

Integrated Skills in English (ISE)

Classroom Activities – ISE III

Reading & Writing

Contents

| | |
|----------------|----------------|
| Reading Task 1 | <u>Page 1</u> |
| Reading Task 1 | <u>Page 8</u> |
| Reading Task 2 | <u>Page 15</u> |
| Reading Task 2 | <u>Page 25</u> |
| Reading Task 3 | <u>Page 32</u> |
| Reading Task 3 | <u>Page 40</u> |
| Reading Task 3 | <u>Page 48</u> |
| Writing Task 4 | <u>Page 56</u> |

Stress Management

At a glance

Level: ISE III

Focus: Reading Task 1

Aims: Students practise reading a text and completing sentences about the text

Objectives: Students can understand specific factual information at word or phrasal level and students can infer and understand meaning across paragraphs

Skill: Understanding specific information

Topic: Lifestyles

Language functions: Expressing abstract ideas, paraphrasing, evaluating options, hypothesising, deducing and inferring.

Lexis: Vocabulary used to talk about stress and ways to overcome it.

Materials needed: Whiteboard, paper and pens, one student worksheet and one reading text per student.

Timing: 70 minutes

Procedure

Preparation

Photocopy one worksheet per student.

In class

1. Tell students they are going to do a sentence completion task similar to questions 11-15 in part 1 of the ISE III Reading Test. Tell them that the reading text is about stress management.
2. Write "stress" on the board. Ask students individually to list 5 things that make people stressed and then ask the students to compare what they have written with a partner. Elicit some answers from the class, and write on the board.
3. Ask students to work with a different partner to list the ways in which people might try to manage or overcome stress e.g. breathing

exercises, listening to relaxing music or doing yoga. Elicit some answers from the class, and write on the board.

4. Tell students they are going to read a text about stress management. Ask them to note down:
 - a) the causes of stress
 - b) the ways to manage or overcome stress

Give each student one worksheet and allow them 10 minutes to read the text individually and write down the answers.

5. Ask students to compare their answers in pairs and then check the answers with the whole class. Explain any vocabulary they do not understand.

Answers:

- a) *Money problems, job worries, relationships, family problems.*
- b) *Taking control of the environment by eliminating unnecessary stresses, adopting a healthier life-style, learning to accept the things that you can't change.*

6. Draw the students' attention to Task A on the worksheet. Ask the students to read the instructions. Ensure the students are aware of what they have to do and then allow them 10 minutes to complete the task.
7. Ask students to check that: (1) they have not written more than three words (2) their sentences are grammatically correct and (3) they have spelt the words correctly.
8. Ask students to compare their answers in pairs and then check with the whole class. Write the correct answers on the board.
9. Draw the students' attention to Task B on the worksheet. Ask students to discuss in pairs. Monitor and provide help where necessary. After 10 minutes, briefly elicit some answers from the class.

Extension activity

1. Early finishers during the reading activity can write their own sentence completion questions.
2. Early finishers during the speaking activity can role-play a conversation between the writer and the life-style counsellor.

Further support activity

Weaker students can be told which paragraph they will find each answer in.

1. Para 1
2. Para 3
3. Para 4
4. Para 6
5. Para 7

After class

For homework, students can be asked to write an email to a friend who is suffering from stress offering some advice. You may choose to revise the following ways of giving advice:

You should ...

You could ...

Why don't you ...?

Have you tried ...?

If I were you I would ...

Stress Management

Student Worksheet

Aim: To practise questions 11-15 in part 1 of the ISE III Reading Test

Text

Read the following text written by a newspaper columnist which talks about the causes of stress and some possible solutions, then answer the questions below.

Text Stress Management

I recently went to the doctor with an inexplicable stomach pain that had persisted for several days. After a brief examination, he provided his diagnosis: "It's probably stress". I have to admit that I was disappointed with the verdict, as I was hoping that he would find a more concrete cause that could be easily resolved with prescription drugs. Instead, I was going to have to take a look at my life-style and try to make some changes.

I began by reading some on-line articles about the causes of stress. According to my research, the main sources of stress in adults are money problems, job worries, relationships, and family problems. I do have a demanding new boss, and I have recently had a slight disagreement with a sibling, but I hadn't really considered myself to be stressed about either issue. When I think about it, I don't really know anybody who doesn't suffer from at least one of the four major causes of stress. Does that mean we are all stressed to a certain degree?

My reading seemed to confirm that this is indeed the case. We all have problems that can make us feel stressed, but the difference is in how we manage that stress. Apparently, some of us are better at taking charge of our thoughts, feelings, schedule, and the way we deal with problems than others. Some people are able to remain calm and in control, despite the demands and pressures of everyday life. So how could I become one of those people?

I went to talk to a life-style counsellor, who presented me with several suggestions. Firstly, I could try to take control of my environment by eliminating unnecessary stresses. Clearly, I wouldn't be able to eradicate my boss or my brother. However, I could avoid travelling in a crammed train carriage every morning by getting up 10 minutes earlier and

catching a bus to work. I tried it for a few days, and surprisingly enough I already felt a little more in control.

Secondly, I should try to adopt a healthier life-style. We all know that a healthy diet and regular exercise make us thinner and fitter, but I wasn't aware that they could also help to eliminate stress. I decided to start with some small changes, such as cutting out sweets and desserts, and taking the stairs instead of the lift. Again, I immediately felt that these small changes were making a positive difference.

Perhaps the most important advice of all was to learn to accept the things that I couldn't change. I started to think of my challenges as opportunities for personal growth. Neither my boss nor my brother were going to back down, so I had to learn to compromise. I would start to expect less of people and accept that no one is perfect, least of all myself.

A couple of days ago, I met with my best friend Sandra and told her of the changes I had made to try to conquer my stress. She thought about it for a while before responding: "So, it now takes you longer to get to work, you don't allow yourself any treats, your boss and your brother are still problematic; yet you feel less stressed?". To be honest, as I hadn't really known that I was stressed in the first place, it was hard to compare my stress levels with what they had been before. But one thing was for sure; talking and laughing about it with Sandra made me feel far better than any of my other actions. Maybe it's OK to be stressed as long as there is a friend to share it with.

A) Reading Comprehension Questions

Complete sentences 1-5 with a word, phrase or number from the text (maximum 3 words). Write the word, phrase, or number in the space provided.

1. The writer felt _____ the doctor's diagnosis as he had wanted to be prescribed some medication.

2. Although everybody suffers from stress, some people are better at keeping _____ in difficult situations.

3. The writer decided to start avoiding a daily stressful situation by _____ to work.

4. The life-style counsellor recommended that the writer began to _____ that were beyond his control.

5. Sandra found it hard to believe that the steps the writer had taken would make him _____.

B) Discussion Questions

Discuss the following questions in pairs.

- a) Do you agree with the advice given by the life-style counsellor? Why/ why not?
- b) On a scale of 1 to 10, how stressed do you think you are? What are the causes of your stress and what do you do to manage it?
- c) What life-style changes could you make to try to reduce your stress levels?

Answer key

A.

1. The writer felt *disappointed with* the doctor's diagnosis as he had wanted to be prescribed some medication.
2. Although everybody suffers from stress, some people are better at keeping *calm* in difficult situations.
3. The writer decided to start avoiding a daily stressful situation by *catching a bus* to work.
4. The life-style counsellor recommended that the writer began to *accept the things* that that were beyond his control.
5. Sandra found it hard to believe that the steps the writer had taken would make him *feel less stressed*.

Websites used

http://www.helpguide.org/mental/stress_management_relief_coping.htm

<http://oregonstate.edu/counsel/lifestyle-changes-more-effective-stress-management>

http://www.helpguide.org/mental/stress_signs.htm

<http://www.bupa.co.uk/individuals/health-information/directory/s/hi-stress>

<http://www.nhsinform.co.uk/health-library/articles/s/stress/causes>

Reading: Birth Order

At a glance

Level: ISE III

Focus: Reading Task 1

Aims: To develop reading strategies by reading a short article about the impact of birth order on a child's development and answering three sets of questions

Objectives: To scan an article for gist, to skim an article and answer 'True / False' questions and to skim an article to complete sentences with information from the text

Skill: Skimming and scanning

Topic: Birth order and roles in the family

Language functions: Developing and justifying an argument, summarising and evaluating options

Lexis: Lexis related to roles in the family

Materials needed: Whiteboard, pens, one student worksheet per student and dictionaries

Timing: Approximately one hour

Procedure

Preparation

Print one student worksheet per student.

In class

1. Explain to the class that they will be doing a reading activity today in class and that this will help them to prepare for Reading Task 1 of the ISE III exam.
2. Write the following three questions on the board and ask students to discuss them in pairs.
 1. *Do you have any siblings?*
 2. *How would people typically describe the eldest child, the middle child and the youngest child of a family?*

3. Do you believe that birth order plays an important role in a child's development?

Carry out group feedback.

