

# *Special* ISE

in **Trinity** ISE II

**Revised Edition**

CEFR  
**B2**

## **Speaking & Listening**



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Bernard Milward

# **GLOBAL** **ELT**

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Please refer to [trinitycollege.com/ISEI](http://trinitycollege.com/ISEI) for the language requirements and assessment criteria of the Trinity ISE I exam.



# Section A

## Lexis & Functions

**CEFR Level B2.2**  
**Trinity ISE II**

### **Language functions**

- Reporting the conversation of others
- Speculating
- Persuading and discouraging
- Expressing feelings and emotions
- Expressing impossibility

### **Lexis**

The candidate is expected to demonstrate the ability to understand and use vocabulary related to:

- Society and living standards
- The world of work
- National environmental concerns
- Personal values and ideals
- Public figures past and present

# Unit 1

## Society and Living Standards

### A. Warm Up

Read what these three family members say about society and living standards. Discuss with your partner whose opinions you agree with the most.

#### Oliver

My grandparents are always telling me how much easier life is today, and how fortunate our generation is because of the freedom, opportunities and belongings we have. In many ways, I think they're right. I wouldn't have wanted to have lived eighty years ago as I know life was tougher, and I can't imagine what life would have been like without a mobile phone or social media. And I certainly wouldn't have wanted to go to a dentist back then either! Even though our quality of life is better today, I feel our generation is under more pressure to succeed. My parents advise me to study hard because in today's world there's much more global competition. Recently I've been worrying about the future because it's been reported that the gap between rich and poor will increase and the standard of living for many people will start to fall.



#### Gary

I suppose I'm one of the lucky generation. When I was younger living standards were rising, food and many consumer goods became cheaper and the quality of life improved a lot. I received a free university education. It was easier to find a secure job, buy a house, and feel confident you'd be better off than your parents. I doubt that many of the youth of today are that optimistic. However, in spite of this, many young people today lead such exciting lifestyles and have opportunities and choices that were impossible for us when we were their age. Thanks to cheap flights they can travel to many different destinations, and can meet people from all over the world, either abroad or in our more multicultural society. I think we've become a more individualistic society, but we're more open-minded towards minorities and different types of people in our society.



#### Rose

I'm nearly 82 years old and society has changed so much since I was a little girl. Sometimes I think young people today don't realise how lucky they are. I'd started work before I was 14 and I didn't have all the educational opportunities and entertainment that teenagers enjoy today. But, although we live in a consumer society and have all these mod cons, I feel that life was better in the old days. We suffered some hard times, but life was simpler and we had more of a community spirit because we all helped each other and were in the same boat. I especially liked Sundays because nearly everyone had the day off, and we all had time to talk to each other over long Sunday lunches. Nowadays everyone seems to be working all the time and they're always in a hurry.



## Reading Comprehension Exercises

1 Tick (✓) the correct box.

1. Oliver's grandparents tell him they were less fortunate than him.
2. Oliver feels optimistic about the future.
3. Gary supposes everything about his youth was better than today.
4. Rose thinks society is less community-minded than in the past.
5. Despite the difficulties, Rose says life was more enjoyable and relaxed in her day.

	True	False
1.	✓	
2.		✓
3.		✓
4.	✓	
5.	✓	

2 Circle the correct words.

1. Oliver ~~would~~ wouldn't have liked to experience life in the past.
2. Gary considers life to be more thrilling ~~tiring~~ for young people today.
3. Gary thinks society has become more accepting of ~~closed to~~ different kinds of people.
4. Rose supposes young people are aware ~~unaware~~ of the opportunities they have today.
5. Rose claims the slower pace of life made Sundays more ~~less~~ enjoyable in the past.

3 Fill in the gaps with **one word** from the texts.

1. Oliver, Gary, and Rose are all from a different generation.
2. In the past people competed against local people for jobs but now it has become more global.
3. Many people feel much of the work available today is not as secure as it was in the past.
4. Gary thinks that society has become more competitive and individualistic than previously.
5. Rose claims people of her age suffered because their situation was tougher than today.

## B. Vocabulary

1. Match the words (1-6) to what they mean (a-f).

- |   |   |
|---|---|
| 1. standard of living ..... <b>d</b> .....      | a. when people in a large group think and act differently             |
| 2. quality of life ..... <b>c</b> .....         | b. when people in a large group buy things they often don't need      |
| 3. all mod cons ..... <b>e</b> .....            | c. the amount of satisfaction and comfort people have                 |
| 4. consumer society ..... <b>b</b> .....        | d. the amount of money and comfort people have in society             |
| 5. multicultural society ..... <b>f</b> .....   | e. modern conveniences, such as fridges and washing machines          |
| 6. individualistic society ..... <b>a</b> ..... | f. when people within a large group have different customs or beliefs |

2. What is it? Fill in the gaps with the words from the box.

- a. gap  
b. better off  
c. lifestyle  
d. minority  
e. community spirit

1. This is having more money than in the past. ....**b**.....
2. This is the way someone lives his/her life. ....**c**.....
3. This is the friendliness and helpfulness between local people. ....**e**.....
4. This is the difference between two things. ....**a**.....
5. This is a small group of people in society that is different from the majority e.g. because of race, religion, or beliefs. ....**d**.....

3. Choose the best option (a, b or c) to fill in the gaps.

1. There is a wider choice of ..... than there has ever been, especially when we think of all the things we can buy online as well.  
(a) consumer goods    b. objects    c. belongings
2. In spite of some problems in society, many people suppose there are more ..... today than there have ever been.  
(a) opportunities    b. possibilities    c. chances
3. When people all have a similar problem, we can say they are all in .....  
a. hard times    b. tough situations    (c) the same boat
4. .... are young people in a period of their life with no specified age limits.  
a. Teenagers    (b) Youths    c. Childhood



## C. Listen in!

### Part 1

Aurora is talking about how living standards have changed. Tick (✓) the correct box. The second time you listen correct the false statements.

1. Aurora's feelings about the future are different from her friends.
2. Her great-grandmother and grandmother had the same level of education.
3. Some girls in her area had an education in those earlier times.
4. Her grandmother had access to water in her house.
5. Illnesses today are just as serious as they were in the past.
6. She is satisfied with the progress that society has made.
7. Aurora thinks both living standards and the quality of life have improved.
8. She is disappointed society has become more individualistic.

	True	False
1.	✓	
2.		✓
3.	✓	
4.		✓
5.		✓
6.	✓	
7.	✓	
8.		✓

### Part 2

Benito is also talking about living standards. Fill in the blanks with **one word** from the audioscript. Listen twice.

1. Benito asked some people of a different ..... **generation** ..... about living standards in the 1950s.
2. Those days were a time of ..... **hope** ..... and optimism.
3. People of that time thought that they would be ..... **better** ..... off than their older relatives.
4. Benito's grandfather and his friends said that there was more ..... **secure** ..... employment.
5. Workers were not so worried about the effects of the ..... **global** ..... economy.
6. People were able to purchase many different types of ..... **consumer** ..... goods.
7. Benito thinks it would be difficult to ..... **persuade** ..... other young people to return to those days.
8. Benito would have liked ..... **feeling** ..... what the community spirit was like at that time.

### Part 3

Clara is talking about society. Circle the best answer (a, b or c).

1. Clara's niece says people should ..... their current lifestyles.  
a. speculate on  
**(b.) reflect on**  
c. maintain
2. She feels that we shouldn't measure society by the ..... we have.  
a. mod cons  
b. cars  
**(c.) belongings**
3. According to Clara's niece many of the things in Clara's house are .....  
**(a.) unnecessary**  
b. valuable  
c. unattractive
4. Clara's niece has many ideas for improving the quality of life, for example reducing .....  
a. crime  
b. equality  
**(c.) pollution**
5. Although Clara frequently agrees with her niece, it is difficult to change people's .....  
a. thoughts  
**(b.) actions**  
c. speech



## D. Speak out!

In the Conversation phase of the exam, the examiner might ask you questions about your ideas and opinions on society and living standards. These questions are only examples. Make questions from the words given and then make some questions of your own.

1. How/think/life different/if/lived 50-100 years ago?

How do you think your life would have been different if you had lived 50-100 years ago?

2. What/grandparents/tell/living standards/when/your age?

What did your grandparents tell you about living standards when they were your age?

