.
  - They should get fully involved in the game.
  - They shouldn't take the game too seriously
  - They should take their time and not panic.

The following questions refer to section D.

- 6 What is the main point of the first paragraph?
- Play offers a variety of benefits.
  - Today's children need to develop more skills.
  - Children's programs need less playtime.
  - More research on play is needed.
- 7 In the second to last sentence of paragraph 2, what does **it** refer to?
- skills development
  - teamwork
  - role playing
  - wellbeing
- 8 What benefit of role playing does the author mention?
- It builds a variety of skills.
  - It improves social skills
  - It increases a positive self-image.
  - It reduces negative emotions.

The following questions refer to two or more sections.

- 9 Which sections encourage its reader(s) to contact the writer?
- Sections A, B, and C
  - Sections A, B, and D
  - Sections A, C, and D
  - Sections B, C, and D
- 10 What would Marianne Guther's opinion be of the event in section B?
- She would disapprove of its competitiveness.
  - She would consider it a beneficial activity.
  - She would find it inappropriate for children.
  - She would not consider it to be a creative task.

## Part 1

Read the passage below, and then answer questions 1-5.

This passage is about ultramarathons.

It is said to be the ultimate test of the human body and mind and restricted to the most daring of adventurers. The ultramarathon is any running race longer than the 26.2 miles of standard marathons. These marathons are nothing new but certainly on the rise with a 1000% increase in such races in the past decade. Usually taking days rather than hours to complete and spanning some of the most perilous terrains on the planet like deserts, jungles, and mountain ranges, ultramarathons are considered the most extreme running event and for many the ultimate athletic competition.

As more and more races are popping up around the world, so are the runners. Previously, racers could just show up on the day of the race and enter. Many of them now sell out in a matter of minutes despite their high entry fees. Some organizers have to use a lottery system to cope with the high demand.

This great interest, besides the obvious thirst for adventure, seems to come from the fact that many people have already competed in a marathon, no longer making it such a unique accomplishment. Many ultramarathon runners say the races, more so than regular marathons, satisfy a rather odd but overwhelming desire to face danger and push beyond one's limits overcoming pain and doubt. The result being a painful and grueling task that turns into a life-affirming experience.

As extreme as ultramarathons sound, there is little evidence that they have any long-term negative health effects. In practice, they can be completed at a very low intensity with some participants even walking most of the race. Done right, the races can be beneficial to one's health. Remarkably though, health is not a motivation for most participants. Obviously, they are drawn by the incredible challenges these races offer.



- 1 What is the purpose of the passage?
- to show the dangers of ultramarathons
  - to describe a new type of sport
  - to compare two different types of marathons
  - to examine why ultramarathons are so popular
- 2 In the third sentence of paragraph 2, what does the word **them** refer to?
- racers
  - races
  - entry fees
  - organizers
- 3 In the next to last sentence of paragraph 2 what does **overwhelming** mean?
- surprising
  - incredible
  - powerful
  - genuine
- 4 Why does the passage mention pain?
- to point out a negative consequence of ultramarathons
  - to understand the motivations behind running
  - to contrast ultramarathons with other running events
  - to identify the dangers of running
- 5 According to the author, what is one surprising characteristic of many ultramarathon runners?
- They don't do it to be healthy.
  - They walk a large part of the course.
  - They have a lot of health problems.
  - They find the difficulty appealing.