3. Give each student one student worksheet and ask them to carry out Task A. Tell them that the seven words or phrases in the box are in a text on birth order. Tell the students to write the correct word or phrase next to the definition. Ask them to work alone first and tell them they can use a dictionary. Then tell them to compare their answers with their partner. Carry out feedback as a group and write the answers on the board. Ask one or more concept-check questions to check if students have understood the words. Here are some examples of the concept-check questions you could ask: *Can you give an example of a household chore? If there are subtle differences between two things, is it easy or difficult to see them?*
4. Tell the class they are going to read about the impact of birth order on a child's development. Ask the students to complete Task B. Tell them to read the text quickly and choose the best summary from a list. Ask students to compare their answers in pairs and then feedback as a group.
5. Write *reading for gist* and *skimming* on the board. Tell the students that Task B asked them to read the text for gist or general understanding without the need to concentrate on all the details. Tell the students that this reading skill is also called skimming.
6. Ask students to read the texts again and complete Task C. Ask the students to decide whether each statement is True or False. Ask students to compare answers in pairs and then feedback as a group.
7. Write *reading for detail* and *scanning* on the board. Elicit from the students the difference between this reading task and Task B.
8. Ask the students to carry out Task D. Tell them to complete the sentences with information from the text. Ask them to compare answers with a partner. Carry out feedback as a group.
9. Tell the students that Task D tested their understanding of specific information at word and sentence level. Elicit that this requires scanning the text, not skimming.

Extension activity

1. Write the following two sentence starters on the whiteboard:

1. *What surprised me most was ...*
2. *I don't really think this is true because ...*

Ask students, in pairs, to discuss their opinion about what they have read and tell them to start the discussion with one of the sentence starters. Carry out feedback as a group.

2. Tell the stronger students to write a new question about the text. Then they ask another student this question.

Further support activity

1. Tell the weaker students that they can use a dictionary and look up unknown words whilst reading the text.
2. Ask the weaker students to work with a stronger student when comparing answers after each reading task.

After class

Ask the students to interview someone about whether they think birth order matters. Ask the students to report back in the next class.

Reading: Birth Order

Student Worksheet

Task A - Vocabulary

Choose a word or phrase from the box and write it next to the correct definition below.

| | | |
|---------------------------|---|------------------------------|
| distort (verb) | prone to error | notorious (adjective) |
| subtle (adjective) | rebel against (verb + preposition) | |
| syndrome (noun) | manipulate (verb) | chores (noun, plural) |

1. Famous but for a negative reason

2. To give a false meaning to

3. To influence someone skilfully often to get something done for your own benefit

4. Difficult to understand because of fine differences

5. Likely to be wrong

6. The everyday work around the house

7. Resist something or someone

8. A pattern of behaviour

Task B

Read the text below quickly. Choose the best summary of the text from the descriptions below.

1. Middle child syndrome.
2. Birth order has a significant impact on a child's development.
3. Birth order plays only a minor part in the development of a child.
4. Research confirms birth order stereotypes.

Reading Text

JUST LET YOUR CHILDREN BE THEMSELVES

A recent study on the impact of birth order suggests that firstborns have a higher IQ. The problem is that studies such as this distort the bigger picture by confirming birth order stereotypes.

The study was conducted in Norway and showed that the eldest children had a slightly higher IQ on average than their younger siblings. Nobody can explain the results of the study. It has been suggested that the eldest children benefit from more attention before the arrival of their siblings. Another theory is that the eldest children have more responsibility which helps them to develop their brain.

It is a good idea though to look at the study in more detail before blindly applying its results to your own family. The subjects of the study were all male, the area was limited to Norway and IQ test results are notoriously prone to error. Important to note is that the averages for both older and younger children were well within the normal range so it is probably not necessary to start worrying.

It is not advisable to pay too much attention to the rather subtle impact birth order has on the development of your child. There are simply too many contributing factors from genes to life in the womb.

Firstborns

The eldest children are often said to possess leadership skills such as organising and logical thinking and to be better at dealing with adults. They often have to take more responsibility but it is not ideal to put more pressure on them by expecting them to behave as a parent to their younger siblings. For parents it is probably better not to pay too much attention to this theory as it may lead to unrealistic expectations.

Middle children

Popular wisdom also has it that middle children are very diplomatic and sociable. In order to stand out they may rebel against their parents. This is often referred to as middle child syndrome. What parents could do to prevent this is to give the middle child the responsibility that normally would be given to the eldest child.

Last children

It is commonly claimed that last-borns are spoiled and good at manipulating others to get things done for them. The youngest may appear cute compared to their older siblings but they obviously need to be shown limitations. Parents should give them their share of chores.

Original source:

<http://edition.cnn.com/2007/HEALTH/family/10/12/par.birth.order/index.html>

Task C

Read the text again. Are the statements True or False?

1. A Norwegian study suggests that the eldest children in a family have a higher IQ.
2. Results of IQ tests are normally highly reliable.
3. The difference in IQ between the oldest and youngest children is significant.
4. The author suggests giving the eldest child a taste of what is to have the responsibility of an adult.
5. When middle children feel left out, they may seek attention through defiant behaviour.
6. The youngest children often know naturally what the limits of acceptable behaviour are.

Task D

Complete the sentences with one or two words from the text.

1. It is important to look at the context in which a study took place in order to decide if the results are or not.
2. Having more may help developing the mind.
3. Birth order theories may result in of the parents in their firstborn children.
4. Middle children are always caught in the middle which means they may have developed the skill to be more
5. Youngest children are often labelled as

Teacher's Notes

Answer key:

- A. 1. notorious 2. distort 3. manipulate 4. subtle 5. prone to error 6. chores 7. rebel against 8. syndrome
- B. 3. Birth order plays only a minor part in the development of a child.
- C. 1. True 2. False 3. False 4. False 5. True 6. False
- D. 1. distorted 2. responsibility 3. unrealistic expectations 4. diplomatic 5. spoiled

The Future of Our Planet – Strategies for Improving Reading Skills

At a glance

Level: ISE III

Focus: Reading Task 2

Aims: To familiarise students with interpreting short reading texts, images and tables quickly

Objectives: To work on different strategies for tackling the skills needed to answer a reading test

Skill: Skimming and scanning, dealing with unknown vocabulary, writing questions, describing changes in 3 images and interpreting data

Topic: The future of our planet

Language functions: Deducing and inferring, hypothesising and evaluating options

Lexis: Using signposting language and vocabulary specific to the topic.

Materials needed: Student worksheet

Timing: 60 minutes

Procedure

Preparation

Print off one student worksheet per student.

In class

1. Explain to the class that today they are going to focus on the ISE III Reading Test, part 2 – which involves reading multiple texts; including images, diagrams, graphs and tables. Tell the students that for this part of the test, there are 4-5 short texts that they have to read or interpret, then 15 questions to answer in 20 minutes. Therefore, the students will only have approximately 1 minute to answer each question.
2. Explain that the first 5 questions involve matching the appropriate 4-5 texts to questions. These questions involve the use of skimming and scanning techniques.

3. Give out a student worksheet to each student. Tell the students the topic of the class today is "***The future of our planet***". Ask the students for their opinions and views on this. You could try asking more specific questions such as:

- Is everything OK with our planet at the moment? Why/why not?
- Do we need to be concerned about the future of our planet? In which ways?
- Will we always live on earth, or will we move to live on another planet someday?

This should generate some lively discussion. Divide the class into groups of approximately 4 students and ask them to discuss the questions for approximately 10 minutes. Whilst the students are completing this task, walk around the groups checking they understand the questions and helping them with any unknown vocabulary.

4. Bring the activity to a close and nominate 1 person per group to present the ideas from their group. Discuss these ideas as an open-class activity.
5. Now, divide the class into pairs (A and B), and ask students A to scan *Text A* in only one minute and to try to remember as much of the text as they can. Meanwhile, student B should read the first sentence of *Text A* "*What is the future of our planet?*" and try to predict what the text will be about. Then, ask all student A's to give their information to student B's, and vice versa. Repeat this activity with *Text B*.
6. Now, ask students to underline any unknown vocabulary in *Text A* (for example: *fuss over, commensurate, lifespan, supercontinents, mass extinctions, annihilate, exhaust, orbit*). Explain that on the day of the test, they will not be able to check the meanings of these unknown words so they will have to *infer meaning*, or make an *educated guess*. Ask the students what they think this is? Explain that it is their idea, based on their understanding of the rest of the text, and looking closely at the words surrounding the unknown word.
7. Ask the students to work in pairs, trying to give a definition of the words they underlined in *Text A*, (answers in teacher's notes). Carry out the same process with *Text B* (unknown vocabulary may include - *viable, contemplate, diminish, mass, wasteland* – see teacher's notes).
8. Now look at *Text C* as a class. Ask the class what kind of text it is (Answer: a speech). Explain that for this activity that they are going to practise **writing 4 questions** based on this text. Give a couple of examples of questions (or illicit from students). E.g. – "*Who is the*

NASA family?" "When did the first humans land on the moon?" Ask students to scan the text and write down their own questions.

9. Go through these questions as a whole class activity, choosing 5-10 students at random.
10. Now ask the students to look at Text D. Text D involves interpreting an image. Tell students to look at the image for **10 seconds**, cover it up, and tell their partner as much as they can remember. Then repeat this for another **10 seconds**, giving any extra information they can.
11. Text E involves understanding the data given in a survey. Go through the important information, such as the years given at the top and the % growth; the areas on the left of the survey – *population billion, GDP Trillion USD, TPES Mtoe...etc.* It is important to get a general idea of the data, for example, the big % increases, the ones which are similar. Tell the students to look for patterns or trends.
12. Now, tell students to work in pairs and practise asking and answering questions from each other about the information given. For example *"What was the figure for Nuclear TWh in 2011?"* or *"Which category nearly doubled in growth between the years 1993-2011?"*
13. Finally, to bring the lesson to an end, ask students what type of questions they will have to answer on the test, and what strategies they could use to answer them successfully.

