

Integrated Skills in English (ISE)

Classroom Activities – ISE III

Speaking & Listening

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ISE III Topic Presentation Structure

At a glance

Level: ISE III

Focus: Topic Presentation & Discussion

Aims: To ensure students choose a discursive topic for the ISE III Speaking Test and to familiarise students with the structure of a formal presentation

Objectives: Students consider the topic they would like to develop in the Topic Presentation and give an outline of the structure and content

Topic: Students' own choice

Language functions: Developing an argument, defending a point of view, expressing beliefs, summarising information, ideas and arguments, justifying an argument and evaluating different standpoints

Grammar: Mixed conditionals; *should/ must/ might/ could* + perfect infinitive; correct verb patterns after *wish* and *hope*

Lexis: Vocabulary related to topics chosen and signposting expressions

Materials needed: Whiteboard, paper and pens and student worksheet

Timing: 90 minutes

Procedure

Preparation

1. Make one copy of the student worksheet for each student.
2. Consider whether the topics in step 2 are culturally appropriate, and substitute them with others where necessary.
3. Write the topics in step 2 on the board before the start of the lesson, if possible.

In class

1. Tell students that the first part of the ISE III Speaking exam is a 4 minute formal topic presentation. Explain that the presentation must be discursive in nature; that is to say it must include reasoning and argument, and not be purely factual.
2. Write the following potential topics on the board (substitute any that are not culturally appropriate with topics of your choice):
 - 1a. Recent developments in medical research
 - 1b. The use of animals in medical research
 - 2a. Christmas traditions
 - 2b. The true meaning of Christmas
 - 3a. My favourite TV show: X-factor
 - 3b. The effect of TV talent shows on the music business
 - 4a. The history of rap music
 - 4b. Misogyny in rap music
 - 5a. My favourite film: A Clockwork Orange
 - 5b. Violence in films

Ask students to discuss in pairs which one in each pair is more appropriate and why.

Answer: The b's are more appropriate in each case as they have the potential to be discursive whereas the a's are likely to be purely factual.

3. Tell students they are going to plan a presentation on the first topic: *The use of animals in medical research* in pairs. Give each student a student worksheet. Give them 15 minutes to carry out Task 1 in pairs.
4. Elicit answers from the class and write on the board.

Model answer:

- Introduction.
Topic: The use of animals in medical research
- Provide a clear indication of your position.
Against experiments on animals.
- Present your first argument.
Cause pain and suffering to animals.
- Present your second argument.
Animals and humans may respond to tests differently.
- Present your third argument.
Tests can be done using modern technology instead of animals.

- Indicate that there is another side to this argument, with some idea of the points likely to be made for the view(s) which are opposite to your own.

Drugs have been successfully tested on animals in the past.

It is worth causing some pain to animals to save human lives.

- Reiterate your position and conclude.
Animal testing necessary in past, but now other methods need to be developed.
5. Tell students they are going to think about what linking expressions they could use to introduce each section. Direct them to Task 2 on the worksheet and check they understand the instructions. Give them 5 minutes to carry out Task 2 in pairs. Then go over the answers as a class.

Model answer:

- **Introduction.**
In this presentation I'm going to talk about...
I've chosen to talk about...
- **Provide a clear indication of your position.**
In my opinion...
Personally, I believe that...
- **Present your first argument.**
Firstly...
I'll begin by talking about...
- **Present your second argument.**
Secondly...
Furthermore/ In addition...
- **Present your third argument.**
Thirdly...
Furthermore/ In addition...
- **Indicate that there is another side to this argument, with some idea of the points likely to be made for the view(s) which are opposite to your own.**
On the other hand...
Nonetheless...
- **Reiterate your position and conclude.**
In conclusion...
To sum up...

6. Tell the students that they are going to plan a presentation individually. Each student chooses one of the other b topics or another discursive topic that interests them. Explain that they will need to find supporting evidence for each point. Ask them to complete Task 2, and allow them to use the internet to research the topic further if possible. Set a 40 minute time limit. Monitor and provide help where necessary.
7. In pairs, students review each other's notes and give feedback. Then give feedback to the whole class on how the task went and any common issues.

Extension activity

Students who finish their plans more quickly can continue with task 2 on the work sheet by adding more cohesive devices to each section.

Further support activity

Weaker students can be allowed to research their chosen topic further at home.

After class

In the next lesson, students should practise their presentations in front of a partner. After the presentation, the partner can ask questions as the examiner will in the real exam.

ISE III Topic Presentation Structure

Student worksheet

Task 1 – Planning

Below is a suggested structure for a discursive topic presentation.
Make brief notes on what you might include in each section.

- **Introduction.**
Topic: The use of animals in medical research

- **Provide a clear indication of your position.**
Against experiments on animals.

- **Present your first argument.**

- **Present your second argument.**

- **Present your third argument.**

- **Indicate that there is another side to this argument, with some idea of the points likely to be made for the view(s) which are opposite to your own.**

- **Reiterate your position and conclude.**

Task 2 – Discourse markers

Match the discourse markers to the section you would be most likely to use them in. Some may be suitable for more than one section.

In addition...
Thirdly...
Furthermore...
I'll begin by talking about...
Secondly...
On the other hand...
To sum up...
I've chosen to talk about...
In my opinion...
In conclusion...
Nonetheless...
Firstly...
In this presentation I'm going to talk about...
Personally, I believe that...

- **Introduction.**

- **Provide a clear indication of your position.**

- **Present your first argument.**

- **Present your second argument.**

- **Present your third argument.**

- **Indicate that there is another side to this argument, with some idea of the points likely to be made for the view(s) which are opposite to your own.**

- **Reiterate your position and conclude.**

Task 3 – Planning your own topic

Choose another topic from the list on the board and make notes on what you would include in each section.

- Introduction.
- Provide a clear indication of your position.
- Present your first argument, with supporting evidence.
- Present your second argument, with supporting evidence.
- Present your third argument, with supporting evidence.
- Indicate that there is another side to this argument, with some idea of the points likely to be made for the view(s) which are opposite to your own.
- Reiterate your position and conclude.

Conversation: Yes, but is it art?

At a glance

Level: ISE III

Focus: Conversation Task

Aims: To develop students' active vocabulary when discussing different art forms and to expand their knowledge of useful phrases used in conversation

Objectives: To justify an argument by stating what makes something art and to agree or disagree with someone's opinion on the topic of art

Topic: The arts

Language functions: Developing and justifying an argument, expressing and expanding ideas and opinions and evaluating options

Lexis: Art forms, phrases used to express opinions

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

Timing: Approximately one hour

Procedure

Preparation

1. Print one student worksheet per student.
2. Find images online or in a book of different pieces of art and print them out. Ensure you have one set of pictures for every two students.

In class

1. Explain to the class that they will be doing an activity today in class that will help them to practise for the Conversation Phase of the ISE III exam.
2. Tell the students that the topic of today's lesson is 'art'. Write the following three questions on the board and tell students to discuss the questions in pairs:

1. *What makes something art?*
2. *Do you like art?*
3. *What are the most popular art forms in your country?*

Monitor and assist if necessary. Carry out feedback as a group.