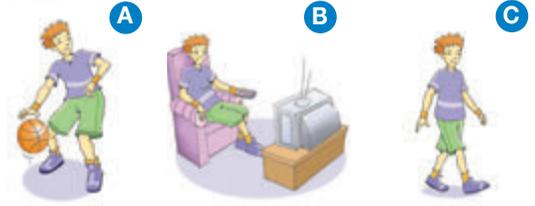


# Listening

## Part 1

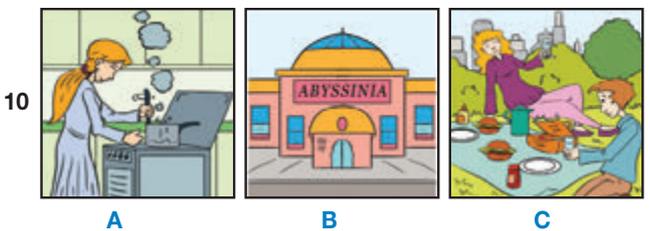
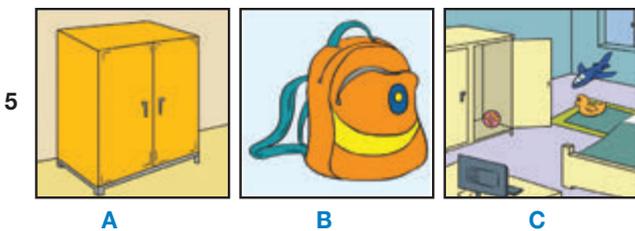
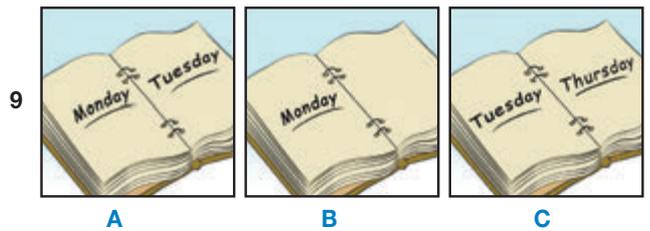
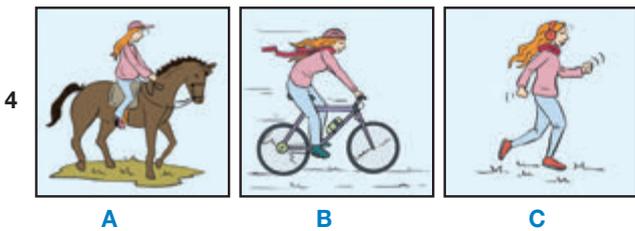
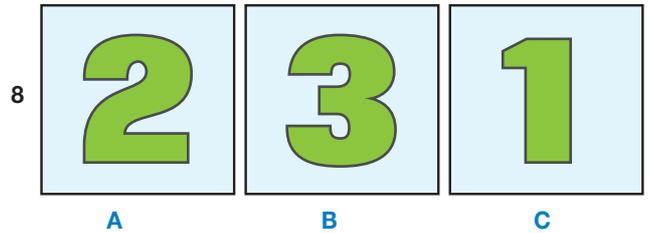
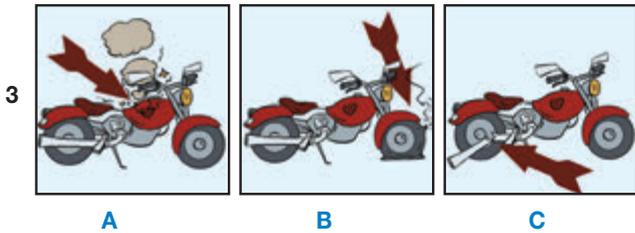
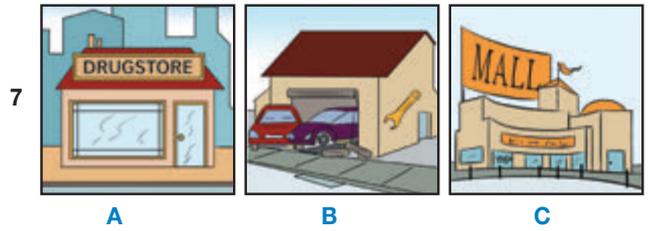
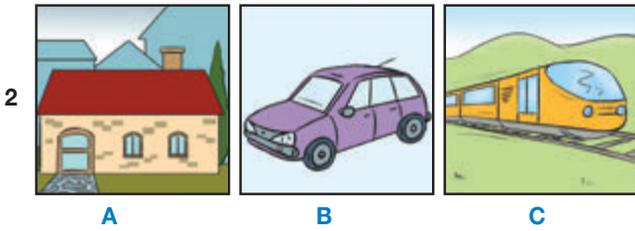
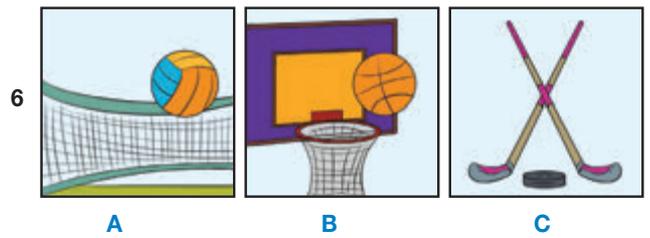
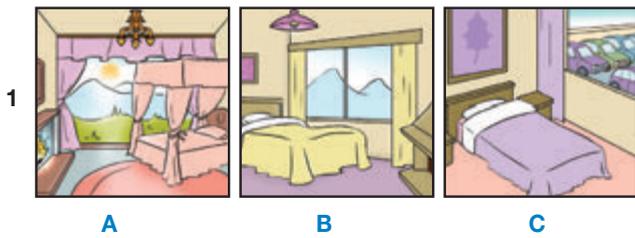
You will hear short conversations. After each conversation, you will be asked a question about what you heard. The answer choices are shown as pictures. You should mark A, B, or C. Here is an example:

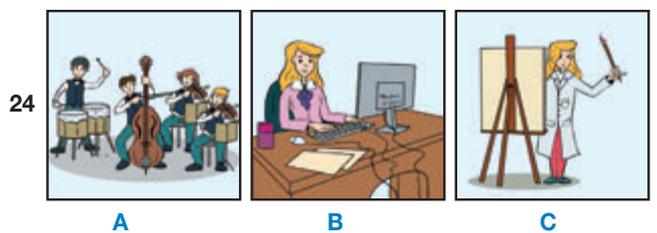
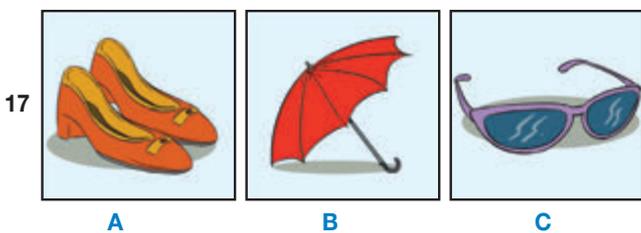
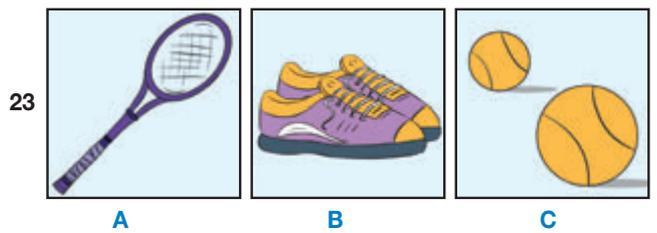
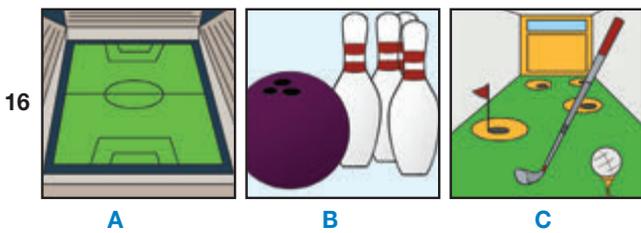
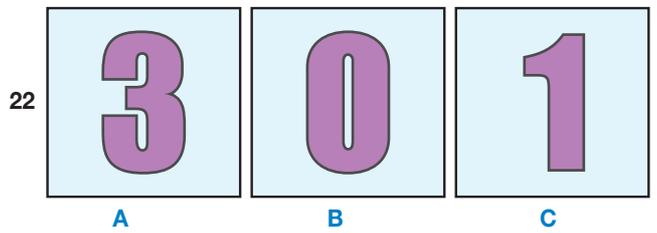
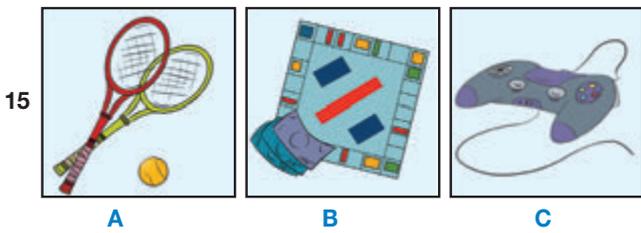
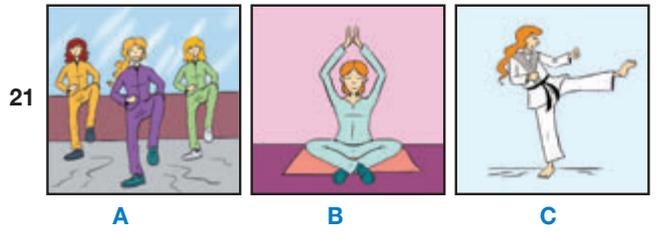