Ask the students what they learned from looking at:

Texts A and B? (Possible answer: learning how to deal with unknown vocabulary, predicting skills, memory skills, summary skills).

From Text C? (Possible answer: Writing possible questions).

From Text D? (Possible answer: Learning to interpret a diagram, graphic or illustration).

From Text E? (Possible answer: practising interpreting information on a table, asking and answering questions based on this information).

Explain that they can prepare for the test by using these strategies whenever they read something in English.

Extension activity

More advanced students can be asked to summarise all of the texts.

Further support activity

Weaker students can be given more time to work on the texts, and only asked to complete 2 out of the 5 tasks

After class

Ask the students to complete their own research on “the future of our planet” using the links to the websites as shown. Then, ask the students to write a summary of some of the articles they found using approximately 100 words.

The Future of Our Planet – Strategies for Improving Reading Skills

Student Worksheet

Before reading discussion

- What do you think about *the future of our planet*? Think about this for a minute and be ready to tell your teacher your opinions and views.
- Work in your group and discuss this for approximately 10 minutes.
- Choose one person from your group to explain your views and opinions to the rest of the class.

ISE III Task 2 Practice Texts

The following are examples of reading texts you might find on the ISE III Task 2A Reading test.

TASK 1 – Read Texts A & B in pairs

- In pairs, student A has one minute to read Text A, whilst student B reads only the first sentence (*so, do we need to fuss over climate change, or are we safe for generations to come?*) and tries to predict the content of the text.
- Student A gives their information to student B, and vice versa.
- Do the same with Text B. Student B reads the text in one minute, whilst student A reads only the first sentence “As far as we know, the earth is our only viable habitat”.
- Student B gives their information to student A, and vice versa.

Text A

So, do we need to fuss over climate change or are we safe for generations to come? Are we unnecessarily worried? Can we indeed, predict the future of our planet?

The biggest transformations don't occur overnight but rather over hundreds of billions of years. Supercontinents change, mass extinctions annihilate almost all life, and alterations in the encompassing solar system all have an effect.

It is basically the sun that will decide the fate of our planet. In billions of years, as our ageing star begins to exhaust hydrogen fuel, it will transform into a red giant and broaden out into the inner solar system as remote as the Earth's orbit.

Original source:

http://www.bbc.co.uk/science/earth/earth_timeline/future_earth

Text B

Our Planet

As far as we know, the earth is our only viable habitat. But for how long though?

We often make predictions about the weather - will it rain tomorrow, will it be sunny at the weekend? We can only contemplate the bigger questions though, such as, will the greenhouse gases in our atmosphere reach an upper limit and start to diminish? Will the earth become a mass of burning rock like Venus, or a frozen wasteland like Mars?

Original Source:

<http://www.cifarnbq.ca/questions/what-does-the-future-hold-for-our-planet/>

TASK 2 - Dealing with unknown vocabulary.

- Underline any unknown words in Text A
- With your partner, try to *guess their meaning from context*

TASK 3 - Practise writing questions based on a text

- Skim read Text C. Where is it taken from?
- Now, **you** are going to practise **writing** questions for Text C, instead of just answering them. For example: What is the purpose of the speech? Who were the key players in the Space Shuttle program? Why was the success unprecedented?
- Read the text quickly and formulate 4 questions that you can ask your partner about the text.

i) _____

ii) _____

iii) _____

iv) _____

Text C

Kennedy Space Center

July 21, 2014

Thank you, Bob. I want to echo Bob's thanks to all the members of the NASA family and the KSC community who are with us today.

Forty-five years ago, NASA's journey to land the first humans on the moon began right here.

NASA astronauts, beginning with the Mercury 7 and continuing through the Gemini and Apollo years, launched from these famous shores. For 30 years, the unprecedented success of our Space Shuttle program was made possible by these men and women.

Original source:

http://www.nasa.gov/sites/default/files/final_cb_armstrong_renaming.pdf

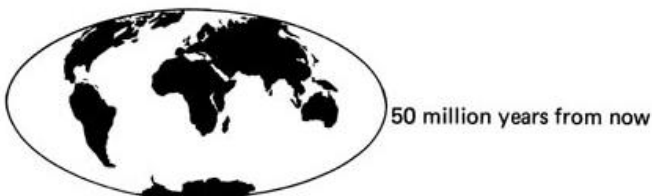
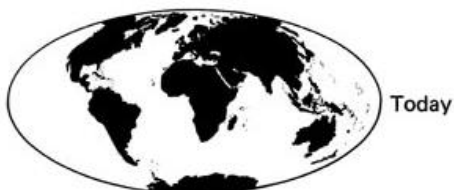
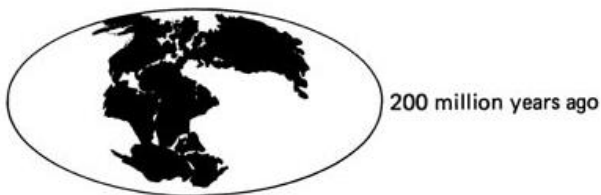
TASK 4 – Interpreting images

Text D involves interpreting 3 different images.

- Look at the images for **10 seconds** and tell your partner what you remember. Now look again for another **10 seconds** and write down the key information.

Text D

Continental drift



Original source:

http://ase.tufts.edu/cosmos/print_images.asp?id=4

TASK 5 – Understanding survey information

Text E involves understanding information given in a survey.

- Look at the information at the top of the table – the years and percentage growth
- Look at the left-side axis for the categories and try to remember some of them
- Now look for patterns or trends in the table, for example, *have they all increased? What is the range of percentage growth?*
- Work with a partner asking and answering questions about the table such as “what was the figure for Nuclear TWh in 2011?” or “Which category nearly doubled on growth between the years 1993-2011?”

Text E

| | 1993 | 2011 | 2020 | % growth 1993-2011 |
|----------------------------|-------|--------|--------|--------------------|
| Population, billion | 5.5 | 7 | 8.1 | 27% |
| GDP | | | | |
| Trillion USD | 25 | 70 | 65 | 180% |
| TPES Mtoe | 9 532 | 14 092 | 17 208 | 48% |
| Coal Mt | 4 474 | 7 520 | 10 108 | 68% |
| Oil Mt | 3 179 | 3 973 | 4 549 | 25% |
| Natural gas bcm | 2 176 | 3 518 | 4 049 | 62% |
| Nuclear TWh | 2 106 | 2 386 | 3 761 | 13% |
| Hydro Power TWh | 2 286 | 2 767 | 3 826 | 21% |
| Biomass Mtoe | 1 036 | 1 277 | 1 323 | 23% |
| Other renewables Twh | 44 | 515 | 1 999 | n/a |

Original source:

http://www.worldenergy.org/wp-content/uploads/2013/09/Complete_WER_2013_Survey.pdf

Teacher's notes

Possible answers to unknown words from text A (taken from www.thesaurus.com)

Include

Fuss over – worry about, be concerned about, concern oneself, make a fuss about

Commensurate – proportionate, appropriate, equivalent, fitting

Lifespan – lifetime, generation

Supercontinents – the whole world together

Mass extinctions – (mass = majority, block, load) elimination, death, destruction, annihilation

Annihilate – see above

Exhaust – drain, use up, sap, weaken, bankrupt, burn out, wear down, suck dry

Orbit – path, trajectory, course, track, circumgyration

Possible answers to unknown words from text B include

Viable – applicable, feasible, possible, workable, operable, within possibility

Contemplate – consider, envisage, foresee, propose, think of, deliberate, speculate, meditate on, reflect upon

Diminish – decline, decrease, lessen, lower, reduce, shrink, weaken, die out, become smaller

Wasteland – desert, swamp, bad lands, marsh, moor, wilds

Interesting Facts about Butterflies

At a glance

Level: ISE III

Focus: Reading Task 2

Aims: To read for gist and specific information and to deduce meaning from context

Objectives: To talk about butterflies, to read four different texts, to understand the main meaning of texts, to find specific information in texts, to use context to deduce meaning and to focus on the language of scientific descriptions

Skill: Skimming and scanning and contextual deduction

Topic: The natural world

Language functions: Describing features and development scientifically

Lexis: Insects and habitat

Materials needed: Student worksheet and pictures of butterflies

Timing: 50 minutes

Procedure

Preparation

1. Print one student worksheet per student.
2. Prepare three pictures of different butterflies. Pictures can be found on the following website: <http://www.butterfly-conservation.org>

In class

1. Tell the class that they are going to practise reading some short texts to find specific information. This will help them prepare for the Reading and Writing part of the ISE III test. Tell students that in the test, they will have 20 minutes to complete three questions.
2. Inform the students that the topic of today's lesson is 'butterflies'. Show the class the three pictures of the butterflies (prepared before the class). Ask them to individually think of 4 or 5 things they know about butterflies. Give them one minute to do this. Then tell them to work in pairs and share their information with their partner. Together they should think of 6 things that they know about butterflies. Give

them 3 minutes to share the information. Then have some open-class feedback about what they know. You could put some key facts on the board, for example: they have wings, they are multi-coloured, they have patterns, they grow from an egg, and butterflies lose a 'shell' or 'layer'.