3. What thing/missed most/if/lived 100 years ago?

What thing would you have missed most if you had lived 100 years ago?

4. Do/feel/there/big difference/living standards/north or south/your country?

Do you feel there is a big difference in living standards between the north and south of your country?

5. How/think/life different/if/born/north or south/your country?

How do you think your life would have been different if you had been born in the north or south of your country?

6. How/think/society/change/future?

How do you think society might change in the future?

Can you think of other questions?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Functional English

#### Reporting the conversation of others

We can **report the conversation of others** by using the following reporting verbs: **say** and **tell**. We can usually follow it with **that**, but this is not essential.

e.g. My aunt **says** **that** life was much tougher when she was young.  
My niece **told** me **that** she would like to change society.

Some other reporting verbs include **advise**, **report** and **promise**.

e.g. My father **advised** me to study hard because there is global competition for jobs.  
It's been **reported** **that** living standards will fall.  
My niece **promised** to work hard for a better world.

Extra Speaking

**Exercise 1A.** This is an example of the conversation between an examiner and a candidate. They are talking about society and living standards. Note how the candidate takes more responsibility for the maintenance of the interaction with the examiner by also asking questions. Note how the candidate comments on what the examiner has said to develop the conversation. Now, read the conversation and fill in the gaps with words from the box.

community spirit	generation	secure	minorities	all the mod cons
youths	opportunities	quality of life	multicultural	global

**Examiner:** How do you think your life would’ve been different if you’d been born 100 years ago?  
**Candidate:** Well, speaking as a woman, I think things would’ve been very different. I don’t think I’d have gone to school, or if I had, it would’ve only been an elementary one. How about in your country?  
**Examiner:** I suppose it was not so different from here, and certainly there wouldn’t have been the same (1) ..... opportunities ..... that women, or men, have today. So, apart from education would you say the (2) ..... quality of life ..... in your society has changed for the better?  
**Candidate:** I’m not sure if I would say in all aspects, but certainly it has changed for the better in things like health, medicine, technology and consumer goods. For example, look at (3) ..... all the mod cons ..... people have today.  
**Examiner:** So, what things do you feel were better in the past?  
**Candidate:** Well, my grandparents are always telling me how the (4) ..... community spirit ..... was better in those days. Did your grandparents say the same thing?  
**Examiner:** Yes, they did, and I had a grandfather who claimed they were actually happier in those days. I think every (5) ..... generation ..... always feels things were better when they were young.  
**Candidate:** Yes, that’s a good point. But I think it’s impossible to say that everything was better or worse when they were (6) ..... youths .....  
**Examiner:** Yes, very true. So, how about employment? Was that more (7) ..... secure ..... in the past?  
**Candidate:** I suppose that depended on your profession and where you lived. Whether we like it or not, we’re more connected with other countries today so there’s more (8) ..... global ..... competition. I think it would be almost impossible to change that, don’t you think?  
**Examiner:** Yes, I agree it would be difficult to go back. What else has changed in your society?  
**Candidate:** Well, we’ve become more (9) ..... multicultural ..... . Some people are uneasy with this, but I think there are far more advantages than disadvantages about this. What are your feelings on it?  
**Examiner:** Again, I agree with you. And we’ve become more aware and accepting of (10) ..... minorities ..... in our society. After all, we’re all a minority in some way. For example, I’m left-handed!  
**Candidate:** That’s an interesting point. Well, I feel most things have changed for the better and, as you say, we can’t go back even if we wanted to.  
**Examiner:** Yes, you’re right. Thank you.

**Exercise 1B.** Now listen to the recording about *society and living standards* to check your answers.

Pair Work

**Exercise 1C.** Work with your partner. One is the examiner and the other is the candidate. Practise a dialogue similar to the one above. Before you start, write useful words in the study box.

Study Box	
.....	.....
.....	.....
.....	.....
.....	.....

**Ask questions like these:**  
What would life ... ?  
If you had been... ?  
What did your ... ?  
What are your feelings about ... ?  
How do you think society might ... ?

# Section B

## Grammar

### &

## Language Functions

### Grammar

Although no specific grammar structures are required at **ISE II**, the following 'suggested grammar' section will help you to fulfil some of the functions (such as giving advice and speculating) required at this level.

- Modals and phrases used to give advice
- Second conditional
- Modals and phrases used to express possibility and uncertainty
- Simple passive
- Used to
- Relative clauses
- Present Perfect (Simple and Continuous)
- Past Perfect
- Third conditional
- Reported Speech
- Linking expressions
- Discourse connectors

# Unit 1

## Giving advice

**Adriano:** I've got to study a second foreign language this year at school but I can't decide which one to study.

**Jasmine:** Why don't you study French, or how about German?

**Adriano:** No, I'd like to study a non-European language.

**Jasmine:** Really, I think you ought to study something easier, like French or German.

**Adriano:** Yes, I know, but I was thinking about studying Chinese.

**Jasmine:** Chinese! It's really difficult you know. I do think you should study something easier so you will have more time for your other studies.

**Adriano:** Yes, you're probably right. Perhaps I could study Italian?



### Giving advice

**Giving advice:**

**should and ought to**

Adriano **should/ought to** study French or German.

He **shouldn't/oughtn't to** study such a difficult language.

### Exercise A

Match the sentences.

1 Adam doesn't care about the environment.

2 The kids eat a lot of junk food.

3 Riccardo's house looks very dirty from the outside.

4 Felipe eats meat twice a day.

5 Roberto is always late for school.

6 I've got a terrible headache.

1	C
2	E
3	F
4	B
5	A
6	D

A He shouldn't play computer games so late at night.

B He oughtn't to eat so much meat.

C He ought to start recycling.

D You should take an aspirin.

E They should start eating more fresh fruit and vegetables.

F He ought to repair it.

## Exercise A

Fill in the blanks with either **because of** or **due to**.

- 1 Georgia missed the class because of the snow.
- 2 Tom's low grades were due to lack of study.
- 3 Linda passed out because of the heat.
- 4 The screening was cancelled because of the weather.
- 5 Maria's failures were due to her ignorance.

## Exercise B

Complete the following sentences using the words in brackets.

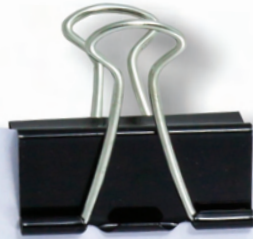
- 1 We stayed in the hotel because of my mother's illness (**because / because of**)
- 2 I was late for the wedding because the weather was really bad! (**because of / because**)
- 3 Linda stayed at home due to her headache. (**as / due to**)
- 4 I was very happy with my present as it was exactly what I wanted. (**as / owing to**)
- 5 Jennifer bought the coat since it fitted her perfectly. (**owing to / since**)
- 6 Since flights are cheaper in the winter, we decided to fly to Greece then. (**Since / Owing to**)
- 7 Paul didn't go to work, owing to his illness. (**owing to / as**)
- 8 Sheila was very tired because she went to bed late. (**because / owing to**)
- 9 Owing to his late night, Tom missed his flight. (**As / Owing to**)
- 10 Due to the terrible weather, we decided not to walk home. (**As / Due to**)
- 11 His lateness was due to the flood. (**due to / as**)
- 12 Lawrence ordered his meal without meat since she is a vegetarian. (**due to / since**)
- 14 Patrick didn't want to leave as he liked the party. (**because of / as**)