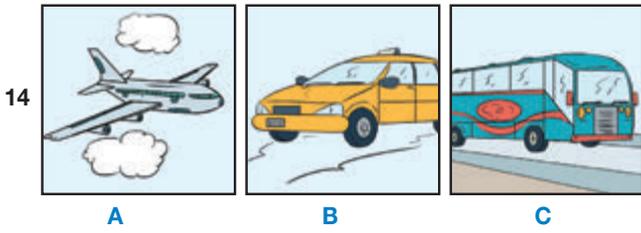
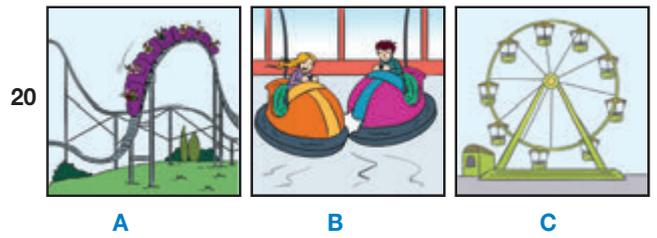
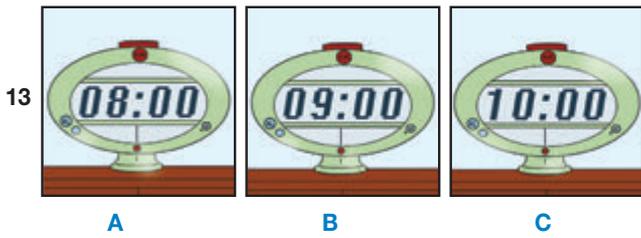
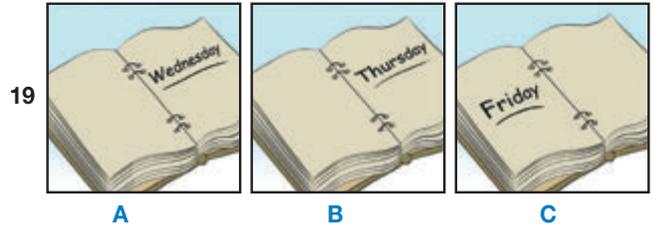
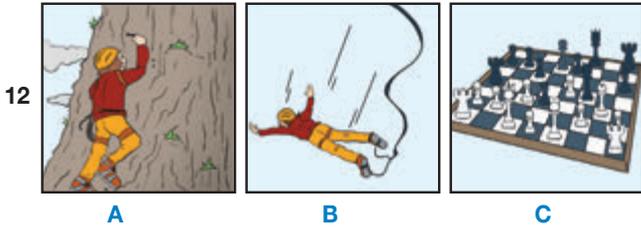
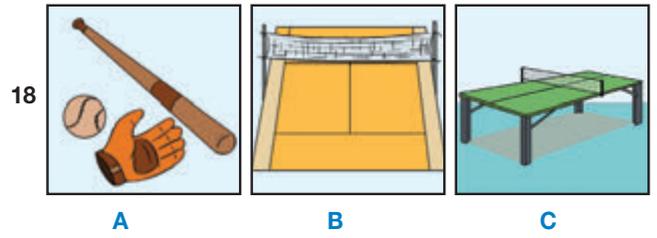
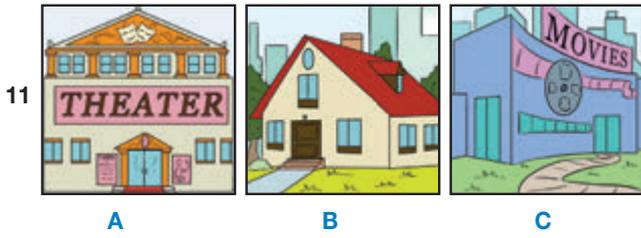
EXAMPLE:



The correct answer is B.

You will hear each conversation only once; the conversations will not be repeated.







# Writing Formal Essays/Letters (making suggestions/solving a problem)



**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?

### 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** Experts say that physical fights among sports fans have always been a serious problem. However, this does not mean that attending a sports event should lead to acts of violence.
- 3** It is evident that 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** Oftentimes, 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.

### 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 develop a healthy relationship.

**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.

**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. As a result, this will break the ice and small talk in class could lead to a longer conversation over lunch.  
remember/people react/positive way/happy sociable person .....

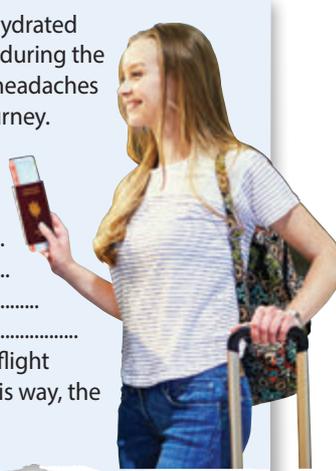
.....  
.....  
.....  
In particular, try to say hello and smile as often as you can. Consequently, you will find it easier to make friends because your classmates will see you as pleasant and approachable.



**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.  
make sure / you have / all necessary documents .....

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

In particular, keep your passport and flight confirmation on you at all times. In this way, the check-in process will go smoothly.



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



- 3 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 concerns regarding campus safety.
  - c For one thing, athletes should adopt a healthy diet.

- 1  read a book
- 2  eat fruits and vegetables
- 3  avoid fast food
- 4  arrange a meeting
- 5  take a hot shower
- 6  explain the situation

b) Use one of the suggestions and supporting details from Ex. 3a 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, then read a book.* } Supporting details  
*As a result, you will get more sleep and feel refreshed in the morning.* } Result

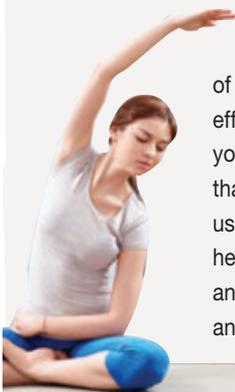
.....  
 .....  
 .....  
 .....  
 .....



**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.

- 4 a) Read the excerpt and the task. Underline the keywords 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 perform poorly in school. How can students reduce stress despite their busy schedules? Write an essay making suggestions on the types of activities that would help them.

- 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
1 relax at home or spend some time with friends	a get more exercise
2 schools and community centers offer sports activities	b not feel that life revolves around homework and exams

c) Complete the rest of the plan with your own ideas and/or the ideas from Ex. 4b.

### Introduction

- Para 1 • state problem: .....  
 .....  
 • indicate essay will offer suggestions: .....  
 .....

### Main Body

- Para 2 • suggestion 1: .....  
 .....  
 • supporting details: .....  
 .....  
 • expected result: .....  
 .....
- Para 3 • suggestion 2: .....  
 .....  
 • supporting details: .....  
 .....  
 • expected result: .....  
 .....

### Conclusion

- Para 4 • summarize suggestions: .....  
 .....  
 • positive effect suggestions will have: .....  
 .....

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

**Introduction:** 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 ...

# 1

## Speaking

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

### Stages 2/3 • Choosing an option

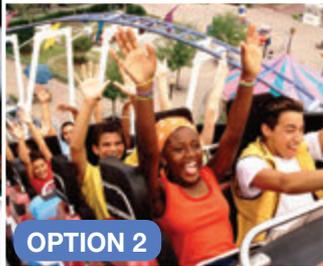
2 Work in pairs. One is the examinee and the other is the examiner. Read the information below and do the task. Use the vocabulary from Ex. 1 and the phrases in the language box to help you. Then listen to the model interview. Compare your answer to the answer given by the examinee in the interview.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

#### 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.



OPTION 1



OPTION 2

#### 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.



EXAMINER'S NOTES (See Speaking Appendix 1)

#### 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
- outdoor experience

#### Discussing advantages/disadvantages

- One advantage of ... is ...
- Another benefit is that ...
- One disadvantage of ... is ...
- Another disadvantage is ...
- One drawback of ...
- I'd suggest the ... because ...
- Apart from that ...
- I don't think that ...
- With respect to ...
- In addition ... there ...

### Stage 4 • Elaboration questions

3 In pairs, discuss the following. Then listen to the examinee answering the elaboration questions. What were the examinee's answers to the following 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?



