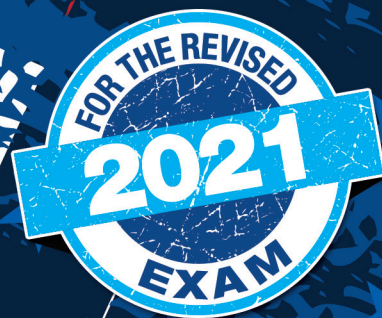


NEW **Stars & Stripes**

for the **MICHIGAN ECCE**

Jenny Dooley



STUDENT BOOK



Express Publishing

Published by Express Publishing

**Liberty House, Greenham Business Park, Newbury,
Berkshire RG19 6HW, United Kingdom
Tel.: (0044) 1635 817 363
Fax: (0044) 1635 817 463
email: inquiries@expresspublishing.co.uk
www.expresspublishing.co.uk**

© Jenny Dooley, 2020

Design and Illustration © Express Publishing, 2020

Color Illustrations: Simon Andrews © Express Publishing, 2020

First published 2020
Third impression 2021

Made in EU

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ISBN 978-1-4715-9520-2

Acknowledgements

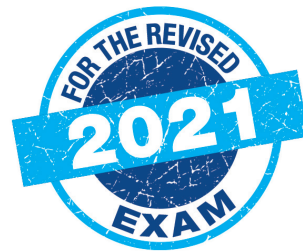
Author's Acknowledgements

We would like to thank all the staff at Express Publishing who have contributed their skills to producing this book. Thanks for their support and patience are due in particular to: Megan Lawton (Editor in Chief); Viki Davies (senior editor); Helen Michaels and Phillip Miller (editorial assistants); Richard White (senior production controller); the Express design team; Express studio (recording producers); and Kevin Harris, Kimberly Baker, Steven Gibbs, and Christine Little. We would also like to thank those institutions and teachers who piloted the manuscript, and whose comments and feedback were invaluable in the production of the book.

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STUDENT BOOK



Jenny Dooley



Express Publishing



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The **EXAMINATION FOR THE CERTIFICATE OF COMPETENCY IN ENGLISH** is designed for students who have acquired a high-intermediate competence in English language use. It is an assessment instrument for Vantage Level (B2), Independent Users on the Common European Framework Scale. It tests students' ability to perform basic communicative transactions in all four skills: listening, reading, writing, and speaking. The ECCE consists of:



Writing section

A Writing section to be completed in 30 minutes. Students are required to produce an email/letter or an essay giving an opinion on an issue based on the topic of the rubric. Students must complete only ONE of the tasks.

The minimum passing grade is an average of 3. The writing section is scored using a 5-level rubric: 5 & 4 (Exceeds Standard), 3 (Standard), 2 & 1 (Below Standard) assessed using 4 categories: (1) content and development, (2) organization and connection of ideas, (3) linguistic range and control, and (4) communicative effect.

(NS (Not Scored) There is also a Not On Topic rating which is awarded if the text written is not connected to the topic assigned.)



Listening section

A Listening section to be completed in approximately 45 minutes. There are two parts to this section. In part 1, the listening script and the questions are only heard once. In part 2, they are heard twice.

Part I includes 25 short conversational exchanges, each followed by a question. The answer choices for each question are shown as pictures. Students choose one of the three pictures to answer the question.

Part II requires students to listen to four short talks on different subjects, each given by a single speaker. Each talk will be heard twice, will last about one and a half minutes and be followed by five questions, which will be printed in the answer booklet along with the answer choices a, b, c, and d. There will be a total of 20 questions for this section.

A minimum passing grade for this section is roughly 65% – approximately 29-30 questions correctly answered.



Grammar, Vocabulary & Reading section

A Grammar, Vocabulary & Reading section to be completed in 75 minutes. There are 65 multiple-choice questions in this section. The questions have four choices each and are divided as follows:

Part 1 - 15 questions covering grammar points

Part 2 - 14 questions covering vocabulary points

Part 3 - 36 questions covering reading comprehension

The first reading task consists of two short reading passages followed by six questions each.

The second reading task consists of two multi-text readings with four short related texts in each totaling about 550 words. Each set of texts will be followed by twelve questions.

The minimum passing grade for this section is roughly 65% – 42 questions correctly answered.



Speaking section

A Speaking section to be completed in 10-15 minutes. This section consists of a four-stage one-to-one interaction between the examinee and an oral examiner.

In Stage 1, the examinee is asked basic personal questions on a variety of topics such as school, family, and general interests. This stage is a warm-up activity and is unscored.

In Stage 2, the examinee takes part in a role-play with the examiner concerning a problem/situation. The examinee is shown a prompt card which contains instructions, questions to ask, and pictures relating to a problem or situation. The examinee must ask the examiner the questions in order to get information to help make a decision. The examiner gives two possible solutions or options.