# Section C

## Topic Discussion

*How to develop your ideas  
using mind maps*

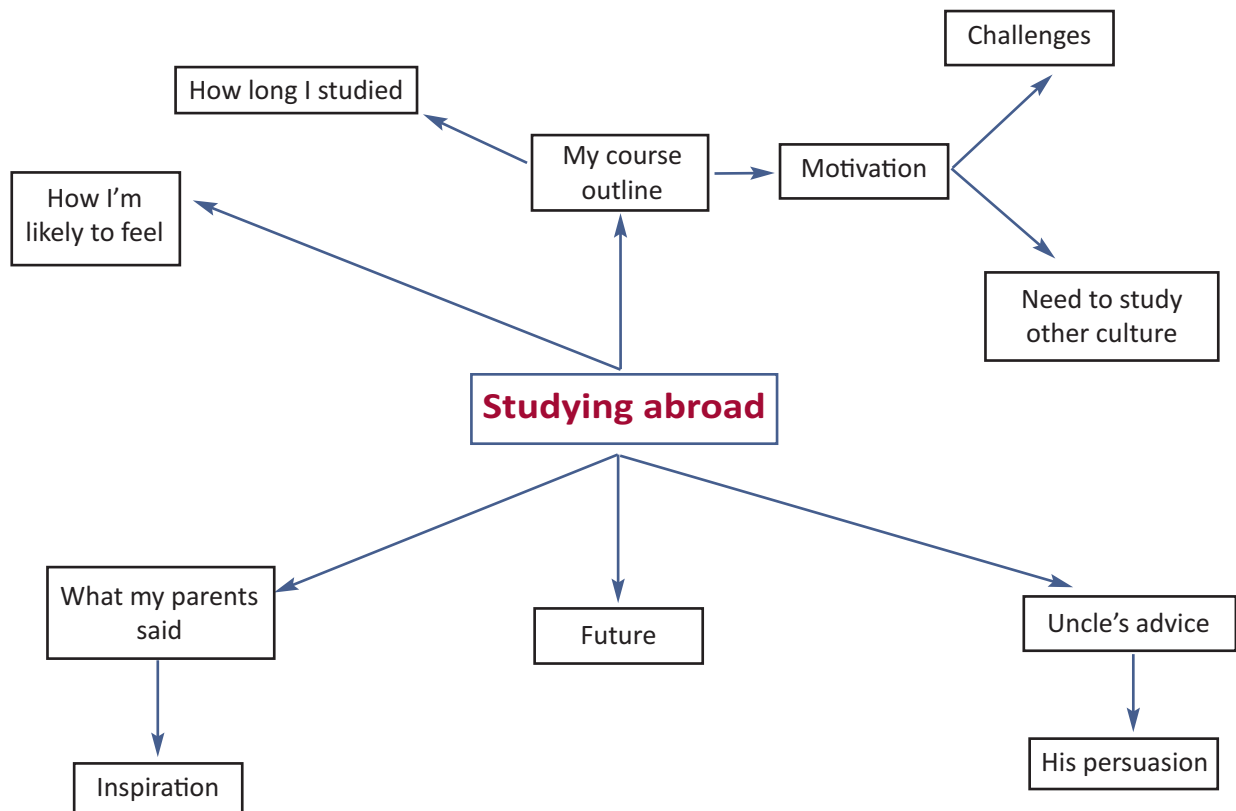


### The Topic Phase

#### Some important points to remember

- At **Trinity ISE II** there is no topic form. However, you are advised to bring in mind maps, diagrams, or photos to help you remember what you want to discuss in the examination. A copy should be given to the examiner. They are to help the discussion and are not assessed.
- As with all Trinity ISE exams, you should *not memorise* your topic. If you do this, you won't be able to have a *spontaneous* discussion on your topic.
- It's important to *personalise* your topic. This means it's best not to choose the history of something or biographies e.g. *The History of Basketball*, *Lady Gaga*, *Lionel Messi* etc. as this will probably lead to memorisation and recitation. Also, the examiner may ask you questions you do not know the answer to. Choose something about your own life. That way you will know the answer and feel more comfortable.
- The Topic phase is not *examiner-led*, but *candidate-led*. This means you shouldn't wait for the examiner to ask you questions. It is your responsibility to engage the examiner in your topic by asking him/her questions.
- It's a good idea to have some questions prepared, perhaps using the language functions and grammar of the level. For example:  
*What are your feelings on ...*  
*Would you say it was impossible to ...*  
*How long have you been playing ...*
- As well as the language functions, remember you should try to use the vocabulary specific to your topic area. For example, if your topic is about tennis, you should show knowledge of lexis related to your topic such as *serve*, *backhand*, *smash* etc.
- Remember, you only have up to 5 minutes, so don't plan too much material as you might get disappointed if you haven't had the chance to tell the examiner everything you had planned.
- Finally, remember you shouldn't use topics from the subject areas of the Conversation phase.