3. Write the following ten art forms on the board: *photography, computer games, painting, dance, comic books, architecture, web design, music, literature, fashion design*. Ask students to discuss the meaning of the words in pairs. Carry out feedback as a group.
4. Give each student a copy of the worksheet and ask them to complete Task A. Tell the students to rank the art forms from 1 to 10 with 1 meaning the art form is really art and 10 meaning this is not art at all. When students have finished, ask them to compare their top ten in pairs and discuss the differences. Carry out group feedback and elicit why something may/may not be a form of art.
5. Put students in pairs and tell each pair to choose one art form. Tell them to carry out Task B. Ask the students to write down three arguments on a piece of paper as to why the art form of their choice is or is not art. Monitor and correct errors.
6. Tell students to pass their paper to the pair sitting on their right hand side and ask them to add one argument for or against. Repeat this until each pair has added a comment on at least two different art forms. Ask the students to return the papers back to the correct students.
7. Elicit from the students phrases used to express opinions, and phrases to express agreement and disagreement and write them on the board. Ask students to look at the sentence starters in the table under Task C and tell them to add three more from the ones they have discussed. Drill the sentence starters chorally and individually.
8. Ask students to carry out Task C. Tell them they should have a discussion based on the arguments on their new piece of paper. One student should play the role of the examiner and should start the discussion with "*Let's talk about art. Do you think ... is / are a real form of art?*" The other student should reply with one of the sentence starters. After three to four minutes, collect the papers and redistribute them. Ask the students to repeat the task but now they should swap the examiner role. Monitor and write the errors you hear on the board for later group error correction.
9. Have a whole class discussion on at least two of the art forms. Encourage students to use the sentence starters.

10. Now draw the students' attention to the errors that you have written up on the board. Ask the students to discuss in pairs what is wrong with the sentences or phrases and to correct them. Correct the errors as a group. Elicit the correct answer and the reason.
11. Tell the students that in the Conversation part of the ISE III exam they need to be able to develop and justify an argument. They need to take initiative and they should use a range of phrases as introduced in this lesson to manage the conversation. They can prepare for this by practicing with another student and alternating the examiner role. Tell them that they should repeat the task until a wide range of phrases are used naturally.

Extension activity

Find images online or in a book of different pieces of art covering a wide range of genres. *Suggestions: Mona Lisa (L. Da Vinci), The Persistence of Memory (S. Dali), traditional Chinese painting, cave painting, Fountain (M. Duchamp), Guernica (P. Picasso), The Night Watch (Rembrandt), Number 31 (J. Pollock), Campbell's Soup Can (A. Warhol), etc.* Give each pair a set of pictures. Ask students to discuss, in pairs, whether these are pieces of art or not.

Further support activity

Allow students to talk about the same art form when they change partners. This way they will repeat their ideas.

After class

Ask students to find a famous piece of art online or in a book and bring a printout or photocopy of it to class. Ask the students to report back in the next class whether the piece of art they found is, according to them, art or not.

Conversation: Yes, but is it art?

Student Worksheet

Task A

Rank the art forms from 1 to 10.

1 = This art form is really art.

10 = This is not art at all.

Art forms	Rank #
photography	
computer games	
painting	
dance	
comic books	
architecture	
web design	
music	
literature	
fashion design	

Task B

Work with a partner. Choose one art form. Write down three reasons why the art form can be considered art and three reasons why it is not art.

Arguments for	Arguments against

Task C

Work with a partner. Student A plays the role of the examiner, student B is the candidate. Use the question and the sentence starters below in your discussion.

Student A: Examiner

Let's talk about art. Do you think ... is / are a real form of art?

Student B: Candidate

Add three sentence starters used to express opinions to the table. Then use the sentence starters from the table in your response to the examiner.

I don't think ...	The way I see it is that ...	In my opinion, ...
I would say that ...	Yes, to a degree. Having said that, ...	According to me, ...
To be honest, I don't think ...	Well, it's not that clear-cut because ...	Generally, I think ... is considered art but in my humble opinion ...

Conversation phase – Expressing Attitudes

At a glance

Level: ISE III

Focus: Conversation

Aims: To prepare students for the conversation phase by practising debating techniques and giving examples of phrases they can use for this part

Objectives: Asking and answering questions, showing interest, engaging in discussion and challenging arguments and opinions

Topic: Generating interesting and engaging in authentic discussion

Language functions: Developing an argument, defending a point of view, expressing opinions tentatively and challenging arguments

Grammar: A broad range of complex structures, used flexibly

Lexis: The arts

Materials needed: Whiteboard and marker, worksheets cut up into cards, 1 set per group of 4, 8 or 12 students (depending on the class size) and ISE III specifications

Timing: 60 minutes

Procedure

Preparation

Print off “*Expressing and finding out attitudes*” worksheet (1 per group) and cut up the statements.

In class

1. Explain to the class that today they are going to practise the Conversation part of the ISE III exam. Elicit what they know about the conversation part and write it on the board. Let the students know that in this part of the exam, they have an interesting and engaging conversation with the examiner whilst demonstrating their ability to use the language of the level. It is important that they take responsibility for the maintenance of the conversation and that they evaluate and challenge statements made by the examiner

2. Explain to the class that the Conversation phase consists of the examiner initiating a discussion of a subject area. Elicit the subject areas that the candidates may be asked. Remember they can choose either list A or list B. Write the subject areas on the board.
3. Choose one of the subject areas at random and elicit related questions. Write a few on the board, for example: **Subject area: The media** – *"does it have too much power and influence?"* **Subject area: Role models** – *"who are they important for? Can you think of a good/bad role model?"*
4. In groups of 4, ask students to write down some questions related to a particular subject area (about 4-6 questions each). You may want to give each group a different subject area. Once the students have thought of approximately 4-6 questions, they can practise answering them in their groups. This task could take approximately 10 minutes.
5. Bring the class back together again and go through some of the questions and answers. Write the more complex questions on the board under the appropriate subject area heading.
6. Now explain to the class that it is important that they express themselves clearly during the exam. They need to be able to justify themselves, defend a point of view, challenge arguments and opinions and express reservations. To help them, explain that you have some cards expressing and finding out attitudes to help develop a discussion.
7. Give out the cards, 1 per group, face down. Ask the students to deal out the cards so they have between 4-7 cards each.
8. Now explain to the class that in their small groups they are going to practise having different opinions about things. 1 person is "the chair", 1 person agrees, 1 person disagrees, 1 person isn't sure. The chair asks the questions and directs the discussion so that everyone gets a chance to speak and is encouraged to air their views. Students must use their *attitude* phrases. Give the students approximately 20 minutes to complete this task.
9. Monitor the groups, making sure everyone understands and is participating.

10. Bring the class back together and go through the most useful phrases, common errors and ask each group to give feedback on the task.
11. Ask the class to choose another topic, change roles and carry out the same activity as above.
12. Monitor the groups, making sure everyone understands and is participating.
13. After 20 minutes, bring the class back together and go through the most useful phrases, common errors and ask each group to give feedback on the task.
14. Review what the students have done in today's class, thinking of possible questions for topic areas and challenging a point of view.