In Stage 3, the examinee expresses his/her opinion about the problem/situation. He/she must explain his/her choice and why he/she did not choose the other option.

In Stage 4, the examiner asks further questions that are related to the topic from stages 2 and 3.

The minimum passing grade is an average of 3. The speaking section is scored using a 5-level rubric: 5 & 4 (Exceeds Standard), 3 (Standard), 2 & 1 (Below Standard) assessed using 3 main categories: (1) overall communicative effectiveness, (2) language control & resources, and (3) delivery/intelligibility.

4a Eating out

Lead-in



- What is your favorite food?
- What is your favorite restaurant?
- How often do you eat out?

Reading

Read the texts A-D and answer the questions 1-12.

A

DRAGON PALACE

119 Causeway Road, Colorado Springs

February 24
Grand opening

Award winning, traditional, authentic Cantonese cuisine served quickly in a stylish and elegant restaurant. Owners Sam and Lee Chung offer a wide variety of delicious dishes based on family recipes. All dishes are 20% off for the first month of opening.

B

To: nick.seiter@foodie-weekly.com

From: robert.harding@foodie-weekly.com

Hi Nick,

For this week's food column please check out the new Chinese restaurant that has just opened downtown: Dragon Palace.

My cousin regularly goes to the owners' other restaurant in Portville. She says the Peking duck is fantastic, so make sure you try it!

Please bring your review to me at 5 p.m. on Tuesday.

Thanks,

Robert Harding

Chief Editor, Foodie Weekly

C

To: Linda Newton, Managing Director

From: Anita Brown, Regional Tour Guide

The aim of this report is to give an overview of all the places to eat in town to ensure employees can cater to all of the dietary needs of our guests.

There are a total of sixteen restaurants. Most of the restaurants are located downtown and offer regional and national cuisine. There are also two Italian, one Indian, and one French restaurant. With the exception of the French restaurant, all establishments mostly use fresh produce and very little processed food containing artificial ingredients. There are two fast food restaurants with a varied menu at very reasonable prices. The town has seven cafés which serve sandwiches, french fries, and other snacks, which are perhaps not the healthiest choices. A Chinese restaurant has recently opened downtown that caters to those that don't mind spending a bit more.

Overall, the town's restaurants offer great food and good value for money. This should help everyone select the most suitable options when advising customers on tour with you.

D

Foodie Weekly/Review

Restaurant in the Spotlight

With Nick Seiter

This week's restaurant is the newly opened Dragon Palace, an authentic Chinese restaurant with a modern twist. Once you enter you are greeted by a large Buddha statue and a smiling waitress who leads you to your table across a glass floor covering an aquarium of exotic fish. Clearly, the owners put a great deal of thought into creating a stunning environment for diners. The food was worth the rather long wait as it was delicious. They have a huge variety of appetizers to nibble on, as well as amazing main courses, which doesn't make it easy to pick a dish. I decided to try the Peking duck curry, which was fantastic, and the mango dessert is a must-have. It's not surprising Dragon Palace was awarded Best New Restaurant. Be warned though: the curry is spicy and it is a chopstick-only restaurant. The only negative is that at around \$10 for an appetizer and double that for a main dish, it is a bit pricey. Despite this, it was a great dining experience and I'm looking forward to sampling more of their dishes soon.

Overall rating: ★★★★★

Exam Tip

Writer's purpose

- Questions that ask about the writer's purpose are similar to questions about the main idea, **BUT** focus on **WHY** the writer is writing the text (e.g., to provide information, to inform, to ask for advice, etc.)
- To answer such questions, look at the topic sentence of each paragraph and locate functional language within the text.
- Don't go for choices that give the purpose of part of the text.

The following question refers to section A.

- 1 What is the main purpose of section A?
 - a to give a review of a restaurant
 - b to provide directions to a restaurant
 - c to introduce the owners
 - d to promote a special event

The following questions refer to section B.

- 2 What does the email encourage Nick to do?
 - a try a particular dish
 - b become a regular customer
 - c visit the sister restaurant
 - d speak to the editor's cousin
- 3 Why was the Chinese restaurant chosen to be reviewed?
 - a It just opened.
 - b It was featured in an advertisement.
 - c It was suggested by the owner.
 - d It is in a convenient location.

The following questions refer to section C.

- 4 How is the French restaurant different from the others?
 - a It serves healthy dishes.
 - b It serves unhealthy dishes.
 - c It is the most expensive.
 - d It doesn't use mainly fresh ingredients.
- 5 What does the report say about the restaurants?
 - a They all use fresh ingredients.
 - b They are all up to standard.
 - c They mostly serve unhealthy food.
 - d They are all reasonably priced.
- 6 Who is section C intended for?

a restaurant owners	c the company's clients
b the general public	d the writer's boss

The following questions refer to section D.