## Example Topic A



Questions for examiner	Functions/grammar to use	Topic vocabulary to include
<ul style="list-style-type: none"> <li>• How would you feel if...?</li> <li>• Is it impossible to...?</li> </ul> <p>Write three more questions.</p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	<ul style="list-style-type: none"> <li>• I had mixed feelings...</li> <li>• I thought it would be impossible to...</li> </ul> <p>Think of three more functions / grammar to use.</p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	<ul style="list-style-type: none"> <li>• undergraduate</li> <li>• further education</li> </ul> <p>Think of three more relevant words or phrases.</p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>





# Section D

## The Collaborative Task

Some points to remember about the **Collaborative Task**:

- The Interactive phase is up to 4 minutes.
- You're expected to take control of the interaction. If the examiner isn't saying anything he/she is waiting for you to make a further comment or ask a question.
- Don't just try to talk for as long as possible.
- You don't always have to give advice in this phase.  
Remember there is a variety of language functions which you are expected to use at **ISE II** (which we have looked at in this book), and giving advice in some interactive tasks is inappropriate.

# Section E

## ISE II Listening Tasks

(Remember that all the listening tasks are 'one-to-one' with the examiner)

### Listening Task I

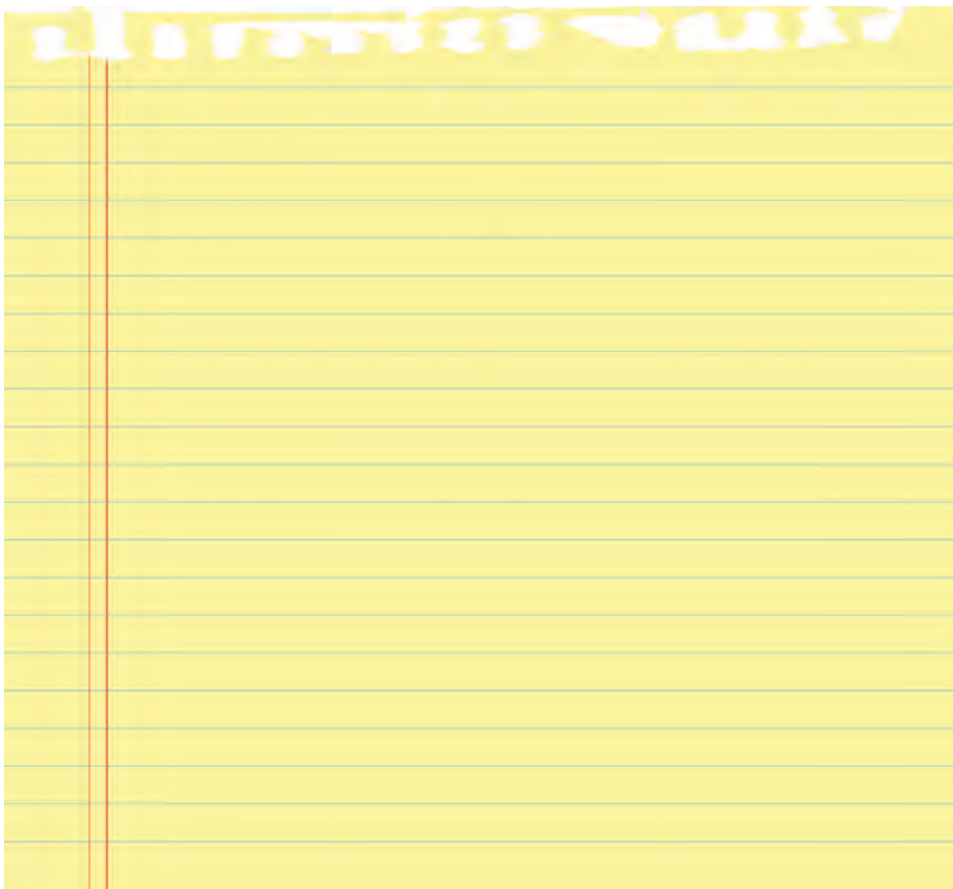
You are going to hear a radio programme about an aspect of work. You will hear the talk twice. The first time just listen. Then I'll ask you to tell me generally what the speaker is talking about. Are you ready?

Now tell me in one or two sentences what the speaker was talking about.

Write your answer to the gist question here after you have listened once.

Now listen to the talk again. This time make some notes as you listen, if you want to. Then I'll ask you to tell me what the positives in commuting to work are and what the negatives are. Are you ready?

Write your notes below:



Now tell me what the positives in commuting to work are and what the negatives are. You have one minute to talk.