Extension activity

More advanced students can write down questions on other topic areas.

Further support activity

1. Weaker students can be given easier portfolio questions, for example: *"you sound really interested in.....tell me a little bit more about....."*.
2. They can be asked to answer only one of the arts questions each, and given easier expressions (for example *"I don't agree; perhaps; please tell me more about."*).

Expressing and Finding out Attitudes – Worksheet

Instructions: cut-up the phrases below and give one set out per group of 4, 8 or 12 students.

I think	I feel that
As far as I'm concerned	Do you think that.....?
What do you think about.....?	Are you sure that.....?
I think Is right because.....That's why I feel that.....
.....and so I feel that.....	Why?
Why do you think that.....?	What makes you feel that.....?
Yes, but what I really mean is.....	What I'm trying to say is.....
Yes, that's right	That's what I feel too
I don't think so	I don't agree
But surely.....	Absolutely not
There may be.....	Perhaps.....
I'm not at all sure if.....	That could / may/ might happen
.....is a much more important.....than.....are less important than.....
Please tell me more about.....	I'd like to know more about.....
I can't say if.....	You may have a point there, but I'm still not sure...

The Internet: A Waste of Time?

At a glance

Level: ISE III

Focus: Collaborative Task

Aims: To understand the Collaborative Task requirements at ISE III, to practise particular language functions such as defending/justifying an argument, challenging arguments and opinions, expressing beliefs and summarising/paraphrasing information

Objectives: To make students aware of what is required in the Collaborative Task and for students to role play the collaborative task at least twice

Topic: The use of the internet

Language functions: Defending/justifying an argument, challenging arguments and opinions, expressing beliefs, summarising ideas and arguments

Grammar: Nothing specific as candidates at this level are expected to have a broad range of complex structures

Lexis: Language related to the above language functions and lexis connected to the use of the Internet.

Materials needed: A number of board pens, one student worksheet per student

Timing: 90mins (could be divided into 2 x 45 minute lessons)

Procedure

Preparation

Photocopy one student worksheet per student.

In class

1. Go into class and say the following controversial statement: "I think the internet is a total waste of time". Let students react and mentally note what they say in response, receiving a response from everyone (depending on the size of the class). This could take up to 5 minutes.

2. Now tell the students that in today's lesson they will be focusing on the Collaborative Task in the Speaking & Listening test at ISE III level.
3. Ask students, in pairs or in groups of three, to ask each other if they know what they are supposed to do in the Collaborative Task, and what the language functions and requirements of ISE III are. Give the students 2-5 minutes depending on their prior knowledge.
4. Ask students to report back, and then see how their answers compare with the syllabus.
5. Give out one student worksheet per student and direct the students to look at the ISE III language functions. Alternatively, they could be projected onto the board. It might be a good idea to point out that **giving advice is NOT a requirement at this level** (it is ISE II).
6. Now write the following functions as headings on the board with space for students to write under each heading:
 - a) Defending/justifying an argument
 - b) Challenging arguments and opinions
 - c) Expressing beliefs
 - d) Summarising ideas and arguments
7. Depending on the size of the class, assign one of these headings to each group of students (this could be in pairs, or groups of 3 or 4), and ask the students to think of expressions that fulfil the function they have been given. Give the students 5 minutes to complete this task. Monitor and answer any questions. **Please note that there is a considerable degree of overlap and some expressions could fit different functions.**
8. Get one student from each group or pair to write their expressions on the board under the appropriate heading. When they have all done this, invite students to comment on whether the expressions fit the appropriate function or if they could apply to other functions too.
9. At this point, ask the students to look at the expressions given on the student worksheet. Ask the students in pairs to discuss their meaning and how they could complete each expression. Whilst the students are completing this task, monitor and answer any queries students may have. Then ask students to

add any additional phrases that they think are useful which they have previously written on the board onto the worksheet.

10. Model the pronunciation, stress and intonation of a number of the key expressions.
11. Now dictate the following prompt: "Many people have stated that the internet has been enormously beneficial for society. I often wonder if that really is the case".
12. After students have checked what they have written down is correct, divide the class into two. One half of the class makes a list of the benefits of the internet, the other half makes a list of the problems connected with it (some ideas can be found on the student worksheet). Ask one student from each group to write their ideas on the board. Do not invite comments on these ideas as this will overlap into the next activity.
13. Now divide the class into groups of three and tell them one will be the examiner (E), one will be the candidate (C), and one will be an observer (O). The E will start by reading the prompt that was dictated in stage 11, and the C will respond. The objective of the candidate will be to use some of the expressions that were on the student worksheet and also the ones that were added by the students. The O should do three things whilst the E and the C are speaking: i) time the interaction for 5 minutes, ii) count how many questions C asks, and iii) count how many expressions that were looked at earlier that both E and C use. When they have finished, the O gives the C and E feedback. Whilst the students are completing this stage, you should monitor the students noting points for feedback later.
14. Get the students to swap their groups (preferably with students from other groups). This time ask the students to complete the same activity but with different roles (e.g. if they were an O previously they can be either E or C). Repeat the activity.
15. Students could swap again, so that everyone has had a chance to be an E, C and O. This can however be skipped if time is running short.
16. Give the students some feedback on how well they completed this activity. Ask the observers for their observations. Did C ask enough questions? Did C use enough of the required functions? Did C use the expressions examined earlier in an appropriate way? Did C challenge E enough, or did C just tend to agree with

everything E said? How do you think C could improve his performance?

Extension activity

1. Students can write more expressions and phrases that map to the functions listed on the student worksheet. This could be continued for homework.
2. If time, students can consider the following prompt "Some people have stated that climate change has been totally exaggerated. I think I tend to agree with this point of view". They then think of arguments for and against this viewpoint.

Further support activity

Ask weaker students to concentrate on just a few of the most useful phrases and pieces of functional language that they have seen in the student worksheet, and which they think they will use in future. Students compare the functional language they have chosen with each other. The students can practise the intonation and stress of these pieces of language with each other.

After class

Students could look at the Trinity website at the Interactive phase/Collaborative Task for ISE III/GESE Grade 11. They can make a note of useful expressions or strategies used by the C or E to share with the class before they next practise the Collaborative Task.

The Internet: A Waste of Time?

Student Worksheet

Below are the language functions required at ISE III:

- Expressing abstract ideas
- Expressing regrets, wishes and hopes
- Expressing assumptions
- Paraphrasing
- Evaluating options
- Hypothesising
- Evaluating past actions and course of events
- Developing an argument
- Defending a point of view
- Expressing beliefs
- Expressing opinions tentatively
- Summarising information, ideas and arguments
- Deducing
- Justifying an argument
- Inferring
- Expressing caution
- Expressing empathy and sympathy
- Challenging arguments and opinions
- Evaluating different standpoints
- Expressing reservations

Some useful functional language at ISE III

Defending/Justifying an argument

What I am trying to explain is...

I see your point, but...

Don't you think it might be...

I probably agree with what you're saying, but in reality...

I think you might be making a few assumptions there...