- 7 What can be inferred about the appearance of the restaurant?
 - a The materials used led to problems.
 - b The dining experience was a key concern.
 - c The design was inspired by Chinese art.
 - d The aquarium was more expensive than expected.
- 8 In the second sentence of paragraph 2, what does **nibble on** mean?

a snack on	c take in
b swallow	d choose
- 9 What does the author suggest to definitely order at the restaurant?

a the curry	c the Peking duck
b an appetizer	d the mango dessert
- 10 What is the author's criticism of the restaurant?
 - a He thinks the portions were very small.
 - b He thinks the curry was too spicy.
 - c He thinks the service was terrible.
 - d He thinks the food was quite expensive.

The following questions refer to two or more sections.

- 11 Which sections give an opinion?

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

- 12 What information in section A would the author of section D disagree with?

- | | |
|------------------------|--------------------------|
| a the speed of service | c the restaurant's decor |
| b the quality of food | d the variety of food |

Vocabulary

Food

- 1 Fill in: *processed, dining, elegant, authentic, artificial*.

- 1 The restaurant offers superb service in a quiet, setting.
- 2 What is the difference between natural and ingredients?
- 3 What kind of experience do you prefer—casual or fine restaurants?
- 4 In Italy, I enjoyed Italian cuisine.
- 5 Diets today consist of many foods that contain hidden substances.

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

- 1 Can you tell me where the **frozen/freezing/frigid/frosted** foods section is?
- 2 Did you have any **dessert/appetizers/starters/snacks** after the meal?
- 3 The meal was **precooked/overcooked/reheated/overheated** and had to be thrown away.
- 4 Mary was **compensated/refunded/awarded/repaid** the prize for the best lemon pie.
- 5 The bread was a little **rotten/moldy/sour/spoiled**, so we had to throw it out.

- 3 Fill in: *bitter, steam, chew, spicy, nibble*.

- 1 Monica doesn't like food. She prefers mild.
- 2 I'm not that hungry, I'll just on these cheese and crackers.
- 3 Is there enough water in the pot to the vegetables?
- 4 My coffee was this morning, as we were out of sugar.
- 5 Make sure to your food well before swallowing.

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

- 1 The nutritional needs of the elderly differ those of younger adults.
- 2 Marsha dreams owning a café of her own.
- 3 This restaurant is famous its desserts.
- 4 Larry glanced the menu to see what to pick.
- 5 That meal comes mashed potatoes.

Speaking & Writing



- Discuss how food affects our body and health.
- How important is physical appearance to teenagers? What problems can this cause? Spend three minutes writing about the topic.

Adjectives

see pp. GR9-GR10

Adjectives are used to describe nouns. They can be factual, (**tall, red**) or express an opinion (**pretty, wrong**). They have the same form in the singular or plural.



Adjectives go before nouns but after the verbs **be, look, smell, sound, feel, taste, seem, appear, become, get, stay**, etc.

1 Check (✓) the correct sentence.

- 1 a ☐ The two first weeks at college were difficult.
b ☐ The first two weeks at college were difficult.
- 2 a ☐ The cat was asleep on the rug.
b ☐ The asleep cat was on the rug.
- 3 a ☐ The meal you are cooking smells delicious.
b ☐ The meal you are cooking delicious smells.
- 4 a ☐ An alone woman used to live in that house.
b ☐ A lonely woman used to live in that house.
- 5 a ☐ Helen a polite child has always been.
b ☐ Helen has always been a polite child.

2 Fill in the blanks with the adjectives in parentheses in the correct order.

- 1 Alex bought a(n) (**antique, leather, genuine**) chair for his office.
- 2 We watched a (**new, wildlife, fascinating**) documentary last night.
- 3 The cast of the play consisted of a small group of (**young, talented**) actors.
- 4 Jeremy lives in a(n) (**spooky, stone, old**) house.
- 5 My neighbors just got a (**German, red, big**) car.
- 6 There's a (**black, strange, tiny**) mark on my dress.

3 Underline the correct word(s).

- 1 **Deaf/The deaf** use sign language to communicate.
- 2 The park was only a **two-hour/two-hours** drive.
- 3 We gave Mom a **golden/gold** ring for her birthday.
- 4 I love Andrea's long **silky/silk** hair.
- 5 This model car is **bad-assembled/badly-assembled**.
- 6 This soup has a strange **metallic/metal** taste.
- 7 The castle is surrounded by a **stony/stone** wall.
- 8 Some people can't sleep on a **feather/feathery** pillow because of allergies.
- 9 She stood there with a cold **stone/stony** look on her face.
- 10 Working as a mechanic for two decades gave George's hands a **leather/leathery** feel.

Adverbs/Order of Adverbs

see pp. GR10-GR11

Adverbs are used to describe verbs, adjectives, other adverbs, or whole sentences. They show **how** (**manner – angrily**), **where** (**place – here**), **when** (**time – yesterday**), **how often** (**frequency – usually**), or **how much** (**degree – completely**) sth happens. They can be one word (*nicely*) or a phrase (*in the evening*).

