

**Open Mind** Upper Intermediate has been mapped to Trinity ISE II. This document shows which exercises teachers may want to use to help prepare learners for the exam.

## Unit 1 Who do you think you are?

Section	Practice for ISE II Reading & Writing	Practice for ISE II Speaking & Listening
<b>Reading:</b> different text types for different purposes	<b>Task 2 – Multi-text reading:</b> Read four factual and/or descriptive texts and answer questions <b>Task focus:</b> Reading for purpose or main ideas, reading for specific information	
<b>Listening:</b> to a podcast interview		<b>Independent listening task</b> <b>Task focus:</b> Reporting information including main points and supporting detail
<b>Speaking:</b> agreeing and disagreeing (a seminar)		<b>Topic task</b> <b>Collaborative task</b> <b>Conversation task</b> <b>Task focus:</b> Expressing agreement Expressing disagreement
<b>Writing:</b> contributing to a question-and-answer page	<b>Task 4 – Extended writing:</b> Writing task in which the candidate responds to a prompt <b>Task focus:</b> Expressing opinions in an informal letter	
<b>Unit focus and Vocabulary:</b> personal identity, talking about your family background	<b>Subject areas:</b> Personal values and ideals, national customs	<b>Subject areas:</b> Personal values and ideals, national customs

## Unit 2 Global views

Section	Practice for ISE II Reading & Writing	Practice for ISE II Speaking & Listening
<b>Reading:</b> a magazine article, talking about where you prefer to go shopping	<b>Task 1 – Long reading:</b> Read a long text and answer questions <b>Task focus:</b> Careful reading for specific information Careful reading for comprehension Inferring and understanding across paragraphs (e.g. writer's attitude)	
<b>Listening:</b> globalisation, understanding discourse markers		<b>Independent listening task:</b> Processing and reporting information, including main points and supporting detail Inferring word meaning Placing information in a wider context
<b>Speaking:</b> talking about social media		<b>Topic task</b> <b>Collaborative task</b> <b>Conversation task</b> <b>Task focus:</b> Highlighting advantages and disadvantages
<b>Writing:</b> a formal email	<b>Task 4 – Extended writing:</b> Writing task in which the candidate responds to a prompt <b>Task focus:</b> Writing a formal email	
<b>Unit focus and Vocabulary:</b> global views, verbs for taking social action	<b>Subject areas:</b> Personal values and ideals, national customs, national and local produce	<b>Subject areas:</b> Personal values and ideals

## Unit 3 Fame and fortune

Section	Practice for ISE II Reading & Writing	Practice for ISE II Speaking & Listening
<b>Reading:</b> for different purposes (a webpage)	<b>Task 2 – Multi-text reading:</b> Read four factual and/or descriptive texts and answer questions <b>Task focus:</b> Reading for purpose or main ideas Skimming Scanning Reading for gist	
<b>Listening:</b> to a gossip columnist discussing the difference between fame and celebrity		<b>Independent listening task</b> <b>Task focus:</b> Processing and reporting information, including main points and supporting detail Inferring information not expressed explicitly Placing information in a wider context
<b>Speaking:</b> clarifying misunderstandings (a discussion)		<b>Topic task</b> <b>Collaborative task</b> <b>Conversation task</b> <b>Task focus:</b> Negotiating meaning
<b>Unit focus and Vocabulary:</b> famous people, effects of being a celebrity	<b>Subject areas:</b> Public figures past and present	<b>Subject areas:</b> Public figures past and present