I might be wrong but don't you think it might be...

Challenging arguments and opinions

Why do you say that?

Surely it isn't so clear cut as that...

I think it's exaggerating the point to say that...

Obviously not everyone would see it that way.

Are you not concerned about...

Are you seriously telling me...

Expressing beliefs

I strongly believe...

I am a firm believer in...

What are your thoughts regarding...

What are your beliefs on...

You seem very definite on that point...

Summarising/paraphrasing information

So in other words, what you are saying/I am saying is...

Are you saying/suggesting that...

Could you explain that in another way? Can you expand on that?

Essentially what are the main points to bear in mind...

In a nutshell, my main point is...

In just a few words can you summarise that for me?

Points for and Against the Internet

Arguments for the Internet	Arguments against the Internet
<ul style="list-style-type: none"> • Can find out information at the touch of a few buttons • Resource for research for homework/other projects • No need to go to the library • Social networks helping us to keep in touch with old friends, or people far away • Helps reduce the amount of paper consumed • Anyone can use it as it is so simple • It has created many jobs in the IT world 	<ul style="list-style-type: none"> • People have become lazy and don't research things in depth • Websites such as Wikipedia are often wrong as anyone can edit them • Searches often bring up student essays and opinions which are not authoritative (like books) • It has divided the world into haves (the rich world is further removed from places which have poor internet connection) • It excludes the poor and elderly who may be scared to use it • It is killing libraries (and jobs)

Debating Game for the Collaborative Task at ISE III

At a glance

Level: ISE III

Focus: Collaborative Task

Aims: Practising question formations and discussing authentic interactive *prompts* in small groups and pairs

Objectives: Using set phrases when debating, keeping a tally of scores and initiating and maintaining discussion

Topic: Universities, advertising, lifestyles, independence and celebrity role models

Language functions: Expressing sympathy and empathy, expressing reservations, expressing caution, challenging arguments and opinions, evaluating different standpoints and justifying an argument

Grammar: A high degree of grammatical accuracy

Lexis: Words related to the topics above and set phrases for the functions above

Materials needed: Student hand-outs, whiteboard, pens and ISE specifications

Timing: 2 x 60 minute classes

Procedure

Preparation

Print one of the phrases hand-out cut-up into individual phrases (and divided by function,) per group of 6-8 students and 1 score card hand-out per group. For the second class, all of the above *and* 1 topic hand-out per group of 6-8 students.

In class

1. Tell the class that today they are going to focus on the collaborative part of the ISE III interview.
2. Ask the class some questions about this part of the exam, for example: "*How long is it?* (answer- up to 4 minutes), *What is it?*

(Answer- The examiner tells you something. You'll have to ask questions to find out more information and make comments).
*What does **collaborative** mean?"* (Answer - two-way transfer of information).

3. Explain to the class that it is very important to ask the examiner questions to find out more information, so they will be practising this in the lesson.
4. Write **UNIVERSITY** in the middle of the board in large letters. Ask students to think of any questions containing the word *university* and to give them to you in open-class. Write some examples on the board (some possible questions include: *what is University? Who goes to University? Why do people go to University? Is it important to go to University? Why are Universities so expensive? Are Universities value for money? Where are the best Universities?*)
5. Now divide students into small groups of between 6-8 students and ask them to ask and answer questions about Universities for a few minutes.
6. In the meantime, write this *collaborative prompt* on the board: "In the past, it used to be the case that a University education was a sound investment for the future, I'm doubtful whether this is still the case".
7. Bring the class together and review the discussion then read out the *collaborative prompt*. Tell the class that it is very important that they *initiate* the conversation (ask them what this means,) so they need to think of questions they could ask the examiner about the topic. Possible questions include: *"why do you think that? I can see your point, but don't you think a University education still has value?"*
8. Elicit further questions the students could ask the examiner and write them on the board.
9. Explain that in their small groups they are going to play a game using the prompt and certain phrases. Give each group a pack of *phrases* cards. Tell them to deal them out so that each member of the group has different phrases for each section (for example – *expressing sympathy and empathy, expressing reservations, expressing caution, challenging arguments and opinions, evaluating different standpoints and justifying an argument.*)

10. Practise using some of the phrases with the students. Ask them who has an “expressing sympathy and empathy card” – ask them in which situations they could use these phrases (for example, if somebody is ill, if somebody didn’t get a promotion they wanted), do the same with the other categories until the students are familiar with some of the phrases. Now give each group a score card.
11. Ask the class to discuss the *prompt* using their phrases. Tell the students that they get 1 point each time they contribute to the discussion and 2 points every time they use a phrase correctly. They should write their names on the *score card* and keep a tally. Allow around 10 minutes for this activity.
12. Bring the class together and review the how well the students have fulfilled the task, asking who won in each group. Go to point 14.
13. **Second class** – Follow the same procedure as above but use **AMBITION** as a starting topic. Now, *either* give each group a different topic card (from the topic worksheet) and ask them to do the same as the last class, *or* divide the class into different **pairs**. Deal the cards out again so they have a different selection. Allow 10 minutes for this.
14. Bring the class back together and review the activity, asking each group or pair to demonstrate their discussion for a few minutes.
15. Go through the main points of today’s lesson and re-emphasise the need for students to *initiate* and *maintain* the interaction using some of the phrases from today’s lesson.

Extension activity

More advanced students can be given another topic from the topic hand-out to discuss in pairs.

Further support activity

Weaker students can be given a smaller selection of phrases, and be asked to work in pairs *in their groups* to support each other (i.e. in a group of 6 there will be 3 pairs).

After class

Ask students to write a prompt about *ambition* and discuss this with a classmate using some of the phrases.

Student Handout – Phrases
(print on card and laminate if possible)

Cut-up the following phrases, keeping them in their categories (1-6). Give each group a set of cards and ask them to deal them out so that each member has a selection of each category.

<u>1 Expressing sympathy and empathy</u>	
1 I'm sorry to hear about	1 That must be awful.....
1 That's so sad	1 I do sympathise with you
1 I hope things get better soon	1 Oh dear!
1 I hope you feel better soon	1 Too bad!
1 That's a pity	1 That's unfortunate
1 I know how you must be feeling	1 I know what you mean

2 Expressing reservations	
2 I have my doubts about that	2 Do you think that...? I doubt it
2 You may have a point there, but I'm still not sure.....	2 OK, but.....

3 Expressing caution	
3 I can't say if...	3 I would be careful with that if I were you
3 Just be careful with that	3 If I were you I would wait until...

4 Challenging arguments and opinions	
4 I can see your point, but...	4 Yes, but don't you think...?
4 Well...maybe...possibly	4 I think that's debatable
4 Perhaps, but don't you think that...?	4 I agree to some extent but...
4 But what about...?	4 I'm not so sure about that

5 Evaluating different viewpoints	
5 That's a very good point	5 I agree entirely
5 That's an interesting point, but....	5 You might be right
5 I'm not so sure about that	5 Yes, but don't you think....

6 Justifying an argument	
6 I think	6 I feel that
6 As far as I'm concerned	6 I think...is right because...
6 ...that's why I feel that...	6 ...and so I think that...