Form:

Most adverbs are formed by adding **-ly** to the end of the adjective. *nice-nicely*



- The following words end in **-ly** but they are adjectives, not adverbs: **ugly, elderly, cowardly, friendly, likely, deadly, lively, lonely, silly, lovely**, etc.
- To form the adverbs of these words, we use **in a ... way/manner**. *He greeted me in a friendly way/manner.*

4 Fill in the correct form of the word in parentheses.

- 1 The festival takes place every March. (**ANNUAL**)
- 2 The children get to eat cake. (**RARE**)
- 3 Adrian smiled (**FRIENDLY**)
- 4 It's quite beautiful when all these colors seem to appear when the sunlight hits the surface of the building. (**MAGICAL**)
- 5 He complained (**COWARDLY**)
- 6 The famous actor has announced that he's retiring. (**PUBLIC**)

5 Rewrite the sentences putting the adverbs in the right place.

- 1 My brother entered the house. (**quietly/late last night**)
.....
- 2 I take the subway. (**usually/every morning**)
.....
- 3 The boy lost his dog. (**in the park/suddenly**)
.....
- 4 They bought a house. (**cautiously/last year**)
.....
- 5 The teacher prepares her lesson plans. (**carefully/in advance**)
.....
- 6 My brother and I wash the dishes. (**always, after dinner**)
.....
- 7 I am curious to know why you've decided to go to Canada. (**rather/suddenly**)
.....



Some adverbs have two forms, but there is a difference in meaning. (e.g., *late* = not *early* / *lately* = *recently*.)

6 Underline the correct word.

- There's **hardly/hard** any milk left.
- Laura sings very **good/well**.
- Jim is really **lately/late**. I wonder where he is.
- Todd needed to work on his writing skills a little **farther/further**.
- "Do you want to come to the beach with us?"
"Sure/Surely, that would be fun."
- I heard that Gemma has **full/fully** recovered from her recent illness.
- We should find our seats; the play will begin **short/shortly**.

7 Circle the correct answer.

- Lori and I have friendship.
a a lasting-long c long-lasting
b a long-lasting d lasting long
- It was a strange party; turned up!
a almost anyone c hardly anyone
b anyone almost d hardly no one
- After his in the park, he couldn't move a muscle!
a five mile run c run five miles
b five miles run d five-mile run
- They were all morning.
a running noisily in the yard
b in the yard noisily running
c running in the yard noisily
d noisily in the yard running
- Have you tried the potato salad? It
a delicious tastes c tastes delicious
b deliciously tastes d tastes deliciously
- The children played in a very
a live manner c more lively manner
b lively manner d much lively manner

Comparisons

see pp. GR11-GR12

For comparison, adjectives have two forms: **the comparative** and **the superlative**.

- We use the **comparative form + than** to compare two people, things, etc.
- We use the **superlative form + of/in** to compare one person, thing, etc. with more than one person, thing, etc. in the same group.



- Further/Farther** (adverb) = longer (in distance). **Further** (adjective) = more.
- Elder/Eldest** (+noun) (adjective) = for members of a family.

8 Put the adjectives in parentheses in the comparative or superlative form, adding any necessary words.

- I can't stand living in the city. The city is always (**dirty**) the country.
- Timmy has really grown! He's getting (**tall**).
- Monica is (**good**) student in our class.
- This is (**delicious**) meal ever.
- The recipe says that you should cook the potatoes for a (**far**) twenty minutes in the oven.



Comparisons can be expressed with the following words:

- very + adjective**
- even/a lot/much/far/a bit/a little/slightly + comparative**
- by far + superlative**
- any/no + comparative**
- (not) as/not so + adjective + as**
- twice/three times etc. + as + adjective + as**
- the same ... as**
- the + comparative ..., the + comparative**
- comparative + and + comparative**

9 Underline the correct word.

- It's by far the **better/best** job I've ever had.
- He seems **very/much** better now.
- Winter is coming. It's getting **cold/colder** and colder.
- It's very **hot/hotter** today.
- This cake is twice as **big/bigger** as that one.
- This tablet appears to be the **less/least** modern.
- Simon usually gets the best grades **of/in** the class.
- The list of chores doesn't seem to be getting **any/no** shorter.

10 Circle the correct answer.

- "College is pretty hard." "Well, it won't"
a get any easier c get most easier
b get no easier d get more easier
- The faster we leave, we'll get there.
a quicker c the quickest
b the quicker d the more quick
- The research paper took expected.
a as twice as long c twice long
b twice as long d twice as long as
- Tracy isn't Karen at painting.
a as skilled as c as skilled than
b so skilled so d skilled as
- Your dress is color mine.
a as same, as c the same, as
b the same, to d same, as

1 Listen and complete the mind map.



2 Read the text below and answer the following questions.

Laura Suffers From ...