3. Tell the students they are going to read four short texts about butterflies to find the main information.
4. Hand out the worksheets. Ask the students to read the five statements in Question I. Then tell them to read the four texts and decide which statement fits which text. Give the students 5 minutes. Get the class to check their answers in pairs. In open-class, ask for the answers and ask the class why they chose the answers. Write the correct answers on the board.
5. Now tell the class to look at Question II. Explain that only 5 of the sentences in A-H are true according to the texts. Tell them to read the sentences again and put T for true next to the sentences they think are true. Give the students 5 minutes to do this. Then tell the students to check their answers in pairs.
6. In open-class, ask for the True sentences and ask the class why they are true. Put the correct answers on the board. Ask the class why the other sentences are not true or there is no information given.
7. Now tell the class that they are going to read and find some small details to complete the Notes on Butterflies in Question III. They need to look back at the text in order to complete the notes. Tell the students that this is an exam type question and that they can use one to three words to complete the notes.
8. Ask the class to read the Notes in Question III. Write the first part of note a. on the board and ask the class to look for the answer. In open-class, get the answer (a. proboscis) and write the sentence on the board. Give the class 5 minutes to find the rest of the answers for the 'notes'.
9. Get the class to check their answers in pairs and then check in open-class.
10. Now ask the class to read Question IV, which is a language focus question and will not be in the examination but will help them understand similar texts. Make sure they read the 'tip'. Get the students to work in pairs to find one example of the language in the texts, for example 'are covered in'. Give the class 5 minutes to find the language and then, in open-class, put the language on the board.

Extension Activity

You could ask fast finishers to look up 5 new words from the texts in their dictionaries.

Further support activity

Tell less able learners that they can complete the answers in Questions II and Questions III in any order and do the ones they find easiest first.

After class

Students can find out five pieces of information about moths and make sentences using the language of description/ processes to make five sentences about moths.

Butterflies

Student Worksheet

Question 1

Read the texts below and decide which text A, B, C or D?

1. details information on the physical process by which butterflies feed
2. records amusing facts for younger readers
3. provides a useful overview of all the species of butterfly.
4. includes a description of the development of butterflies
5. suggests other reading for those who want to create an appropriate space for visiting butterflies

Text A

Elegant and beautiful, butterflies and moths never fail to impress. Their bodies are covered in tiny sensory hairs and their wings are made up of tiny delicate scales. It is these scales that give the wings their extraordinary variety of colours, patterns and sometimes iridescence. All butterflies and moths go through a four-stage life cycle: egg, caterpillar, pupa and adult. A complete metamorphosis takes place when a pupa emerges as a winged adult. Antarctica is the only continent where these insects are not to be found. Otherwise they are widely distributed with the majority of the 175,000 species living in the tropics.

Text B

Butterflies live on an all-liquid diet. Adult butterflies can only feed on liquids, usually nectar. Their mouthparts are modified to enable them to drink, but they can't chew solids. A proboscis which functions as a drinking straw, stays curled up under the butterfly's chin until it finds a source of nectar or other liquid nutrition. It then unfurls the long, tubular structure and sips up a meal.

Text C

Butterfly Lovers- use these links to find out more about the order Lepidoptera!

- Moth or Butterfly- what's the difference?

The famous Monarch

- Scientific Monarch Watch - observe the Monarchs' behaviour by volunteering
- The diet of the Monarch

More general facts about Butterflies

- Know many families and how can you recognise them?
- Anatomy of a butterfly: learn the parts. Is it wise to touch a butterfly?

Further useful texts to consult if you're interested in butterflies

- Swallowtails and their attraction to the butterfly weed plant
- The best environment: top tips for attracting butterflies to your backyard. This includes help in designing the garden.
- Out of the sun: how to make the best use of shady parts of your yard to attract butterflies

Text D

1. Butterflies fix their eggs onto leaves with a particular kind of glue.
2. Most caterpillars don't eat meat, so they are called herbivores.
3. When a caterpillar has grown completely, it fixes its body to a tiny branch or leaf before it sheds some of its skin. Underneath, it has a hard chrysalis.
4. The fully grown butterfly gradually emerges from the chrysalis. However, it needs to wait for some time before it's able to fly while blood enters and pumps up its wings.
5. Depending on the type of butterfly, adults are known to survive from any period between a week and a year.
6. Extensive and lengthy migration is what Monarch butterflies are well-known for. Each year the Monarch flies huge distances of up to and perhaps more than 4000kms. Then the female produces new eggs and the next generation of Monarchs completes the cycle by migrating back again.

Question 2

Look at the following statements (A-H). There are 5 true statements. Write T next to those statements which are true, according to the information given in the texts above. Write T next to the true statements

- A. Adult butterflies live for different lengths of time.
- B. The patterns and colours on a butterfly's wings are caused by tiny hairs.
- C. The butterfly can fold its proboscis.
- D. The majority of species of butterfly live in humid climates.
- E. Butterflies are able to eat small insects.
- F. It's possible for someone to assist scientists in their observations of a particular type of butterfly.
- G. Butterflies and moths belong to the same group of insects.
- H. A caterpillar emerges from a chrysalis.

Question 3

Look at the following notes. Complete the notes with information from the texts. Find a suitable word or phrase in the texts above to complete the missing information in the gaps. Write your answers in the spaces. Use between one and three words. Don't use more than 3 words

Notes about Butterflies

- a. Butterflies sip nectar with a kind of straw called a _____
- b. This drinking straw is located _____
- c. A pupa's final transformation is _____
- d. Iridescence is caused by _____
- e. One plant that attracts butterflies is a _____
- f. A butterfly's wings need to fill with blood and dry before _____

Question 4

Find the language in the text that describes the features and development of butterflies and that you could use to describe the features and development of other insects or animals. A tip: This is often passive and there are two useful phrasal verbs.

Answer key:

Question I: 1=B 2=D 3=A 4=A 5=C

Question II A =T C=T D = T F= T G = T

Question III a. proboscis b under the/ its chin c. into a butterfly d.
tiny scales

e. butterfly weed f. it can fly

Question IV: Are covered / are made up of/ it is these scales that give/
go through/ take place / are (not) to be found/ are distributed/ are
modified/ are known for

Texts adapted from

<http://www.bbc.co.uk/nature/life/Lepidoptera>

<http://insects.about.com/od/butterfliesmoths/a/10-facts-butterflies.htm>

<http://www.sciencekids.co.nz/sciencefacts/animals/butterfly.htm>

Reading into Writing Exam Practice: Our Future with Robots

At a glance

Level: ISE III

Focus: Reading Task 3

Aims: To familiarise students with the format of the reading questions of the ISE III Reading Test and to develop writing skills by writing a short summary based on four short reading texts about robots

Objectives: To write a summary of approximately 200-230 words by selecting relevant information from four texts

Skill: Selecting and summarising information from input texts

Topic: Robots

Language functions: Summarising information, hypothesising and expressing abstract ideas

Lexis: Related to robots

Materials needed: Student worksheet, model answer and board pens

Timing: Approximately 90 minutes

Procedure

Preparation

1. Print and photocopy one student worksheet per student.
2. Print and photocopy the Model answer for the writing activity.

In class

1. Explain to the class that they will be doing a writing activity based on four articles and that this will help them to prepare for the Reading into Writing Task of the ISE III Reading & Writing test.
2. Write "robots" on the board and ask students to discuss in pairs or groups of 3 all the things that robots do in our lives. Give them about 4 minutes to do this. Then ask a representative from each group to write their ideas on the board. It is likely that some students will know much more about this subject than others and they can explain accordingly.

3. Tell the class they are going to read four texts concerned with robots. Give out one student worksheet per student and ask half of the class to read Texts A & B **only** and the other half of the class to read Texts C & D **only**. (Text D is not fictional). Ask the students to discuss in pairs what they have read and to ensure they have understood the key points from each text (it may be better to pair weaker students with stronger ones).
4. Once the students have read their two texts and discussed them, pair each student with another student who has read the other two texts. Ask the new pair to Monitor and deal with any difficulties.
5. Now ask the students to complete questions 1-15 (which are exam type questions) on the student worksheet. Give the students 15 minutes to complete the questions. The students can carry out this task either in pairs or individually. Ask the students to discuss their answers with their partner once they have completed the questions.
6. Ask the students to write their answers on the board. Give feedback on how the students' answers compare to the actual answers. If necessary, look at each question indicating where the student can find the answer.
7. Ask students to discuss their reactions to what they have read either as a class or in groups of three or four. Ask the students the following questions (these can also be written on the board):
 - What were the most surprising things you read?
 - Do you think these texts are an accurate depiction of the future?
 - Do you find the future scary or exciting? Why?
8. Explain to the students that in section 3 of the ISE III paper there is a Reading into Writing section where the students have to write a summary of 200-230 words based on four texts they have read. To practise this, the students are going to answer the following question for a teenage science magazine.
 - What will the relationship between humans and robots be like in the future?

Tell the students that they will have 30 minutes to complete this task.

9. At this stage (before answering the question), give the students the model answer and tell them that this is a summary based on the four texts they have read. Ask the students to read the summary quickly and find what the writer's main point about robots is.
10. Ask students to see how the text is structured. What is the point of each paragraph? Ask students to write which texts are referred to in

each paragraph. It is very important that students refer to all of the texts in their writing answers and not just one or two. It is of course important that they do not lift from the texts.