## Phrasal Verbs Practice

- The crowd got carried \_\_\_\_\_ by the team's outstanding victory and some people ran onto the field.
  - off
  - away
  - out
  - on
- Send us a résumé if you think you're cut \_\_\_\_\_ to be a salesman.
  - in
  - back
  - out
  - off
- The company's problems call \_\_\_\_\_ strong leadership.
  - out
  - off
  - for
  - in
- We need to come \_\_\_\_\_ a new name for the product.
  - down with
  - up with
  - on
  - into
- The twins always got \_\_\_\_\_ with each other.
  - across
  - at
  - away
  - along
- The government is considering doing \_\_\_\_\_ with grants and other forms of financial support.
  - away
  - up
  - over
  - in
- I tried to make chocolate chip cookies but they keep falling \_\_\_\_\_.
  - in
  - through
  - apart
  - into
- I'd like you to carry \_\_\_\_\_ with your class assignment.
  - on
  - away
  - off
  - through
- This dress was made just \_\_\_\_\_ you!
  - off
  - for
  - up
  - over
- Sarah came \_\_\_\_\_ some money after receiving a large inheritance from a distant relative.
  - by
  - around
  - into
  - forward

- He couldn't put \_\_\_\_\_ with her arrogant attitude anymore.
  - on
  - away
  - off
  - up
- That T-shirt is worn \_\_\_\_\_, it's got a hole in the back.
  - off
  - away
  - down
  - out
- We've run \_\_\_\_\_ milk again.
  - away with
  - out of
  - up against
  - off
- Friendship is something we just can't do \_\_\_\_\_ in life.
  - with
  - over
  - without
  - up
- My alarm went \_\_\_\_\_ at 5:30 this morning.
  - off
  - down
  - away
  - over
- What do you think she was getting \_\_\_\_\_ when she said I'd be surprised?
  - across
  - along
  - at
  - by
- A real magician will never give \_\_\_\_\_ his secrets.
  - back
  - off
  - in
  - at

## Prepositions Practice

- There can be tax advantages \_\_\_\_\_ owning a second home.
  - in
  - over
  - with
  - by
- Mozart's music is often compared \_\_\_\_\_ Beethoven's.
  - with
  - between
  - from
  - into
- Some car rental companies charge an extra fee \_\_\_\_\_ insurance coverage.
  - of
  - to
  - with
  - for
- I completely agree \_\_\_\_\_ Tara about this issue.
  - on
  - for
  - with
  - to
- He described his sister \_\_\_\_\_ quiet and shy.
  - to
  - for
  - as
  - like
- Let's divide the expenses equally \_\_\_\_\_ us.
  - among
  - about
  - into
  - by
- Gary arrived \_\_\_\_\_ the airport early this morning.
  - in
  - to
  - at
  - into
- This course is divided \_\_\_\_\_ five parts.
  - between
  - among
  - from
  - into
- Several politicians continued their attack \_\_\_\_\_ the government's aviation policy.
  - for
  - to
  - on
  - with
- Many studies have shown that girls have an advantage \_\_\_\_\_ boys on timed tests.
  - of
  - in
  - from
  - over
- The current workers ca\_\_\_\_\_
  - at
  - in
  - of
  - by
- She is suc\_\_\_\_\_ instantly.
  - at
  - by
  - of
  - with

- I tried describing the situation \_\_\_\_\_ my boss, but he wouldn't listen.
  - as
  - to
  - of
  - by
- They will be arriving \_\_\_\_\_ Paris sometime next week.
  - in
  - on
  - into
  - to
- Compared \_\_\_\_\_ our neighborhood, yours is much quieter.
  - of
  - for
  - from
  - to
- There is a high demand \_\_\_\_\_ nurses in most countries.
  - with
  - from
  - upon
  - for
- Please excuse me \_\_\_\_\_ being late. I missed the bus.
  - from
  - for
  - of
  - with
- The police mistakenly charged him \_\_\_\_\_ the crime.
  - about
  - of
  - with
  - upon
- The company agreed \_\_\_\_\_ all my personal information confidential.
  - to keep
  - on keep
  - of keeping
  - with keeping
- The press attacked him \_\_\_\_\_ being a strong supporter of seal hunting.
  - from
  - for
  - to
  - by
- The pop star demanded an apology \_\_\_\_\_ a magazine which hurt his reputation.
  - from
  - with
  - to
  - for
- A plus \_\_\_\_\_ using the Net is its convenience.
  - over
  - of
  - from
  - at



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

#### Key Features

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- a variety of listening and speaking tasks reinforcing skills needed for the exam
- grammar sections covering all major grammatical areas, plus a Grammar Reference Section
- Exam Practice sections, serving to practice vocabulary and grammar throughout the book
- detailed composition analysis and models for all types of writing tasks set for the ECCE exam

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