As a child I was always very thin, but once I hit puberty I started gaining a lot of weight. At first I covered up with baggy clothes, but the bigger my appetite got, the more I ate and the harder it became to hide the weight. The other students started calling me fat, and I spent a lot of time in the school bathroom crying. One day, I read an article in a teen magazine about bulimia that changed my life. I started vomiting after every meal. I thought that this was the best way to still eat everything I wanted without gaining any weight. Things seemed fine at first, but then I started to feel tired all the time, my nails were constantly breaking, and my hair started thinning. It got to the point that I couldn't get out of bed in the morning.

- 1 What problem did Laura have when she hit puberty?
- 2 How did Laura deal with her problem?
- 3 What physical symptoms did she start to have?

3 a) Listen to Laura's sister talking about Laura's problem and complete the table.

problem	bulimia
behavior/symptoms	vomiting, thin 1), loss of 2)
treatment	tell her 3), enter her into 4)

- b) What treatment does Laura's sister suggest? Why? Use the table to tell the class. Discuss in pairs. What advice would you give Laura?

Stages 2/3 • Help solve a problem

Exam Tip

- Pay close attention to the answers the examiner gives you. These answers will help you provide useful advice. If you don't remember some information, ask the examiner to repeat it.

- 4** Work in pairs. One is the examinee and the other is the examiner. Read the information below. Read the exam tip, and then use the language boxes to do the task.

Situation

I am your friend and I have a problem. By asking the questions below, find out what my problem is and give me some good advice.



First

Look at the pictures and ask:

- What is the problem?
- What are some possible options?
- What are the disadvantages of each option?

Then

When you get 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 information you learn from asking questions to explain your final choice.

Finally

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



EXAMINER'S NOTES (See Speaking Appendix 4c)

Asking for repetition

- Could you please repeat the last part?
- Did you say that ... ?
- I'm sorry but I'm not clear about ...


Expressing opinions

- It's obvious that ...
- Personally, ...
- It would be much better if ...
- I would choose ...
- After hearing about ...

Giving reasons

- The reason why/for ...
- Because .../Due to ...
- For this reason .../Since ...
- This is more likely ...

Model Interview

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

Stage 4 • Elaboration questions

Exam Tip

- Listen carefully to the question and identify how many points it has. You can always ask the examiner to repeat or clarify the points in the question.

- 6** In pairs, discuss the following. Use the language boxes to help you.

- 1 What are your favorite foods? Do you choose food based on its nutritional value?
- 2 How often do you think about your weight? Does it affect what you eat or don't eat?
- 3 Many people believe that too much importance is placed on physical appearance in our society. To what extent do you agree?



Exam Practice

Vocabulary

Exam Tip

- Choose the best option as fast as you can. If you feel you don't know any of the words, don't waste too much time trying to find the correct choice. Guess or choose the one that sounds right to you and move on.

- Pat has been going to yoga and meditation classes and she is really in _____ with her body's needs.
 - tune
 - line
 - trouble
 - focus
- _____ the dough into four equal portions and gently roll on a flat surface.
 - Mix
 - Knead
 - Twist
 - Divide
- Italian food is a type of cuisine that really tempts Kevin's _____.
 - tongue
 - palate
 - hunger
 - craving
- Research shows that women _____ men when doing aerobic exercise.
 - outlast
 - outsmart
 - outlive
 - outgrow
- Mom, will you stop _____, please! I didn't mean to break the vase.
 - wailing
 - giggling
 - gurgling
 - yelling
- Lisa has been excessively _____ her eyes at work from staring at her monitor.
 - blinding
 - crossing
 - focusing
 - straining
- Lance was having a problem with his knee, and his doctor _____ painkillers.
 - prescribed
 - requested
 - provided
 - offered
- My grandmother makes the most delicious, _____ meals that I've ever tasted.
 - eye-catching
 - tongue-tied
 - mouth-watering
 - hair-raising
- India is a country that was once a British _____.
 - district
 - colony
 - region
 - section
- Kelly plans to _____ for the mountains as soon as she leaves work.
 - head
 - press
 - advance
 - march
- Cynthia was _____ for all the help, financial and otherwise, that her parents provided her with.
 - content
 - satisfied
 - grateful
 - beneficial
- The town's _____ was completely full after the heavy rains throughout the summer.
 - landfill
 - crevice
 - reservoir
 - cavern
- Brent likes his pizza loaded with a variety of _____.
 - offerings
 - servings
 - toppings
 - trimmings
- There are many sources of _____ energy, such as hydropower, wind power, and solar energy.
 - rechargeable
 - renewable
 - recyclable
 - reusable
- Prolonged exposure to the sun makes a person more _____ to skin cancer.
 - sensitive
 - receptive
 - responsive
 - susceptible
- My dad is _____ inclined; he's able to fix almost any device.
 - instinctively
 - mechanically
 - involuntarily
 - automatically



Grammar

Exam Tip

- Choose the option that is not only grammatically correct but the one that also makes sense in this specific context (*see item 8*).

- I suggest _____ out information booklets at the entrance.
 - to hand
 - that we will hand
 - handing
 - us to hand
- "How about eating out tonight?"
"That would be great. I'd love not _____ dinner for a change!"
 - to make
 - making
 - make
 - to making
- This soup isn't _____ to eat yet. You'll burn your tongue.
 - cool enough
 - very cool
 - too cool
 - much cooler
- She heard him _____ that he would be home early.
 - to saying
 - to say
 - said
 - say
- "Have you seen my sweater?"
"Oh, you mean the _____ one?"
 - Italian, long, red
 - long, red, Italian
 - red, Italian, long
 - long, Italian, red
- "Sandra's a great player!"
"Yeah, she's certainly a _____ opponent."
 - worthy
 - worth
 - worth it
 - worthiness
- "Why didn't you pass the test?"
"Well, it's my own fault. I regret not _____ harder."
 - having to study
 - to studying
 - having studied
 - to study
- It's very important _____ to the manager right now.
 - speak
 - he spoke
 - he to speak
 - that he speak
- Basketball is _____ much safer than bungee jumping.
 - doubtful
 - doubtfully
 - undoubtedly
 - doubt
- I took a _____ on first aid.
 - three-week course
 - threes-week course
 - three-weeks course
 - three-week courses
- "Do you want to go to the movies?"
"Actually, I'd rather in tonight."
 - to stay
 - staying
 - stayed
 - stay
- I didn't know she was fired! I'm always the last _____.
 - that is known
 - knowing
 - who know
 - to know
- Billy confessed _____ on the test.
 - to having cheated
 - to having been cheated
 - to cheat
 - to have cheated
- The organization has _____ members.
 - threes hundred
 - three hundred
 - threes hundreds
 - three hundreds
- I've never seen a _____ collection of impressionist paintings.
 - fine
 - finer
 - finely
 - finest
- "Did you and Kimberly go to the movies yesterday?"
"Well, we intended _____, but we stayed home instead."
 - to
 - to do
 - doing
 - do
- The _____ flights had to be canceled because of severe weather conditions.
 - scheduled
 - scheduling
 - schedule
 - schedule's
- Do you object _____ my grandmother in the countryside for a few days?
 - to my visiting
 - to visit
 - that I visit
 - visit



Formal Essays (advantages/disadvantages)

Plan

An essay that discusses the advantages and disadvantages of an issue is a formal piece of writing that examines a topic from both sides. It also provides justifications or examples as to why some aspects of the topic are good and some are bad. The tone should be formal.

General outline:

Introduction

- Para 1**
- make an objective statement of the topic, phrase the topic as a question or statement that can be argued from two sides (advantages/disadvantages)

Main Body

- Para 2**
- topic sentence
 - advantage 1 (justification/example)
 - advantage 2 (justification/example)
- Para 3**
- topic sentence
 - disadvantage 1 (justification/example)
 - disadvantage 2 (justification/example)

Conclusion

- Para 4**
- state your opinion
 - write general thoughts on the topic

- 1** Read the following task. Underline the keywords. Then, answer the questions.



Task Essay

Cell phones have become an extremely popular gadget in everyday life. However, not everyone agrees that using cell phones so much is a good thing.

- Write an **essay** on the advantages and disadvantages of using cell phones.
- Support your views with details and examples.

- 1 What are you going to write?
- 2 What will your piece of writing be about?
- 3 Should you use in your essay short sentences, colloquial expressions and idioms? Why?
- 4 Do you or your parents have a cell phone? Why/Why not? Discuss.
- 5 What are the advantages/disadvantages of using cell phones?
- 6 What is your opinion? Where will you include it in your essay?

- 2** a) Read the model essay and see if any of your ideas in Ex. 1 are mentioned. Then answer the questions that follow.



MODEL

1) It is evident that cell phones have become one of the most popular electronic devices we use in our daily lives. 2) However, there are both advantages and disadvantages to using cell phones.

3) There are a number of arguments in favor of using cell phones. 4) One important advantage is that you are always connected. This means that you can use them wherever you are, most importantly during emergencies. For example, if you were in a car accident, you could call the police right away. In addition, most cell phones have Internet access. 5) Therefore, you can check your emails and reply to important messages as well as download popular apps whenever and wherever you are.

6) Despite their popularity, the use of cell phones has its drawbacks. To begin with, having a cell phone can be quite expensive. 7) Monthly fees for phone plans can be quite high if you are not careful. 8) Another disadvantage is that they can be quite distracting. 9) This is true for young people who may spend more time using their phones than studying or doing homework.

10) In short, although there are disadvantages to using cell phones, I think that the benefits outweigh them as they are very helpful to people. 11) They play a major role in modern life enabling us to communicate with each other better.