Student Handout - Topics

Cut-up these topics and give out a different topic to each group. Ask one person from the group to read out their topic and discuss them using the phrases they have been given

1. Advertising is harmful to our society

Advertising is everywhere in our modern world, wherever you look you see adverts. Although I understand that some people want it regulated, I think people should be free to choose for themselves.

2. Lifestyles

The government seems to be overly-concerned with the welfare of its citizens, insisting on a certain amount of fresh fruit and vegetables a day, and regular exercise. Personally, I think it is up to the individual what they eat and how much exercise they do.

3. Independence

I keep on hearing arguments that young people should be encouraged to leave home as young as possible – around age 18, so they develop their independence. Personally, I'm not so sure this is such a good idea.

4. Role models

It seems that all young people want today is to be rich and famous; they just aren't interested in working hard. I'm doubtful whether there are any celebrities who are positive role models.

Student Score Card for Topic Debates

Score 1 point for every time you contribute *meaningfully* to the discussion, and 2 points every time you use a phrase *correctly*.

Topic _____

NAME of STUDENT	Contributed to discussion	Used a phrase correctly	Total
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Topic _____

NAME of STUDENT	Contributed to discussion	Used a phrase correctly	Total
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

How to Write a Summary Using Note Taking Skills

At a glance

Level: ISE III

Focus: Independent Listening Task

Aims: Listening for gist and listening for detailed information

Objectives: To identify the main ideas in a listening task, to develop summarising and note taking skills

Topic: The news, TED talks

Language functions: Paraphrasing; summarising information, ideas and arguments

Grammar: Reported speech

Lexis: Language of *the news*, signposting words and expressions, e.g. firstly, to conclude

Materials needed: board, pens, audio script/online connection to play clip from website, one worksheet per student

Timing: 45-60 minutes

Procedure

Preparation

Find a BBC news report of between 2-3 minutes or listen to www.ted.com talk "5 ways to listen better" and either print off the audio script to read out or be prepared to play it during the class - [http://www.ted.com/talks/julian treasure 5 ways to listen better](http://www.ted.com/talks/julian_treasure_5_ways_to_listen_better)

In class

1. Tell the students they are going to spend this lesson developing their summarising and note taking skills in preparation for the ISE III Listening Task. This task involves students listening to spoken English in the form of, for example, lectures, complex discussions, debates, podcasts, radio programmes or documentaries, and then answering some questions, first for the gist, and then for more detail using summarising techniques.

2. Ask the students what is meant by the term *gist*. Write some of their ideas on the board. For example, explain that *gist* is the main focus of the discussion, the main idea.
3. Ask the students what they understand by "a summary". Write some of their ideas on the board. Explain that a summary is selecting the main points from all the information given, and then putting them all together in a logical order.
4. Explain to the students that for the ISE III Independent Listening Task, they will be given a worksheet with a number of main points they have to listen out for (usually between 5-7), which will help them to make notes during the listening. Inform the students that in today's lesson, they will also practice this part of the test. Write "**What is a summary?**" In large letters on the board. Ask the following questions in open-class (correct answers are in brackets):
 - i) Does a summary include background to the issue? (no)
 - ii) Does a summary include small details? (no)
 - iii) Does a summary include the student's own views? (no)
 - iv) Does a summary include data (e.g. 23% of homeowners.....) (no)
 - v) Does a summary involve detailed explanations? (no)
 - vi) Does a summary involve direct quotes? (no)
5. Warm-up discussion, write the following on the board in large letters "**Summarise the talk in 5 sentences**". Explain that they will practise the skill of 'summarising' today. Put the students into pairs and give out one worksheet per student, asking them to discuss all of the questions in Task 1. Give the students approximately 5-8 minutes to complete this task.
6. Go through the answers to Task 1 in open-class. Write up the answers, if necessary.
7. Explain to the students that they are now going to listen to a recording (either of you reading it aloud, or a colleague reading it out, or online). The first time they are only listening for *gist*. Play or read the recording.
8. Now ask the students to discuss with their partner what the gist of the talk was. *Possible answers include*: we are not listening anymore; we are not listening properly; our listening skills are becoming worse; listening skills need to be *taught* in schools.

9. Now explain to the students that they are going to listen for a second time, but this time they will be making notes to enable them to give a summary of the talk. Ask them to make notes as they listen in the boxes in Task 2 on the student worksheet.
10. Play or read the recording for a second time.
11. Go through the notes the students have made in open-class, encouraging feedback from each group. Decide as a class which of the main points should be included in a summary.
12. In pairs, tell students they are going to work together to build a summary of the listening (Task 3). Write the following on the board to help the students focus on the main information:
 - What is the news? Why is it news?
 - A new challenge...
 - Growing concerns over...
 - New efforts to...
 - New techniques to help...
 - What does the speaker hope the outcome will be?
13. Listen to some pairs giving their summaries orally (the number will depend on class sizes etc. but shouldn't last more than 15 minutes). Give feedback and encourage other students to also give feedback by asking them to score each pair from 1-10 as they hear it. Ask the students why the summary with the highest mark scored so highly.

Extension activity

The more advanced students can practise *retelling* the talk which should involve giving as much information about the talk as possible.

Further support activity

Weaker students can be asked to listen to the first part of the talk and the last part, this will give them 2 main points, or they can be asked to listen to the middle part to get the *gist*.

After class

Ask students to find another TED talk about something related to their homework that week and do the same exercise.

How to Write a Summary Using Note Taking Skills

Student Worksheet

Task 1 – Summarising

Discuss the following questions in pairs

1. What makes a good summary?
2. Which of the following might be included in a summary?
Circle YES or NO next to each point:
 - Essential information YES/NO
 - Minor information YES/NO
 - Background information YES/NO
 - The main idea and why it is relevant YES/NO
 - Long explanations YES/NO
 - Data YES/NO
 - Direct quotes YES/NO
 - A conclusion YES/NO
 - Your own views YES/NO
 - The views of people in the dialogue YES/NO
3. How should you decide what to include in the summary?

Task 2 - Listening

1. Listen to the recording for the first time and answer the following questions:

What is the gist of what the speaker is talking about?

2. Now listen to the recording a second time and make notes on the key points.

Task 3 – Make a summary of the key points made during the talk.

Teacher's notes (possible answers)

1. **What is a good summary?**

Selecting the main points from the information given, and then putting it all together logically. Use these keywords to explain: general; essential; concise; connected; logical.

1. **Which of the following might be included in a summary?**

Essential information, the main idea and why it's relevant, a conclusion

2. **How should you decide what to include?**

Which points are mentioned, and then developed, with possible examples given. Also, sequencing words and cohesive devices (signposting words) are a good indicator for when a main point is being mentioned

3. **The gist?**

The importance of listening skills, why they are in decline, and why they need to be improved so we can all live in peace and harmony.

Task 2 – model answer

We need to improve our listening skills as they are getting worse. We are able to distinguish sounds from one another, for example, when our name is called in a crowded place. If we focus on listening to something we have better results. The skill to listen is being lost in part, because of advanced recording technology so, we can hear things again and again. In addition to this, the world is noisy so it's tiring to listen.