11. In pairs, ask students to plan the structure and body of their writing task.
12. Tell the students to complete the writing task (which should be 200-230 words long), using the model answer as an example. Monitor as the students complete this task. Give the students 30 minutes to complete this task.

Extension Activity

Ask the stronger students to swap their writing tasks with their partner or within their group. Ask them to comment on the organisation and structure of their partner's work.

Further support activity

1. Ask the weaker students to complete the reading into writing task collaboratively in small groups.
2. Weaker students can complete the writing task including only one or two of the texts.
3. Weaker students may need more time, and can finish this for homework if necessary.

After class

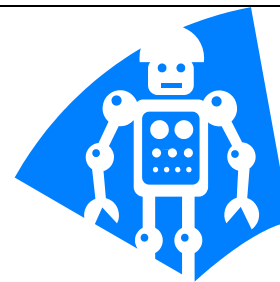
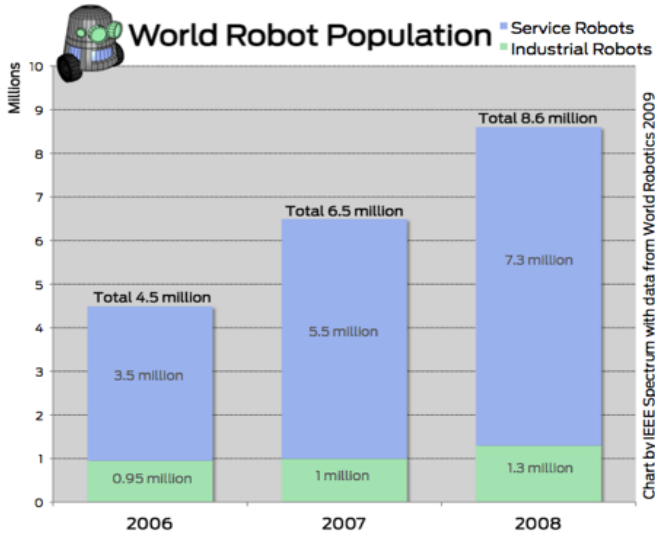
Ask the students to look online for other new technological developments regarding robots and students can report back in the next class.

Our Future with Robots

Student Worksheet

Read either Texts A & B or Texts C & D (your teacher will direct you). Check with your partner that you have fully understood the texts by explaining to each other what you have read.

Text A



Kids who want robots

38% to learn with
38% to play with
25% to help with chores

Text B

Increasingly Human Robots

Robotist, Dr Alexander Lenz asks me to sit in front of his latest robot. I stare at a robot head on a table, and it looks me in the eye and expresses a variety of emotions, happiness, surprise, anger, and sadness. Although the head is clearly not human, I cannot help responding to its emotions as it were a real person. The study of this new scientific development is human-robot interaction.

Dr Lenz explains "we want to build a robotic face that can mimic all the muscles we have". This research is becoming increasingly important as many countries have rapidly ageing populations that will need the help of robots to look after them and they will need robots in which they can interact with easily. This is not easy.

Although we have had robots in car assembly plants since the 1950's, and developed robots that can dive the depth of the ocean, perform tasks on the moon, and more recently robots that can do housework such as vacuuming floors, none of these robots are good at interacting with humans. Dr Lenz clarifies "Non-verbal communication is far more accurate than verbal communication. We need to take into account different cultural rules. For example, the interpersonal space between different cultures determining how close we stand to each other. Building these kinds of social rules into a robot is extremely complex."

Would you be happy to have robots play a more important role in your life in the future?

| | |
|---------|--|
| Jessica | I think it would be really cool to have a robot to do all the housework in my home. It could do all those jobs I hate like doing the washing up and tidying my room. |
| Steve | I find the idea of robots looking like, and even acting like humans, pretty scary. It is like one of those disturbing futuristic science fiction films. |
| Kim | It's like any new technology. You have to learn to use it wisely. We will soon get used to more robots in our lives. We will soon wonder how we ever lived without them. |
| Mahmoud | I have heard there is a robot you can send to school and that will even do your homework for you. |
| Roberta | @ Steve I read an article on the internet about people falling in love with their robot because it was so realistic. |
| Rebecca | @ Kim Yes, but aren't all these robots just taking jobs. The only winners will be companies who can save money from not having to employ real people. |
| Jake | @ Mahmoud I want one! Where can I buy one? |

Text D

This week's student blog: What a blessing!

I have had my robot for 3 years now, and it has helped me enormously with my schoolwork. I was unable to go to school because I have a health condition. So the government has provided me with a small robot which I can send to school in my place. The robot transmits information to me in real time and I can ask it to perform a number of functions. It asks and responds to questions from teachers, can move freely around the school, and it even interacts with my classmates. I am really happy with it and my grades have improved dramatically since I have had it. Certainly if I hadn't had the use of my robot, I don't think this would have been the case.

Although it was pretty difficult to get used to using the robot at first, I realise I am really lucky to have him. I was reading in the paper the other day that a lot of kids want robots to learn or play with, or help them with their chores. I suppose a lot more people will have robots in the future as this type of technology continues to develop at a frightening pace.

Sources

The Week 27/07/2013 The increasing development of robots

<http://dailyinfographic.com/rise-of-the-machines-robots-as-teaching-aides-infographic>

Exam type questions

Questions 1-5

Read questions 1-5 first and then read Texts A, B, C and D.

As you read each text, decide which text each question refers to. Choose one letter - A, B, C or D - and write it in boxes 1-5. You can use any letter more than once.

Which text

1. finds the increasing sophisticated development of robots a worrying development?
2. describes how someone is being assisted by a robot in his studies?
3. is concerned about robots limiting employment opportunities?
4. investigates why robots are imitating facial expressions?
5. details the increasing numbers of robots in use in our society.

| | Text |
|----|------|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |

Questions 6-10

Choose the 5 statements from A-H below that are TRUE according to the information given in the texts. Write the letters of the TRUE statements in the boxes provided (in any order).

- A. Some robots are so lifelike that people form a romantic attachment to them.
- B. Robots are already able to understand differing cultural values.
- C. Increasing life expectancy rates have helped to drive the demand for more sophisticated robots.
- D. Many children are excited by the development of robots.
- E. The number of industrial robots has risen at a faster rate than the demand for service robots.
- F. Robots are still unable to interact effectively with teachers in an academic environment.
- G. Some people believe that we must be careful about how we use new technology.
- H. In future years we may find it difficult to imagine how we lived our lives without the use of robots

| True Statement |
|----------------|
| |
| |
| |
| |
| |

Questions 11-15

The Summary Notes below contain information from the texts. Find a suitable word or a phrase **in the texts** to complete the missing information in gaps 11-15. Write your answers in the spaces provided and you can use **up to 3 words**.

Notes on the different uses of robots

Industrial robots:

- in use in car assembly plants (11) _____.
- for scientific purposes which have been utilised for such things as exploring the oceans and have been employed in space discovery in projects, e.g. (12) _____.

Service robots:

- for doing household chores such as vacuuming and tidying up the home.
- for assisting students who are unable to attend school because they may have a (13) _____.
- for aiding elderly people as societies struggle with (14) _____.

A great challenge for roboticists in future:

- programming robots so they learn to interpret human emotions, are able to interact naturally with humans, and even understand differing (15) _____.

Reading into writing

Use the information from the 4 texts you have read to write (**200-230** words) for a teenage science magazine. The title of your article is:

What will the relationship between humans and robots be like in the future?

Plan your short article **before** you start writing. Think about what you want to say and make some notes to help you.

Answer Key

| | |
|---------------------|---|
| 1. | C |
| 2. | D |
| 3. | C |
| 4. | B |
| 5. | A |
| 6. | A |
| 7. | C |
| 8. | D |
| 9. | G |
| 10. | H |
| 11. | In the 1950's |
| 12. | on the moon |
| 13. | health condition |
| 14. | (rapidly) ageing populations |
| 15. | cultural rules |
| Model Answer | <p>As we are now living in an increasingly scientifically developed world so we must get used to the idea of having to interact with robots. By 2009 the robot population had risen to nearly 9 million so it must be even greater today.</p> <p>Robots have helped drive our economy, especially when you think of industrial and manufacturing assembly plants, and have been employed in many scientific developments involving space and lunar exploration. However, these robots have largely been unable to interact with humans. The idea of interacting with a robot as you would with a human excites some people and scares others.</p> <p>Imagine what it would be like to have a robot to assist you with your studies at school and that this robot could even interact with your teachers and classmates on your behalf? Imagine a robot being able to help look after us in our old age understanding our emotions and knowing when we are happy or sad. Even to know the correct distance to stand from us according to our cultural background?</p> <p>Perhaps the highly sophisticated robots of the future will be so lifelike that we will have difficulty in differentiating between a robot and a human? Therefore, it is not surprising that is a frightening prospect for some, and yet for others it is another exciting challenge as we enter the brave new world of robots.</p> <p>(words 230)</p> |

Travel in the Past and Now

At a glance

Level: ISE III

Focus: Reading Task 3

Aims: To read for gist and specific information and to write 100 words on a topic

Objectives: To talk about holidays, to read about travel in the past, to learn some vocabulary and grammar useful for the writing task, to write two paragraphs and to proof-read

Skill: Skimming and scanning, writing about repeated actions in the past and writing about general truths now

Topic: Society and living standards

Language functions: Expressing repeated past actions and making comparisons

Lexis: Means of travel and architecture

Materials needed: A picture of The Grand Hotel, the student worksheet and a map of England

Timing: 60 minutes

Procedure

Preparation

1. Print one student worksheet per student.
2. Print one picture of The Grand hotel (one can be found here: <http://www.grand-uk.com/>)
3. Get a copy of or print a map of England.