Which sentence (1-11):

- 1 introduces the topic of the essay?
- 2 phrases the topic as a statement with two sides?
- 3 contains the first topic sentence?
- 4 contains the first advantage?
- 5 justifies the second advantage?
- 6 justifies the second disadvantage?
- 7 offers general thoughts on the subject?

b) What is each paragraph about?

c) Underline the writer's opinion about using cell phones. Which words helped you decide?

d) Read the model essay again. Replace the phrases in bold with suitable language from the Useful Language box in Writing Appendix II.



- 3 a) Read the task below and underline the keywords. What is the topic? In pairs, look at the statements (1-6). Which are advantages? Which are disadvantages? Which are not relevant to the topic of the essay?

Task Essay

Some people argue that families where both parents work are putting their children at a disadvantage, while others claim that children of working parents can only benefit from this.

- Write an **essay** on the advantages and disadvantages of both parents working.
- Give reasons to support your ideas.

- 1 The parents can build their careers.
- 2 The family will have more money to spend.
- 3 Children socialize more and make new friends.
- 4 There is a lack of quality time as a family.
- 5 Children are not supervised properly.
- 6 Children learn to become more independent.

- b) Read the model below. The linkers underlined are in the wrong places in the essay. Change them around so that the essay makes sense.

a) Moreover, many children are part of families in which both parents work. Does it help or hurt a family when both parents have careers?

b) All in all, there are some advantages when both parents work. An important advantage is they might have a higher income. Since both parents are out earning money, they can meet their family's needs. c) In general, they set an example for their children that adults can be good parents and successful professionals at the same time. Their children will see that a balanced life of strong family relationships and success outside the home is possible.

d) Furthermore, there are also some disadvantages. Parents who work cannot spend as much time at home with their kids. If they work until five or later and their kids have after-school activities that run late, the family can only spend a couple of hours a day together during the week. e) Firstly, working parents must find nannies or babysitters to watch their children while they are at work, especially if the children are very young. Not only can this become expensive, but it can also be difficult to find a caretaker that both the parents and children like and trust.

f) On the other hand, I believe that both parents can work as long as they do not neglect their family. As supporting a family becomes more demanding financially, parents must find new ways to earn enough money, and to be there for their children emotionally as well.

- c) Read the model again. Were any of the ideas from Ex. 3a mentioned? How were they supported?

Exam Tip

- Don't forget to write topic sentences for the main body paragraphs which tell the reader what the paragraph is about.

- d) Underline the topic sentences in the model. Write new topic sentences of your own to replace them.

Developing Introductions

- An objective statement is generally used at the beginning of the introduction of essays.
- In essays discussing the advantages and disadvantages of an issue, the last sentence of the introduction makes a statement or asks a question which shows that the issue can be debated from two sides.

Examples:

Objective Statement: Many families choose to place their older relatives in retirement homes.

Statement showing two sides of the issue: There are pros and cons of older people living in retirement homes.

Question: Is life better or worse for older people who move into retirement homes?

- 4 a) Read the theory. Find examples of objective statements and questions/statements showing both sides of the issue in the essays in Exs. 2a & 3b.

- b) Form questions from the statements given below.

- 1 **Objective statement:** People from some cultures think that taking a nap after lunch is good for their bodies.

Question:

- 2 **Objective statement:** Many young people are choosing coaching or athletic training as a career.

Question:

- 3 **Objective statement:** Many teens with eating disorders are afraid to talk to an adult about it.

Question:

Developing Main Body Paragraphs

When writing essays discussing advantages and disadvantages, we examine the topic in terms of the following types of ideas:

Advantage	Disadvantage	Justification
To find an advantage think: Why is this a good thing?	To find a disadvantage, think: Why is this a bad thing?	To find justifications, think: This is a good/bad thing because ...
shows the positive side of an issue	shows the negative side of an issue	supports advantages/ disadvantages



Writing

- 5 a) The following four statements are about the issue of kids dieting. Two are advantages and two are disadvantages. Find which are which.**
- 1 Dieting may cause kids to think that they are fat, which gives them low self-esteem.
 - 2 They will develop healthy eating habits from a young age.
 - 3 Diets are very difficult for kids to follow when they are in school or at a friend's house.
 - 4 Dieting helps them avoid becoming obese.
- b) Think of one advantage and one disadvantage for each of the following issues.**
- 1 jogging at night
 - 2 being a member of more than one sports team
 - 3 giving up caffeinated beverages

- 6 In pairs, think of a justification for each advantage/disadvantage below.**

- 1 Advantage:** Exercising helps you stay in shape.
- 2 Disadvantage:** Choosing law as a career requires a lot of schooling.
- 3 Advantage:** Eating out is easier than cooking.
- 4 Disadvantage:** Practicing medicine can be a very stressful career.

Developing Conclusions

In the first part of a conclusion to an essay discussing advantages and disadvantages, you should state your opinion. In the second part, you should offer a general thought on the topic itself.

Use words and phrases from the linkers & useful language box on p. xii of the Writing Appendix to express your opinion. To offer a general thought, think of how the topic is important to the world as a whole, beyond the specific aspects you have just discussed in the essay.

Example:



Issue: sports required in schools

Opinion: There are more advantages than disadvantages to making sports required for all students.

General thought: Developing healthy lifestyle habits at an early age is just as important as academic success.

- 7 a) Read the theory, then read the concluding paragraphs of the essays in Exs. 2a & 3b. Do they follow the theory?**

- b) Write your own opinions and general thoughts for the issues in Ex. 5b.**

Brainstorming for ideas

There are five brainstorming steps for an essay that discusses the advantages and disadvantages of an issue. Read the task and steps to familiarize yourself with the brainstorming process.

Task Essay

Being a doctor is a great profession, but it is not without its difficulties.

- Write an **essay** about the advantages and disadvantages of being a doctor.
- Give examples to support your ideas.

Step 1: Read the task and underline the main idea. Does what you underlined have two sides? i.e., Does it have pros and cons? (see the underlined words in the task.)

Step 2: Read the task and make a list of words or phrases that come to mind. For example:

• doctor	• demanding –	• cure +
• stress –	• wealthy +	• away from
• on call –	• help people +	family –

Step 3: Write a + next to each positive idea or a – next to each negative idea. If the word indicates something that is neither positive nor negative, do not write anything.

Step 4: Look at the table above. The words/phrases that you wrote + next to could be advantages and the words/phrases that you wrote – next to could be disadvantages. Choose the two strongest advantages and the two strongest disadvantages and write them as complete sentences.

Strongest Advantages:

A major advantage to becoming a doctor is that you get to help a lot of people. / Another important advantage is that doctors enjoy a very good salary.

Strongest Disadvantages:

However, the career of a doctor can sometimes be a very stressful one. / What is more, doctors have to be prepared to deal with demanding situations.

Step 5: Think of justifications for each of the advantages and disadvantages.

Justifications of advantages:

It is very rewarding to be able to cure those who would otherwise suffer or die, and to know that by saving a life you have given happiness both to patients and their families. / Being well-paid for what you do gives you an extra incentive to give your best, since you feel that you are fully appreciated for what you do.

Justifications of disadvantages:

The job carries a heavy responsibility, since the doctor's decision can mean the difference between life and death for a patient. / For instance, they work long and difficult hours and often have to be on call, which means they have little time to spend with their families.



- 8 a) Read the essay task below. What is the topic of the task? Underline the words that helped you decide.



Task Essay

Many people prefer exercising in a gym while others choose to exercise outdoors.

- Write an **essay** about what the advantages and disadvantages are to exercising in an indoor gym.
- Include details and examples to support your views.

- b) In pairs, practice the brainstorming steps from p. 40 for the task in Ex. 8a.
- c) Listen to the dialogue. Were any of your ideas from Ex. 8b mentioned in the dialogue? List the advantages and disadvantages in the table. What justifications were used?

Advantages	Justifications
gyms are convenient	in the winter too cold to run outside gets dark early
Disadvantages	Justifications

- 9 Read the following tasks. What is the topic for each task? In pairs, answer the questions.

Task A Email/Letter

Your school wants to encourage students to eat healthy foods. They want students to suggest ways to do this.

- Write a **letter** to the school principal making suggestions.
- Start your letter, "Dear Principal."

Task B Essay

Many people are opting to eat only organic foods due to their health benefits while others think it is too much trouble to change their diet.

- Write an **essay** discussing the advantages and disadvantages of eating organic foods.
- Give examples to support your views.



Letter:

- 1 As the writer of the letter who are you supposed to be?
- 2 What are your suggestions?
- 3 What are some supporting details and expected results for your suggestions?

Essay:

- 1 What are some advantages of organic food?
- 2 What are some examples/justifications for the advantages?
- 3 What are some disadvantages?
- 4 What are some examples/justifications for the disadvantages?
- 5 What is your opinion of organic food?

- 10 Write either the essay or the letter. Use your ideas from Ex. 9.

Checklist

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

- ☐ Are linking phrases/useful language used?
- ☐ Is a wide range of relevant vocabulary used?
- ☐ Is formal language used?

Essay

- ☐ Is there an objective statement followed by a statement/question about two sides of the issue?

- ☐ Does the first main body paragraph include advantages and justifications?
- ☐ Does the second main body paragraph include disadvantages and justifications?
- ☐ Is your opinion stated in the conclusion, followed by a general thought on the topic?

Letter

- ☐ Are the topic and your reason for writing stated clearly in the introduction?
- ☐ Does each main body paragraph contain a suggestion, supporting details, and expected results?
- ☐ Does the conclusion contain a summary of the suggestions?



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ISBN 978-1-4715-9520-2