We are also very busy therefore we're becoming impatient and we're becoming desensitised as all sorts of media is thrown at us. It's vitally important that we listen to each other as listening creates understanding.

In order to improve our listening skills, the lecturer recommends: 3 minutes of silence per day, focusing on hearing the different streams of sound wherever you are, focusing on every day sounds and making them special, for example, the sound of your tumble dryer. Finally, by practicing all of these techniques, you can improve your listening skills. He also suggests that you could ensure you appreciate who is talking to you by making little noises like "hmm, oh" etc. and asking your interlocutor questions.

We need to listen to each other to stay connected. We need to teach it in schools so that everyone knows how to do it. It is possible to do this to create a world of connection, understanding and peace.

Audio script of TED talk "5 ways to listen better"

Read out this tape script as naturally as you can (normal speed delivery, or record a colleague reading it out and play it back in class).

0:11 We are losing our listening. We spend roughly 60 percent of our communication time listening, but we're not very good at it. We retain just 25 percent of what we hear. Now not you, not this talk, but that is generally true. Let's define listening as making meaning from sound. It's a mental process, and it's a process of extraction.

0:34 We use some pretty cool techniques to do this. One of them is pattern recognition. (Crowd Noise) So in a cocktail party like this, if I say, "David, Sara, pay attention, "some of you just sat up. We recognize patterns to distinguish noise from signal, and especially our name. Differencing is another technique we use. If I left this pink noise on for more than a couple of minutes, you would literally cease to hear it. We listen to differences, we discount sounds that remain the same.

1:03 And then there is a whole range of filters. These filters take us from all sound down to what we pay attention to. Most people are entirely unconscious of these filters. But they actually create our reality in a way, because they tell us what we're paying attention to right now. Give you one example of that: Intention is very important in sound, in listening. When I married my wife, I promised her that I would listen to her every day as if for the first time. Now that's something I fall short of on a daily basis. (Laughter) But it's a great intention to have in a relationship.

1:40 But that's not all. Sound places us in space and in time. If you close your eyes right now in this room, you're aware of the size of the room from the reverberation and the bouncing of the sound off the surfaces. And you're aware of how many people are around you because of the micro-noises you're receiving. And sound places us in time as well, because sound always has time embedded in it. In fact, I would suggest that our listening is the main way that we experience the flow of time from past to future. So, "Sonority is time and meaning" -- a great quote.

2:14 I said at the beginning, we're losing our listening. Why did I say that? Well there are a lot of reasons for this. First of all, we invented ways of recording -- first writing, then audio recording and now video recording as well. The premium on accurate and careful listening has simply disappeared. Secondly, the world is now so noisy, (Noise) with this cacophony going on visually and auditorily, it's just hard to listen; It's tiring to listen. Many people take refuge in headphones, but they turn big, public spaces like this, shared

soundscapes, into millions of tiny, little personal sound bubbles. In this scenario, nobody's listening to anybody.

2:58 We're becoming impatient. We don't want oratory anymore, we want sound bites. And the art of conversation is being replaced -- dangerously, I think -- by personal broadcasting. I don't know how much listening there is in this conversation, which is sadly very common, especially in the U.K. We're becoming desensitized. Our media have to scream at us with these kinds of headlines in order to get our attention. And that means it's harder for us to pay attention to the quiet, the subtle, the understated.

3:31 This is a serious problem that we're losing our listening. This is not trivial. Because listening is our access to understanding. Conscious listening always creates understanding. And only without conscious listening can these things happen -- a world where we don't listen to each other at all, is a very scary place indeed. So I'd like to share with you five simple exercises, tools you can take away with you, to improve your own conscious listening. Would you like that?

4:03 (Audience: Yes.) Good.

4:05 The first one is silence. Just three minutes a day of silence is a wonderful exercise to reset your ears and to recalibrate so that you can hear the quiet again. If you can't get absolute silence, go for quiet, that's absolutely fine.

4:20 Second, I call this the mixer. (Noise) So even if you're in a noisy environment like this -- and we all spend a lot of time in places like this -- listen in the coffee bar to how many channels of sound can I hear? How many individual channels in that mix am I listening to? You can do it in a beautiful place as well, like in a lake. How many birds am I hearing? Where are they? Where are those ripples? It's a great exercise for improving the quality of your listening.

4:48 Third, this exercise I call savoring, and this is a beautiful exercise. It's about enjoying mundane sounds. This, for example, is my tumble dryer. (Dryer) It's a waltz. One, two, three. One, two, three. One, two, three. I love it. Or just try this one on for size. (Coffee grinder) Wow! So mundane sounds can be really interesting if you pay attention. I call that the hidden choir. It's around us all the time.

5:23 The next exercise is probably the most important of all of these, if you just take one thing away. This is listening positions -- the idea that you can move your listening position to what's appropriate to what you're listening to. This is playing with those filters. Do you remember, I gave you those filters at the beginning. It's starting to play with them as levers, to get conscious about them and to move to different places. These are just some of the

listening positions, or scales of listening positions, that you can use. There are many. Have fun with that. It's very exciting.

5:54 And finally, an acronym. You can use this in listening, in communication. If you're in any one of those roles --and I think that probably is everybody who's listening to this talk --the acronym is RASA, which is the Sanskrit word for juice or essence. And RASA stands for Receive, which means pay attention to the person; Appreciate, making little noises like "hmm," "oh," "okay"; Summarize, the word "so" is very important in communication; and Ask, ask questions afterward.

6:26 Now sound is my passion, it's my life. I wrote a whole book about it. So I live to listen. That's too much to ask from most people. But I believe that every human being needs to listen consciously in order to live fully --connected in space and in time to the physical world around us, connected in understanding to each other, not to mention spiritually connected, because every spiritual path I know of has listening and contemplation at its heart.

6:53 That's why we need to teach listening in our schools as a skill. Why is it not taught? It's crazy. And if we can teach listening in our schools, we can take our listening off that slippery slope to that dangerous, scary world that I talked about and move it to a place where everybody is consciously listening all the time --or at least capable of doing it.

7:15 Now I don't know how to do that, but this is TED, and I think the TED community is capable of anything. So I invite you to connect with me, connect with each other, take this mission out and let's get listening taught in schools, and transform the world in one generation to a conscious listening world --a world of connection, a world of understanding and a world of peace.

7:36 Thank you for listening to me today.

Original source:

http://www.ted.com/talks/julian_treasure_5_ways_to_listen_better

Listening: Stereotypes & Education

At a glance

Level: ISE III

Focus: Independent Listening Task

Aims: To develop listening strategies when listening to a lecture on the use of stereotypes in education

Objectives: To listen and report a line of argument, to summarise a lecture and to infer the speaker's opinion

Topic: Stereotypes

Language functions: Evaluating options, summarising, deducing and inferring

Lexis: Stereotypes

Materials needed: Whiteboard, transcript or audio recording and equipment, one student worksheet per student, pens, and dictionaries

Timing: Approximately 90 minutes

Procedure

Preparation

1. Print one student worksheet per student.
2. Pre-record the audio. If no equipment is available to record and/or play the audio, print out the transcript and read it to the class at a normal pace.

In class

1. Explain to the class that they will be doing a listening activity today in class and that this will help them to prepare for the Independent Listening Task of the ISE III Listening test.
2. Write the word *stereotype* on the board and elicit its meaning with examples. Possible examples: *Germans are punctual. Men can't multi-task.*
3. Ask the students, in pairs, to brainstorm as many stereotypes as possible about their own culture. Then ask them to discuss to

- what extent the stereotype is true. Carry out feedback as a class.
4. Write the following statement on the whiteboard: *Stereotypes can be used in the classroom to learn about other cultures.* Ask students if they agree or disagree. Elicit phrases that are used to agree or disagree and write them on the board. Examples: *In my opinion..., The way I see it., If you want my honest opinion..., As far as I'm concerned..., If you ask me..., You have a point there. I'm afraid I disagree, I beg to differ.*
 5. Give each student a copy of the student worksheet and tell them to carry out Task A. Ask the students to write next to each stereotype whether they agree or disagree with it. Tell them to work alone first and then discuss their answers in pairs. Carry out feedback as a group.
 6. Put the following words and phrases on the board: *distort reality, resort to, shared perceptions, pick apart, attribution, positive connotation, stir up.* Tell the students that these words are in the lecture on stereotypes that they are going to listen to. Tell the students to discuss the meaning of these words with a partner. If possible, ask them to use a dictionary. Once the students have finished, feedback in open-class.
 7. Practise the pronunciation of the words and phrases by letting the class repeat after you. Drill the words chorally and individually.
 8. Tell the students they are going to listen to the first part of a lecture on the possible role of stereotypes in education. Ask the students to carry out Task B on their worksheet whilst they are listening. Tell them to write two arguments for and two arguments against the use of stereotypes in education. Clearly announce when you are about to play the audio. If you were unable to pre-record the audio, read out loud the transcript at a normal pace and with appropriate pausing.
 9. Ask the students to compare their answers in pairs. Do group feedback and go over the answers as a class. Answer key for Task B: *Arguments for: rich source for intercultural learning, stereotypes can be picked apart Arguments against: may elicit uncritical comments, may offend people.*
 10. Tell the students that they are going to listen to the second part of the lecture and this time they need to carry out Task C. Ask

the students to write down five exercises based on stereotypes that can be done in the classroom. After you have played the audio, ask students to compare answers in pairs. Carry out feedback as a group. Answer key for Task C: *1. Replace nationalities with other ones, including their own 2. Change the attributions 3. Rephrase negative opinions using words with a positive connotation 4. Give examples contradicting the stereotype 5. Put the stereotype in its historical or social context*

11. Tell the students they are going to listen to both Part 1 and 2 together. Ask them to summarise the talk in 1 or 2 sentences. Once the audio has finished, give the students one minute to finish the summary. Ask the students to compare their summaries with a partner. Carry out feedback as a group and elicit what the speaker's opinion is.
12. Ask students to talk to their partner and discuss whether they agree with the speaker or not. Carry out feedback as a group.
13. Give the students some key information about Task 1 of the listening test. Tell them that they will listen to the recording twice and that whilst they listen, they are encouraged to make notes. They can prepare for Task 1 by listening to lectures online. Tell them that the first time they listen they should listen for gist or general understanding and the second time they should listen for detail.

Extension activity

1. Write the following question on the board and ask students to discuss it in pairs. *What role does the media – including the internet – play in maintaining or challenging stereotypes?* Carry out feedback as a group.
2. Tell students they are now going to do one of the activities suggested by the speaker. Ask students, in pairs, to write down as many stereotypes about nationalities as they know. Once they have finished, ask them to replace the nationalities with other ones. Then tell the students to replace negative stereotypes with an attribution that has a more positive connotation. Carry out feedback as a group and elicit their opinion on the exercise.

Further support activity

1. If possible, play the audio twice for each part.
2. Give students the audio script so they can follow it whilst they are listening or immediately after listening so they have an aid to find the answers.

After class

Ask the students to find stereotypes about their own culture on the Internet or in a book that surprises them. Ask them to report back in the next class.

Listening: Stereotypes & Education

Teacher's Notes

LISTENING TRANSCRIPT

Part 1

Is it possible to use stereotypes in the classroom? I think we can all agree that they would have to be handled with care as their use could elicit uncritical comments that may even be borderline racist. On the other hand, stereotypes have the potential to be a rich source of materials for intercultural learning, but like many such materials, they have to be handled with care.

In the beginning of my career, I was of the opinion that the goal of education was to abolish stereotypes. That, let's be honest, is not a realistic goal. Sure, stereotypes consistently distort reality, but as has often been pointed out, stereotypes make our complex reality more manageable. We also share stereotypes. This is evident when students share aspects of their own culture; they often resort to stereotypical images. Would it be possible that stereotypes could be a starting point to learn about other cultures? Perhaps students first need to be made aware of the shared perceptions before stereotypes can be picked apart.

The difficulty is that stereotypes are often a manifestation of prejudice or social inequality and this makes their use in the classroom challenging. Teachers have to be aware to not offend anyone and to not encourage mockery of others.

Part 2

Easier said than done, I hear you think. As every teacher knows, it can sometimes be hard to know how students are going to respond to something. I would like to suggest strategies to deal with this. One way to deal with stereotypes is asking students to replace nationalities with other nationalities, including their own. They could also change the attributions. This way they start to understand how stereotypes may work as often they say more about their own culture than about the culture mentioned in the stereotype. If you for example say, all X are lazy are you not really saying that you consider your own nationality as hard-working?

Now I would like to talk about some things to keep in mind if you want to maximize the potential of using stereotypes in intercultural education.

Firstly, if the stereotype shows a negative opinion about the nationality encourage rephrasing using words with a more positive connotation. Secondly, encourage students to give examples contradicting the stereotype. And finally, consider approaching the dismantlement of the stereotype by putting it into its historical or social context.

Stereotypes tend to stir up different reactions. Some may find them offensive; others may find them amusing and would not be willing to abandon them. If they have a place in education both views need to be balanced out to each other.

Original source:

<http://johnbcorbett.wordpress.com/2013/08/15/stereotypes/>

Answer key:

- B. Arguments for: rich source for intercultural learning, stereotypes can be picked apart
Arguments against: may elicit uncritical comments, may offend people
- C. 1. Replace nationalities with other ones, including their own 2. Change the attributions 3. Rephrase negative opinions using words with a positive connotation 4. Give examples contradicting the stereotype 5. Put the stereotype in its historical or social context.

LISTENING: STEREOTYPES & EDUCATION

Student Worksheet

Task A

Read the six statements related to stereotypes. Do you agree or disagree with them? Discuss your answers with a partner.

Statement	Agree or disagree?
Stereotypes can be used in the classroom to learn about other cultures.	
The goal of education is to abolish stereotypes.	
Stereotypes help us to manage our complex reality.	
Stereotypes often find their root in history.	
Stereotypes can be offensive, but also amusing.	
Stereotypes often say more about someone's own culture than about the culture mentioned in the stereotype.	