In class

1. Tell the class that they are going to practise reading some short texts and then using these texts to write an essay. Tell the students that this is preparation for Task 3 of the ISE III Reading and Writing test.
2. Write 'Holidays' on the board. Now ask the class about their holidays. You can ask: where they go, how they travel to their destination, and what kind of buildings they can stay in and what they do when they get to their destination.

3. Write the following words on the board: 'package holiday', 'budget airline' 'mass tourism', 'sun-bathing/ getting brown' 'sun-tan lotion'. Check that the students understand the meaning of these words.
4. Tell the students they are going to read about an old hotel called 'The Grand'. Show them a picture of the Grand. Tell the class that this is in England and that you can see France from the windows because the hotel is on the south coast and looks across the channel. Show them Folkestone on the map of England.
5. Give out the student worksheets. Draw the students' attention to Task A. Tell the class to read the questions, then to read the paragraphs and find the answers to the questions. Get them to check their answers in pairs and then tell you in open-class. Write the correct answers on the board.
6. Establish that there are differences between travelling in 1900 and now in terms of types of transport, leisure activities, personal holiday habits, celebrity venues and types of accommodation. Write these headings are on the board.

| Types of transport | Leisure activities | Personal holiday habits | Celebrity venues | Types of accommodation |
|---------------------------|---------------------------|--------------------------------|-------------------------|-------------------------------|
| In 1900: | In 1900: | In 1900: | In 1900: | In 1900: |
| Now: | Now: | Now: | Now: | Now: |

7. Ask the class to discuss the headings in pairs for 5-10 minutes and to write down as many ideas as they can for each category. They could say, for example: we take 'package holidays', we use 'budget airlines', there are no steam trains left, people like to get brown/sunbathe so they don't put up a parasol; they watch DVDs or go to the movies, there are no 'silent movies' anymore; royalty/ celebrities don't often take holidays in the same places we do; hotels are usually modern with a swimming pool but not a dance floor; rooms in hotels are often small, sometimes we can stay in camp-sites in tents.
8. Now ask the class how we talk about things that people did regularly in the past. Write 'used to + verb' and 'would + verb'. Give examples like: 'In 1900, they used to use steam trains' and 'They would go to

see a silent movie show', or we can use 'past simple'. Ask the class to look at the other language on the worksheet (see Task B) and see if they can add to the words listed.

9. Tell the class that they are going to write a 200-230 word essay about 'How travelling and holidays today are different to travelling and holidays in the past'. They first need to plan in pairs what makes a good essay of 200-230 words. Give them 5 minutes to think about what makes a good essay, then, in open class, elicit their ideas and put up a short check-list of a good essay shape on the board. This might include, for example, how many words they will have in the introduction, what the introduction will say, how many paragraphs and that each paragraph will have a main focus, and what might go in the conclusion. Tell them that when they are writing their essay, they need to refer to the checklist.
10. Tell the students that in the test they will have 40 minutes to plan and write the whole essay. In class, give the learners 20 minutes to write the first half of their essay. Tell them to use their own words and that they cannot copy lines from the paragraphs. (See Task C on the worksheet.)
11. After 20 minutes, get each pair to exchange what they have written and try to find 3 grammatical or spelling errors. At the end of this time, ask some learners for examples of errors and how to correct them. Try to choose common errors. Put the errors and the corrections on the board.

Extension activity

The students who are more advanced can complete more of the essay in class.

Further support activity

Write example sentences on the board, using the lexical/ grammatical phrases from the worksheet.

After class

Tell the class to use 20 minutes at home to complete the essay

Travel in the Past and Now

Student Worksheet

Task A

Read the following questions, then find the answers in the texts* below. Check your answers with your partner. (* Adapted from <http://www.grand-uk.com>)

1. Give some reasons why The Grand was considered such a special building in its day?
2. How do you imagine people spent their time at 'The Grand' and in the town of Folkestone in the early 1900s?

Text A

The Grand Hotel– the building, erected in 1899

World first - The builder, Daniel Baker, was in the forefront of innovative design; he had already developed the use of cavity wall ties, and went one better with The Grand – waterproof cavity wall insulation. He used a steel frame – one of the first – to give the large clear spans to the enormous main reception rooms, and – said to be a world first – infilled it with reinforced concrete. And he used suspended ceilings for improved soundproofing.

Text B

Dear Cousin Patience,

We thought you might like to know something about our stay in Folkestone. We've discovered The Grand Hotel, which is apparently the place to be and be seen in in the town. The King is a frequent visitor here and the locals wander along the cliff top in front of the glassed fronted windows to catch a glimpse of him and his friends. And guess what- because they're all heavily bearded, it's been likened to looking at 'monkeys in a cage' and everyone here calls it 'The Monkey House'!!! We thought it odd but amusing. More snippets from our stay soon.

Yours truly,

Cousin James

Text C

Interesting bits of history- The Grand Hotel, Folkestone.

- The famous crime writer, Agatha Christie, often stayed and actors made their debut on the stage there as well.
- A telephone box, said to be a world first, was installed outside the building in 1903.
- During the First World War, it was used as a military hospital.
- Refrigeration, used to transport meat by sea in the 1890s, was another new invention introduced to the Grand.
- In 1909 the King opened the first sprung dance floor in Europe and a medal was struck to commemorate the event. He danced with the Queen on it.
- Grand chefs came to The Grand from London's most prestigious hotels

Text D

1907 Diary

June 21st. Been accommodated in the Gentleman's Residence at the Grand for a week now. Plan soon to relocate to France- the packet across the channel first, then steam train to Paris.

June 22nd. Last night watched the new silent moving picture show at the Royal Pavilion . Extraordinary!

June 23rd. Spent the day on the promenade above the sea. Full of ladies parading up and down with brightly coloured parasols- keeping out of the sun, no doubt.

Grammar and Vocabulary to Help with your Writing

Task B (add your own ideas in the gaps)

How do we express past habits?

- People **would** always...
- People **used to**...
- People plus **past simple**
- _____
- _____
- _____

Which words do we need when we talk about holidays?

| | | |
|------------------|------------------------|-------|
| budget airlines | travellers | _____ |
| ferries | to relax | _____ |
| package holidays | to sight-see | _____ |
| bargains | to take in the scenery | _____ |
| tour guides | holidaymakers | _____ |
| sun-bathe | cruise | _____ |

Which words do we need when we compare then and now?

| | | |
|----------------|-------------------|-------|
| Many years ago | on the contrary | _____ |
| a century ago | on the other hand | _____ |
| nowadays | whereas | _____ |
| these days | while | _____ |

Task C

Reading into writing

Use the information from the four texts and your own ideas to write a short essay. The topic of your essay is 'How travelling and holidays today are different to travelling and holidays in the past'.

Plan your essay before you start writing. Think about what you want to include and make some notes to help you below.

Planning:

Now write your essay of 200-230 words. Try to use your own words as far as possible – don't just copy sentences from the reading texts.

Answer key:

1. The building had many new features: waterproof insulation of the walls, sound-proofing, huge, wide rooms and big windows with no supporting column in the middle of the room, it included refrigeration, a sprung (able to move up and down) dance floor, there was a telephone box outside, famous people and royalty lived and stayed there.
2. Walking along the top of the cliff, looking out at the sea, watching famous people or royalty, taking a trip to France on the 'packet', going to the 'silent movies', eating excellent meals.

Writing an Essay about Contemporary Art

At a glance

Level: ISE III

Focus: Reading Task 3

Aims: Students practise writing an essay based on four texts that they have read

Objectives: Students can demonstrate their understanding of the input texts in a short written text, students can write a coherent text in the required format and students can locate and summarise/ paraphrase ideas and attitudes provided in the texts

Skill: Incorporate information from input texts into a written report

Topic: The arts

Language functions: Expressing abstract ideas, expressing assumptions, developing an argument, defending a point of view, summarising ideas, information and arguments and evaluating different standpoints

Lexis: Vocabulary related to contemporary art

Materials needed: Whiteboard, paper and pens and one student worksheet per student

Timing: 75 minutes

Procedure

Preparation

Print and photocopy one student worksheet per student.

In class

1. Tell students they are going to perform a writing task similar to Part 3 of the ISEIII Reading & Writing exam. Tell students the text will be about the work of a contemporary artist.
2. Write this quote on the board: "Modern paintings are like women, you'll never enjoy them if you try to understand them" (Freddie Mercury). Ask students to discuss in groups of 3 whether they agree or disagree. After 5 minutes elicit some feedback.

- Put students in pairs. Give out one student worksheet per student and ask the students to focus on the four texts. Ask them to discuss **what** kind of text they think each text is and **where they would expect to find it**. After 2 minutes, discuss as a class.

Example answers:

Text A – A review of an art exhibition. It could be found in a newspaper or magazine in the entertainment section.

Text B – A description of a painting. It could be found next to the painting in an art gallery.

Text C – A timeline of Ricky Hemming’s life. It could be found on a fan website.

Text D – An online forum on Ricky Hemming’s work. It could be found following an online article about the same topic.