## Unit 4 Ups and downs

Section	Practice for ISE II Reading & Writing	Practice for ISE II Speaking & Listening
<b>Reading:</b> a magazine article, understanding ways to be happier	<b>Task 1 – Long reading:</b> Read a long text and answer questions <b>Task focus:</b> Careful reading for specific information Careful reading for comprehension	
<b>Listening:</b> understanding discourse markers (a lecture)		<b>Independent listening task</b> <b>Task focus:</b> Inferring word meaning
<b>Speaking:</b> talking about having a positive attitude		<b>Topic task</b> <b>Collaborative task</b> <b>Conversation task</b> <b>Task focus:</b> Giving advice, eliciting further information, speculating
<b>Writing:</b> a thank-you note	<b>Task 4 – Extended writing:</b> Writing task in which the candidate responds to a prompt <b>Task focus:</b> Writing an informal letter	
<b>Unit focus and Vocabulary:</b> life satisfaction, talking about wealth and happiness	<b>Subject areas:</b> Personal values and ideals	<b>Subject areas:</b> Personal values and ideals

## Unit 5 Something in the water

Section	Practice for ISE II Reading & Writing	Practice for ISE II Speaking & Listening
<b>Reading:</b> inferring opinion (an online article)	<b>Task 2 – Multi-text reading:</b> Read four factual and/or descriptive texts and answer questions <b>Task focus:</b> Inferring	
<b>Listening:</b> to an interview with a charity spokesperson		<b>Independent listening task</b> <b>Task focus:</b> Processing and reporting information, including main points and supporting detail, placing information in a wider context
<b>Speaking:</b> suggesting alternatives (a discussion)		<b>Topic task</b> <b>Collaborative task</b> <b>Conversation task</b> <b>Task focus:</b> Negotiating meaning
<b>Unit focus and Vocabulary:</b> marketing, environmental issues	<b>Subject area:</b> National environmental concerns, society and living standards, personal values and ideals	<b>Subject area:</b> National environmental concerns, society and living standards, personal values and ideals

## Unit 6 Living traditions

Section	Practice for ISE II Reading & Writing	Practice for ISE II Speaking & Listening
<b>Reading:</b> a book excerpt, understanding traditions	<b>Task 1 – Long reading:</b> Read a long text and answer questions <b>Task focus:</b> Reading for gist Scanning	
<b>Listening:</b> for main ideas (radio interviews)		<b>Independent listening task</b> <b>Task focus:</b> Placing information in a wider context Processing and reporting main points
<b>Writing:</b> avoiding run-on sentences (a comment on a blog)	No specific task in the exam but useful for writing clear, coherent sentences required in <b>Task 3 – Reading into writing</b> and <b>Task 4 – Extended writing</b> .	

## Unit 7 Designed to please

Section	Practice for ISE II Reading & Writing	Practice for ISE II Speaking & Listening
<b>Reading:</b> inferring factual information	<b>Task 2 – Multi-text reading:</b> Read four factual and/or descriptive texts and answer questions <b>Task focus:</b> Inferring	
<b>Listening:</b> to a radio phone-in show		<b>Independent listening task</b> <b>Task focus:</b> Inferring information not expressed explicitly
<b>Speaking:</b> distancing language (a polite conversation)		<b>Topic task</b> <b>Collaborative task</b> <b>Conversation task</b> <b>Task focus:</b> Giving advice
<b>Unit focus and Vocabulary:</b> design, celebrity designers	<b>Subject areas:</b> Public figures past and present, society and living standards	<b>Subject areas:</b> Public figures past and present, society and living standards

## Unit 8 A fair deal?

Section	Practice for ISE II Reading & Writing	Practice for ISE II Speaking & Listening
<b>Reading:</b> biographical profiles	<b>Task 2 – Multi-text reading:</b> Read four factual and/or descriptive texts and answer questions <b>Task focus:</b> Understanding specific, factual information at the sentence level	
<b>Listening:</b> for main ideas (a lecture)		<b>Independent listening task</b> <b>Task focus:</b> Placing information in a wider context
<b>Writing:</b> sentence variety	No specific task in the exam but useful for writing more grammatically-varied sentences required in <b>Task 3 – Reading into writing</b> and <b>Task 4 – Extended writing</b>	
<b>Unit focus and Vocabulary:</b> social issues, social justice	<b>Subject area:</b> Society and living standards, personal values and ideals	<b>Subject area:</b> Society and living standards, personal values and ideals

## Unit 9 Competitive edge

Section	Practice for ISE II Reading & Writing	Practice for ISE II Speaking & Listening
<b>Reading:</b> understanding text organisation (a scientific article)	<b>Task 1 – Long reading:</b> Read a long text and answer questions <b>Task focus:</b> Careful reading for specific information Careful reading for comprehension	
<b>Listening:</b> to experts' opinions (a presentation)		<b>Independent listening task</b> <b>Task focus:</b> Reporting information including main ideas and supporting details
<b>Writing:</b> a description (of a TV show), writing a discursive essay	<b>Task 3 – Reading into writing:</b> Respond to a prompt <b>Task focus:</b> Writing a descriptive essay <b>Task 4 – Extended writing:</b> Writing task in which the candidate responds to a prompt <b>Task focus:</b> Writing a discursive essay	
<b>Unit focus and Vocabulary:</b> scientific nouns and verbs, expressions of emotion, competition, psychology and the effects of competition	<b>Subject area:</b> Personal values and ideals	<b>Subject area:</b> Personal values and ideals

## Unit 10 Risky business

Section	Practice for ISE II Reading & Writing	Practice for ISE II Speaking & Listening
<b>Reading:</b> an opinion article, talking about taking risks	<b>Task 1 – Long reading:</b> Read a long text and answer questions <b>Task focus:</b> Distinguishing fact from opinion Comparing, evaluating and inferring Inferring and understanding across paragraphs (e.g. writer's attitude, line of argument)	
<b>Listening:</b> rapid speech		<b>Independent listening task</b> <b>Task focus:</b> Reporting information including main points
<b>Speaking:</b> speculating about events (a news story)		<b>Topic task</b> <b>Collaborative task</b> <b>Conversation task</b> <b>Task focus:</b> speculating
<b>Writing:</b> requesting action, writing clear and concise points (a formal letter)	<b>Task 4 – Extended writing:</b> Writing task in which the candidate responds to a prompt <b>Task focus:</b> Writing a formal letter	
<b>Unit focus and Vocabulary:</b> risk, talking about safety and risk	<b>Subject area:</b> Personal values and ideals	<b>Subject area:</b> Personal values and ideals



## Unit 11 Through the lens

Section	Practice for ISE II Reading & Writing	Practice for ISE II Speaking & Listening
<b>Reading:</b> understanding text organisation (an article)	<b>Task 1 – Long reading:</b> Read a long factual text and answer questions <b>Task focus:</b> Distinguishing principal statement from supporting examples or details	
<b>Writing:</b> a memo, a report	<b>Task 3 – Reading into writing:</b> Respond to a prompt <b>Task 4 – Extended writing:</b> Writing task in which the candidate responds to a prompt <b>Task focus:</b> Writing a report	
<b>Unit focus and Vocabulary:</b> photos, image manipulation	<b>Subject area:</b> Personal values and ideals	<b>Subject area:</b> Personal values and ideals

## Unit 12 Bright lights, big city

Section	Practice for ISE II Reading & Writing	Practice for ISE II Speaking & Listening
<b>Reading:</b> a guidebook	<b>Task 1 – Long reading:</b> Read a long factual text and answer questions <b>Task focus:</b> Understanding cohesion via lexicogrammar patterns or collocation	
<b>Listening:</b> rapid speech		<b>Independent listening task</b> <b>Task focus:</b> Reporting information including main points
<b>Speaking:</b> talking about cities of the future		<b>Topic task</b> <b>Collaborative task</b> <b>Conversation task</b> <b>Task focus:</b> Speculating Expressing agreement Expressing disagreement
<b>Writing:</b> a letter of complaint	<b>Task 4 – Extended writing:</b> Writing task in which the candidate responds to a prompt <b>Task focus:</b> Writing a formal letter	
<b>Unit focus and Vocabulary:</b> cities of the future, describing places	<b>Subject area:</b> Society and living standards, village and city life, pollution and recycling	<b>Subject area:</b> Society and living standards