Task B

Listen to the first part of the audio and write two arguments for and two against the use of stereotypes in education.

Arguments for?	Arguments against?
1.	1.
2.	2.

Task C

Listen to the second part of the audio. What exercises does the speaker suggest can be done in the classroom?

1.

2.

3.

4.

5.

Prison Debate to Practise Listening Component of the ISE III Exam

At a glance

Level: ISE III

Focus: Independent Listening Task

Aims: Students practise listening to a lecture, first for gist, then for detail, and taking notes while listening

Objectives: Students show that they are able to place information in a wider context, they clearly distinguish main and subordinate points and recognise the speaker's line of argument and they infer meaning of unfamiliar words

Topic: Prisons

Language functions: Summarising information, ideas and arguments, deducing, inferring and expressing opinions tentatively

Grammar: Mixed conditionals, correct verb patterns after *wish* and *hope*, verbs followed by gerund and/ or infinitive and complex forms of the passive with modals

Lexis: Vocabulary related to crime and punishment

Materials needed: Whiteboard, paper and pens, recording of the tape script or the tape script for teacher to read from, one copy of the student worksheet per student and copies of the tape script for weaker students

Timing: 85 minutes

Procedure

Preparation

1. Pre-record the audio if possible. If not, you will need to read the tape script yourself in class.
2. Make one copy of the student worksheet per student.

In class

1. Tell students they are going to perform a listening task similar to that in the ISE III exam. Tell them the listening will be about the

arguments for and against prisons. Ask the class to give you one argument for and one argument against as an example.

2. Divide the students in to small groups of three or four students. Ask half of the groups to list arguments in favour of prisons, and the other half to list arguments against. Give the students 10 minutes to complete this task.
3. Divide the board into two columns:

For	Against

Elicit an argument from each group and summarise in the correct column on the board.

4. Give out the student worksheet. Ask the students to read question 1. Explain that the summary should include the main topics of the lecture, and the conclusion reached. Play or read the tape script, then give the students 5 minutes to write their answer to question 1.
5. While students are writing, monitor and identify 2 or 3 good summaries to use as model answers. Ask these students to write their answers on the board. *See the model summary on the answer sheet to help you to identify good summaries.*
6. Tell students they will now hear the listening again and ask them to read question 2.
7. Play or read the tape script, then give the students 10 minutes to write their answers to question 2.
8. Give students 5 minutes to compare their answers with a partner.
9. Elicit answers and add to columns on board (see answer sheet).
10. In pairs, students discuss the questions in 3 on the student worksheet. Monitor and note down errors. After 10 minutes, stop the students and write up any common errors on the board.

Extension activity

Students who are able to complete the worksheet after listening just once can be asked to note down new vocabulary during the second listening. They can then check spelling against the audio script.

Further support activity

Students who struggle during the first listening can be provided with the audio script during the second listening.

After class

Assign each student a position (for or against prisons). Ask them to expand, develop and memorise their arguments for a debate in the following lesson.

Tape Script

*Academic lecture – semi-formal presentational speed and style
some foregrounding of main points.*

In this brief talk I am going to present some of the arguments for and against prisons, which you can then explore further in your seminar groups. Let's start with the arguments in favour. Prison advocates say that depriving criminals of their liberty is an effective way of shaming and punishing them. Furthermore, prisons ensure that offenders are out of circulation and that they cannot commit more crime while they are inside. A further argument is that prison acts as a deterrent to would-be offenders.

Critics contend that subjecting a human-being to decades of monotonous hopelessness in a living tomb is an inhumane punishment. Furthermore, prison does not force people to take responsibility for their actions or face up to what they have done. On the contrary, many people who spend a significant time in prison seem to become further accustomed to criminal attitudes and emerge less able to function normally in society. Prisoners experience long-term isolation from the rest of society, and often lose their jobs, homes and family ties. This may make them more likely to re-offend.

A counter argument is that there are many education and training schemes in prisons that tackle problems associated with re-offending. However, it would appear that due to overcrowding and lack of resources, most prisons do not effectively provide such services.

Some people suggest that community penalties are an effective alternative to prison. These punishments focus on criminals giving back to society and changing their behaviour. This type of punishment may be considered better than prison because it does not take offenders away from their families and homes, and provides continuity so that they may continue to work or study. It should also instil a sense of responsibility in the individuals. Research has shown that well-resourced and well-managed community punishments can be very effective in reducing re-offending.

A more extreme argument is that capital and corporal punishment may be more effective than prison. Corporal punishment such as flogging doesn't require that large chunks of a person's life be lost, together with their relationships and mental well-being. Execution is seen by some as an appropriate retributive punishment for the

worst crimes; especially as such offenders are unlikely to ever be successfully rehabilitated.

I'll conclude by sharing my own personal opinion. I believe that there is still a place for prisons in our society, although not in their current state. A complete transformation of prison regimes and a system of support for offenders when they are released from jail are entirely necessary. In other words, we need to create prisons with a purpose.

Websites used:

<http://www.citizenshipfoundation.org.uk/main/page.php?135>

<http://www.philosophersbeard.org/2012/07/why-prison-doesnt-work-and-what-to-do.html>

<http://www.theguardian.com/commentisfree/2008/jul/27/prisonsandprobation.youthjustice>

<http://www.matrixknowledge.com/vendor/wp-content/uploads/2014/01/Matrix-prison-report-2007.pdf>

Prison Debate to Practise Listening Component of the ISE III Exam

Student Worksheet

Practice for the ISE III Listening exam.

You're going to hear a lecture about prisons. You will hear it twice.

1. Listen once then write a one or two sentence summary of the lecture.
2. Listen again and complete the table.

Arguments for and against prisons	
Arguments for?	Arguments against?
Extra notes:	

3. **Discuss the following questions in pairs.**
- a) Do you think the speaker adopts a particular position?
 - b) Can you think of any further arguments for or against prisons?
 - c) What is your personal opinion?

Answers:

1. **Model summary:**

The lecturer outlines some arguments in favour of and against prisons, as well as suggesting some alternatives. He concludes that a transformation of the prison system may be necessary.

2.

Arguments for and against prisons	
Arguments for?	Arguments against?
<ul style="list-style-type: none"> • Effective way of shaming and punishing them. • Offenders out of circulation so cannot commit more crime. • Deterrent. • Education and training schemes prevent re-offense. 	<ul style="list-style-type: none"> • Inhumane punishment. • Prisoners not forced to take responsibility for their actions. • Prisoners become further accustomed to criminal attitudes. • Prisoners lose contact with society. • Education and training not provided due to overcrowding and lack of resources. • Community penalties, or even capital and corporal punishment, may be effective alternatives.

3.

a) The speaker believes that there is still a place for prisons in our society, although a complete transformation of the system is necessary.

b) Possible answers:

For:

Inmates have the opportunity to receive treatment for drug and alcohol dependencies.

Inmates may receive counselling for psychological problems.

Inmates are not able to hurt themselves.

Against:

May enable gang affiliation.

Paid for by the tax-payer.

Not enough of a deterrent.

c) Students' own answers