- Tell students that in pairs they are going to produce 2 drawings. Write on the board:
 - A floor plan of the exhibition based on the information in text A
 - A reproduction of the painting based on the description in text BTell students they have 10 minutes to produce both. Monitor and check the students’ progress. After the task, if possible, share some good examples with the class.
- Now tell the students that they are going to focus on the writing task. Ask the students to read the **Writing Instructions** on the student worksheet.
- Tell the students they have 10 minutes to plan the task. In order to help them plan, ask them to note down their answers to the questions in the box. Monitor and make sure they are planning in note form, not full sentences.
- Tell students they have 30 minutes to write the task. After 25 minutes, ask students to stop writing and to check their work for errors.
- Collect in their writing and mark for the next lesson. When returning their work, provide the model answer for students to compare with their own work. Ask the students to discuss how they could improve their own work in the future.

Extension activity

Students who finish more quickly can be asked to invent and write more entries for the forum in text D.

Further support activity

For weaker students, the writing task can be broken down into stages. Firstly, ask them to write a paragraph summarising the opinions of those who believe that the artist's work is true art. Secondly, ask them to write another paragraph summarising the opinions of those who do not believe that the artist's work is true art. Thirdly, ask them to write a final paragraph stating their own opinion. Finally, they can add a short introduction and conclusion.

After class

At home, students can research another contemporary artist and produce a timeline of their life.

Writing an Essay about Contemporary Art

Student Worksheet

Practise for Part 3 of the ISE III Reading & Writing exam.

Read the following texts about a contemporary artist, and then perform the writing task below.

Reading Texts

Text A

A review of "Inside" – a new exhibition by Ricky Hemmings

Ricky Hemmings is one of Britain's best known contemporary artists. This exhibition shows his series of representations of body parts made from steel, plastic and paper. Bold, colourful, and often large in scale, the sculptures are instantly recognisable as the human organs presented in biology textbooks. The same organs are present in three different rooms, but in each one they are in a different medium. In room one, the heart is made of paper, while the lungs are plastic. In room two, the heart is plastic, while the lungs are steel and so forth. The position of the body parts also changes in each room, as does the angle at which each is placed.

London is first to host the exhibition, before it travels to Venice at Palazzo Grassi, then on to other European cities.

Text B

A description of "The Zoo" – a painting by Ricky Hemmings

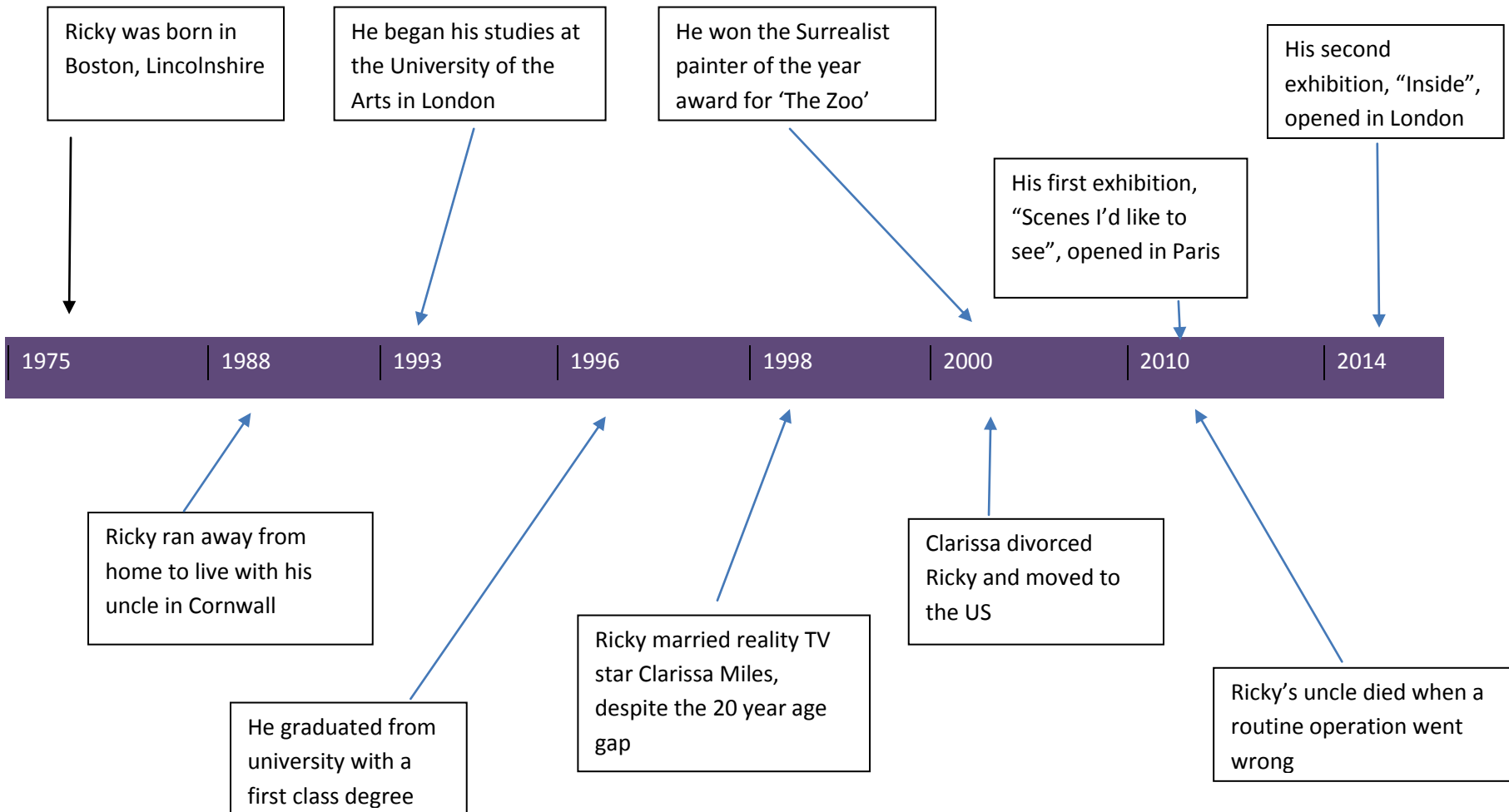
"The Zoo" won Ricky Hemmings the Surrealist painting of the year award in 2000. It is an oil painting on canvas. The painting has the simple, childlike quality that is present in much of his work.

As you can see, in the cage in the middle of the picture are a man, woman and child, presumably a family. Outside of the cage are a lion, tiger and bear, all looking in. The most striking thing about the painting is the colours. While the people in the cage are colourless, depicted solely in beiges and greys, the animals are painted in luminous orange, green and yellow.

Critics described The Zoo as thought-provoking and surreal. For some viewers, the image is disturbing, as it subverts the natural order of things. Others find it comical. Notice how the child in the cage is pointing a toy camera towards the tiger, who in turn appears to be posing for the photograph.

Text C

Timeline of Ricky Hemming's life



Text D

An online debate about the work of Ricky Hemmings

| Ricky Hemmings – the greatest artist of our times? | |
|---|--|
| Carla | There is no doubt in my mind that RH is number one. I've just been to see "Inside" at the Royal Academy and it blew me away. |
| Aslan | I'm not keen on the sculptures, but I love his paintings. "The Zoo" is hilarious. |
| Mariola | RH isn't an artist. His paintings are ridiculous and his sculptures look like they form part a nursery school project. How can a gigantic plastic blue heart be classed as art? |
| Carla | @ Mariola. You need to go to see the exhibition. One sculpture taken out of context doesn't tell the whole story. |
| Mariola | What story is that? |
| Guido | I quite like "The Zoo" – but I'm not sure what it means? |
| Carla | @ Mariola. My interpretation is that "Inside" is a comment on our organs, how they are all the same, but different. How one heart is more fragile than another heart, and so on. |
| Mariola | Whatever. They're just a bunch of ugly models to me. |
| Carla | @ Guido. "The Zoo" was painted in the same year that RH split up with CM. I think it expresses his disillusion with humanity and family life. |
| Aslan | I don't think you need to understand art to appreciate it – if a painting provokes an emotion in me then that's enough. I actually think "The Zoo" is funny, it makes me laugh. |
| Guido | But there is something unsettling about it – it made me uncomfortable at the same time as making me laugh. |
| Sun | @ Carla. I completely agree with you about "Inside". I read somewhere RH recently lost the uncle that brought him up thanks to an operation that went wrong... |
| Raquel | It's all a load of rubbish. Art should display talent and skill. RH paints and sculpts like a five-year-old! |

Writing Task

Use the information from the 4 texts you have read to write a short essay (200 - 230 words) entitled:

"To what extent do you agree that the art of Ricky Hemmings is true art?"

Plan your report before you start writing. Make some notes in response to the questions in the box to help with your planning:

- 1) What type of art does Ricky Hemmings produce?
- 2) What do people who like his art say about it?
- 3) What do people who don't like his art say about it?
- 4) What is the definition of "true art"?
- 5) In your opinion, does Ricky Hemmings' art fit this definition?

Now write your essay of **200-230** words. Try to use your own words as far as possible.

Model answer:

In this essay, I am going to discuss the work of one of Britain's most controversial contemporary artists, Ricky Hemmings, and evaluate whether his work can be classed as "true art".

"The Zoo" is an oil painting of a caged family, observed from outside by three wild animals. The animals are painted in fluorescent colours, while the people are painted in neutral colours.

"Inside" is an exhibition made up of a series of representations of large, colourful body parts in steel, plastic and paper. There are three different rooms each containing the same body parts, but in each room they are made of different materials and placed in different positions.

Both works have received a mixed reaction. Some think that "The Zoo" is essentially a humorous piece, while others find it disconcerting. Many believe that it is an expression of Hemmings' disillusionment with family life.

Many have commented that the sculptures that constitute "Inside" are infantile and meaningless. On the contrary, others argue that they form a comment on the fragility of the human condition.

In my opinion, any work which compels us to spend time looking at it and pondering its meaning is true art. Therefore, Hemmings' work is indeed true art. There may not be universal agreement about its aesthetic value, but it definitely provokes people to ask questions about the artist's intentions.

Websites used:

<http://www.artbeyondsight.org/mei/verbal-description-training/samples-of-verbal-description/>

<http://www.tate.org.uk/whats-on/tate-modern/exhibition/henri-matisse-cut-outs>

http://www.saatchigallery.com/current/ben_quilty.htm

<http://www.yorkblog.com/artist/files/2014/06/Jeff-Koons-timeline-big.jpg>

<http://makingamark.blogspot.co.uk/2013/01/major-art-competitions-in-uk-in-2013.html>

Writing about Changes in Popular Entertainment

At a glance

Level: ISE III

Focus: Writing Task 4

Aims: To read for specific information and to write approximately 200 words on a topic

Objectives: To read a short text and talk about entertainment in the past and entertainment now, to focus on expressions useful for the writing task, to write approximately 200 words and to proof-read for errors

Skill: Skimming and scanning, expressing opinions and evaluating

Topic: Popular entertainment

Language functions: Expressing opinions and evaluating

Lexis: Entertainment

Materials needed: One worksheet per student, one picture of Shakespeare, one picture of Shakespeare's Globe Theatre

Timing: 60 minutes

Procedure

Preparation

1. Print one student worksheet per student.
2. Print one picture or two pictures of Shakespeare and Shakespeare's Globe Theatre. Pictures can be found on the following website:
<http://www.athenalearning.com/programs/playing-shakespeare/interactive-globe-theatre>

In class

1. Tell the class that in today's lesson, they are going to read two short texts, talk about texts they have read and then write a short essay. This is to practise the writing part of the ISE III test. In the test, they will have 40 minutes to write one essay.

2. Tell students that in today's lesson they are going to be talking about 'popular entertainment'. Introduce the topic by pointing to the picture of Shakespeare and asking if anyone knows who he is. Elicit or tell the class that it is Shakespeare, who wrote many great plays, for example 'Romeo and Juliet'. Point to the picture of the Globe Theatre and elicit/ tell the class that this was the theatre where Shakespeare's plays were performed in the early 1600s in England.
3. Write the words 'buildings, advertising, the cost of seats/men and women who perform in the theatre or cinema' on the board. Ask the class to think about how going to the Globe was different from going to the theatre or cinema today. Ask students to brainstorm their answers and put some ideas on the board. Then put the students in pairs and label each student either A or B. Give out the student worksheet.
4. Tell the A students to read Text A and tell the B students to read Text B. Tell them they need to read their texts to find out about 'public entertainment in the 1600s' and if the ideas on the board are right. Give the class 2 minutes to read their texts and 5 minutes to discuss in pairs about how popular entertainment today is different to going to the theatre in Shakespeare's time.
5. Get some more open-class feedback on the differences in entertainment, for example: usually buildings have roofs and everyone who pays generally has a seat; there is not an area for poor people; there are fire regulations for buildings and props; advertising for entertainment is usually in the newspaper or online; both men and women take equal part in entertainment; governments do not usually close down theatres.
6. Ask each pair to make a list of other kinds of public entertainment that they have in their country now, for example: football matches; sports events; Formula 1 racing; music festivals. Get feedback in open-class and write some different kinds of entertainment on the board. Make the point that there was little choice of popular entertainment in the 1600s.
7. Tell the class they are going to write an essay:
'Popular entertainment nowadays is very different to going to the theatre 100s of years ago. Do you agree?'
Write the title on the board.

8. Ask the students working in pairs to look at the Language Focus box on the worksheet. Ask the learners to talk together about which phrases have similar meanings and when they could use the phrases. Make sure everyone knows the meaning of all the phrases. Give some of your own examples of how to use the phrases in the context. For example, 'According to me, we are lucky to have so much choice in entertainment nowadays'; 'Entertainment today is more varied'; going to the theatre was less comfortable for some people'; 'If a building catches fire now, the fire will quickly be put out'; 'Years ago men dressed as women on stage, whereas now both men and women act, sing and perform on stage'. Ask the class which other words from the boxes they could use in your examples.
9. Get the class to give you some examples of their own about entertainment using the phrases in the box. Write some of the examples on the board.
10. Tell the students they have 5 minutes to plan, in pairs, how many paragraphs they think the 200-230 word essay should have and what each paragraph should include. Get feedback in open-class and put suggestions on the board.

For example:

- Introduction (40 words approximately) which explains if the student agrees or not
 - Main body paragraph 1 (50 words approximately) about entertainment in the past and how it was different
 - Main body paragraph 2 (100 words approximately) about types of entertainment today and how it is different
 - Conclusion (40 words approximately) which summarises what the student has written and answers the essay question
11. Give the students 20 minutes to plan and write their essay. After 20 minutes, ask the students to stop writing and check their work. When they check their work they should look out for the following (write up on the board):
 - Subject verb agreements
 - Used correct tense?
 - Spelling mistakes
 - Used the correct expressions?
 - Used 3 items from the Language Focus boxes?

12. Give the students 5 minutes to speak to their partner about their essays and to see if their partner can help them correct any language/grammatical problems.

Extension Activity

The students who are more advanced can complete all of their essay in class. (There is a further essay, item 4 on the student worksheet, for these students to complete at home.)

Further support activity

Make sure that all the ideas and examples using the phrases are clearly written on the board, so that the learners who are less able can use these 'prompts' in their essays. These learners can start their essays with the paragraph, number 3, on the student worksheet. That way they only need to write 3 paragraphs for their essay.

After class

Tell the class to write the answer to a new essay title: 'Communication between people is easier today than it was 100 years ago. Do you agree? (See Number 4) on the student worksheet.

Writing about Changes in Popular Entertainment

Student Worksheet

1. Reading

Work in pairs. One student reads Text A and one student reads Text B. **After you read**, tell your partner how entertainment at the theatre in Shakespeare's time was different to entertainment in your country now. Talk about the buildings, advertising, price/ type of seats, women and men in the world of entertainment, and what different kinds of entertainment there is in your country now.

Text A

What became William Shakespeare's famous Globe Theatre, the most famous theatre in England, was built in 1599 alongside the River Thames, which runs through London. The Globe was built of recycled wood from another theatre and as a large, round mainly open- air theatre, with just a small roof that only covered the area where people sat. There were three stories of seating and the theatre could hold up to 3,000 people in the audience. By the bottom of the stage there was an area called 'the pit' and this is where poor people paid just a penny to stand and watch a performance of a play, sometimes in the rain. Some of the stage extended out between these people in 'the pit' so they were surrounded by the acting.

The first Globe Theatre burnt down in 1613 when one of the props being used in a play set fire to the theatre's thatched roof. The whole theatre took less than 2 hours to burn down completely.

Text B

One very unusual fact about theatres at this time in England was that the theatre used to put different coloured flags outside the theatre each time there was a performance. That way the public knew what kind of play was going to be shown that day. There was a red flag for a history play, a white flag for a comedy and black for a tragedy. Also, at the entrance to the Globe there was an inscription in Latin – which said ‘The whole world is a playhouse’. And apart from the flags advertising different kinds of plays, another different feature of a theatre at this time in history was the fact that there were no actresses at the Globe Theatre, or in fact at any other theatre in the country. The female roles in the plays were all taken by young boys because theatres at that time were not considered appropriate places for women to work.

In 1642 all the theatres in England were closed down by Parliament and no plays were allowed to be put on at the Globe. This meant that people had almost no popular entertainment, as there were few alternatives to the theatre.

(Adapted from:

www.bbc.co.uk/learningzone/clips/shakespeare-and-the-globe-theatre

www.nosweatshakespeare.com/resources/shakespeare-globe-facts)

2. Language Focus

Look at the following phrases. Work with your partner and decide which phrases you want to use in your essay.

Giving Opinions

In my opinion..... According to me..... As far as I'm concerned..... From my point of view..... I think that.....

Evaluating

It's less/ more likely/probable that..... It is much more effective/ costly/ varied/ comfortable than

Today has been improved in terms of.....

If sentences expressing probability, for example: **If** someone **wants** to go to a play nowadays **they will** probably **look** on-line or in the newspaper to see what plays are on.

'Used to' and 'be used to + ing', for example: 'Poor people **used to stand** in the rain. We're **used to sitting** in comfortable seats nowadays.'

Comparing

Whereas..... On the other hand..... On the contrary.....

3. **Possible introductory paragraph:** ‘Hundreds of years ago there was not much entertainment for people. Now we have many things that we can do in the evenings and at weekends. I agree it is very different. I will explain my reasons.’

4. Extra essay title:

Communication between people is much easier today than it was 100 years ago. Do you agree?

Write an essay of between 200-230 words about the topic.

Plan the paragraphs here:

Now write your essay on the lines below:
