

**Integrated Skills in English (ISE)
Classroom Activities - ISE Foundation**

Reading & Writing

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Reading: Fanny Blankers-Koen

At a glance

Level: ISE Foundation

Focus: Reading Task 1

Aims: To develop reading strategies by reading a short article about Fanny Blankers-Koen and answer three sets of questions

Objectives: To scan the article for gist by answering the question 'What is special about Fanny Blankers-Koen?', to skim the article and answer True/False questions and to skim the article to complete sentences with information from the text

Skill: Skimming and scanning

Topic: Sports

Language functions: Giving personal information about past circumstances and asking for information

Lexis: Sport and Olympic games

Materials needed: Whiteboard, pens, blank paper, one student worksheet per student, dictionaries

Timing: Approximately one hour

Procedure

Preparation

Print one worksheet per student.

In class

1. Explain to the class that they will be doing a reading activity and that this will help them to prepare for the reading task of the ISE Foundation exam.
2. Tell the class they are going to learn about a very special Olympic athlete. Put the students in groups of four. Give each group a blank piece of paper. Tell them that they have to choose one person who is going to write and that they have one minute

to write down as many Olympic sports as possible. Tell them to wait until you say 'Start'.

3. After one minute, tell the students to put their pens down and count the sports they have. Go over the answers and put the different sports on the board. The group with the most sports is the winner.
4. Put the following words on the board: *Holland, nickname, housewife, autograph, gold medal, training ground, bicycle*. Tell the students that these words are in a text about an Olympic athlete they are going to read. Tell the students to discuss the meaning of each word in pairs. Let them look up any unknown words in a dictionary, if possible.
5. Go over the answers. Ask concept-check questions for one or two more challenging words. Examples of concept-check questions: *Is a nickname someone's real name or not? Does a housewife stay at home or go to work every day?*
6. Tell the students they are going to read about an athlete called Fanny Blankers-Koen. Write her name on the board. Give each student a copy of the worksheet and tell them they have two minutes to read the article. Tell the students they need to answer the question 'What is special about her?' (see A). Stop the students after two minutes and let them write down a few key ideas. Then let the students compare answers in pairs.
7. Go over the answer together as a class. Key: *She is quite old for an athlete (30) and she is a mother of two young children.*
8. Tell the students they are going to read the article again but now they have more time. Tell them that there are five statements and that they need to say whether each statement is True or False (see B). Tell them they need to write the line number where the answer can be found. Check the students' understanding of True and False. Give the students the five statements.
9. After four to five minutes, ask the students to compare their answers in pairs. Let five students come to the board and ask them to each write down one answer with the line number. Key: *1. False (line 5) 2. True (line 8-9) 3. False (line 13) 4. False (line 17) 5. True (line 19)*
10. Go over the answers together as a class.

11. Tell the class to complete the sentences at the bottom of the page (see C) by looking for the information in the text. Ask the students to compare answers once they have finished. Key: 1. *The Flying Housewife* 2. *autograph* 3. *1943, 1946* 4. *orange* 5. *relay* 6. *bicycle*. Go over the answers and put them up on the board.

12. Write the following six questions on the board:

1. *When were you born?*
2. *Where were your first Olympic games?*
3. *When did you get married?*
4. *How many children do you have and what are their names?*
5. *How many medals did you win in London?*
6. *What gift did you get from the people of Amsterdam?*

Ask the students to work in pairs. One student is a journalist and the other student is Fanny Blankers-Koen. The journalist asks the six questions and the athlete answers with information from the text. Model an example of what you want the students to do in open-class.

Extension activity

Let the stronger students look up other new words from the reading in a dictionary. Then ask the students to write sentences using them.

Further support activity

Ask the weaker students to complete just three of the questions from set B and C.

After class

Ask the students to look online or in a book for five facts about Wilma Rudolph, another Olympic athlete. Ask the students to report back in the next class.

Student worksheet

READING: FANNY BLANKERS-KOEN

Fanny Blankers-Koen won four gold medals at the 1948 Olympic Games in London. She was already 30 and a mother of two. She became very popular and people gave her the nickname 'The Flying Housewife'.

She was born in 1918 in Holland. At the age of 16 she joined an athletics club in Amsterdam. Blankers-Koen's first Olympic Games were the 1936 Games in Berlin. She didn't win any medals but she met her hero Jesse Owens. She even asked the gold medal winner for his autograph. In 1940 she married her coach, Jan Blankers. In 1943, she gave birth to her son Jantje and in 1946 to her daughter Fanneke. She trained twice a week. Together with her two young children she would travel to the training ground by bicycle.

Not everybody thought it was a good idea for her to travel to London in 1948 but she went anyway. She was sure that she was not too old to run. She would show the world. The weather was rainy and windy for her first event the 100m. In white and orange, the colours of the national team, she won with ease.

She missed her children though and wanted to go home. After a good night's sleep Fanny Blankers-Koen changed her mind. The next day she won the 80m hurdles race. She was not too old after all. Then she won the Olympics 200m final. The next morning she went shopping and almost missed the final relay race. She helped her team win the gold medal.

Two days later she went home to the capital city Amsterdam with the four gold medals. The people of Amsterdam were so proud of the strong woman that they gave her a new bicycle.

A. Read the text quickly. What is special about Fanny Blankers-Koen?

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

Statements	True or False?	Line number
1. She won a medal in her first Olympic games.		
2. She went to the race track by bicycle.		
3. The first race in London was difficult for her.		
4. Her 3 rd gold medal was for the relay race.		
5. She received a gift from the people of Amsterdam.		

C. Complete the sentences with information from the text.

1. Fanny Blankers-Koen had as nickname.....
2. She asked Olympic medal winner Jesse Owens for an
3. She gave birth to her two children in and
4. The colours of the national team are white and
5. The last race was the race.
6. She received a as a gift upon return.

Answer key:

- A. She is quite old for an athlete (30) and she is a mother of two young children.
 B. 1. False (line 5) 2. True (line 8-9) 3. False (line 13) 4. False (line 17) 5. True (line 19)
 C. 1. *The Flying Housewife* 2. *autograph* 3. *1943, 1946* 4. *orange* 5. *relay* 6. *bicycle*

Original source:

<http://www.theguardian.com/sport/blog/2012/jan/18/fanny-blankers-koen-olympic-moments>

Reading Task 1 - Choosing true statements

At a glance

Level: ISE Foundation

Focus: Reading Task 1

Aims: Students practise reading a text and identifying if statements about the text are true or false.

Objectives: Students can understand specific information at sentence level.

Skill: Understanding specific information.

Topic: Places in the local area and times and dates

Language functions: Describing objects and places, describing present events, describing past events and describing manner and frequency.

Lexis: Vocabulary used to describe places and related to telling the time and time zones.

Materials needed: Whiteboard, paper and pens, dictionaries, a list of world cities and the time difference with your city, a time zone map for every 3 students and one student worksheet per student.

Timing: 45 minutes

Procedure

Preparation

1. Write down a list of world cities and the time difference with your city. You can see the time in different time zones at <http://www.timeanddate.com/worldclock/>.
2. If you do not have access to a projector, print out one 'Time Zone map' for every 3 students (preferably in colour). A map can be found at <http://www.worldtimezone.com/>.
3. Photocopy one student worksheet per student.

In class

1. Tell the students that in class today they are going to practise reading a text and identifying if statements about the text are

true or false, like in part 1 of the ISE Foundation reading exam.
Tell them the text is about time zones.

2. To introduce the topic of time zones, put students into groups of 3 and ask them to write the current time in various world cities from the list you prepared before class.
3. Project or give out the time zone map and allow them to check their own answers.
4. Write 'Prime Meridian Line' on the board, and point it out on the map. Ask students to explain in their own words what they think it is.
5. Check comprehension of 'eastern and western hemispheres' by asking students to identify them on the map.
6. Give out the student worksheet and ask the students to guess whether each statement in 1. is True or False. Ask the students if there are any words they do not understand and explain accordingly.
7. Tell the students that 5 of the statements are true. Ask the students to now read the text to find out which statements are true and which are false.
8. Ask the students to check their answers with their partner and then open-class feedback. Write the correct answers on the board.
9. Now dictate the following questions or write them on the board:
 - a) Would you like to visit the Greenwich observatory? Why/ Why not?
 - b) What problems do you think people had before there was an international time standard?
 - c) What problems do time zones cause today?
 - d) Do you think the Time Ball is a good way of telling the time? Why/ Why not?

Ask students to discuss the questions in pairs.

10. While students are speaking, write up any common errors on the board. Once the students have completed the task, briefly elicit some answers, comment on their progress and then address the errors.

Extension activity

Students who finish more quickly can be asked to underline 5 new words in the text and look up the definitions in a dictionary.

Further support activity

Weaker students can be asked to highlight the parts of the text which correspond to the true statements.

After class

Ask the students to write an appropriate heading for each paragraph of the text.

Reading Task 1 - Choosing true statements

Student worksheet

1. Are the statements True or False according to the text below?

- A. There are 24 places in the world where the current time is different.
- B. An international time standard was introduced in 1884.
- C. Before 1884, nobody used clocks.
- D. After 1884, every town in the world kept its own local time.
- E. The Prime Meridian Line runs through Greenwich, London.
- F. It is not possible to stand on the Prime Meridian Line.
- G. The Time Ball tells people when it is 13.00.
- H. It is 1pm when the Time Ball falls to the bottom of the pole.

Time Zones

1. Time zones give areas on the Earth a time of day that is earlier or later than the nearby time zones. This is because when it is day-time on one side of the Earth, it is night-time on the other side. There are 24 standard time zones.
2. Greenwich Mean Time is the time in London. Greenwich is the Prime Meridian of the world. Every place on Earth is measured by its position east or west from this line.
3. The Greenwich Meridian became the Prime Meridian of the World in 1884. Before this, almost every town in the world had its own local time. There were no international agreements about measuring time. However, an international time standard became necessary for the growth of world travel and communication.
4. The Royal Observatory in Greenwich is the home of Greenwich Mean Time. At the Royal Observatory, you can have your photo taken standing on the Prime Meridian Line. When you stand over the line you are in the eastern and western hemispheres at the same time.
5. You can also watch the red Time Ball on top of Flamsteed House drop at 1pm every day. The Time Ball was one of the world's earliest public time signals. Before there was a Time Ball, only the richest people could buy clocks and watches of their own. The Time Ball was first used in 1833 and still operates today. At 12.55pm, the time ball rises half way up the pole. At 12.58pm it reaches the top, and at 1pm exactly, it falls.

Answer key

- A. There are 24 places in the world where the current time is different. *(T)*
- B. An international time standard was introduced in 1884. *(T)*
- C. Before 1884, nobody used clocks. *(F)*
- D. After 1884, every town in the world kept its own local time. *(F)*
- E. The Prime Meridian Line runs through Greenwich, London. *(T)*
- F. It is not possible to stand on the Prime Meridian Line. *(F)*
- G. The Time Ball tells people when it is 13.00. *(T)*
- H. It is 1pm when the Time Ball falls to the bottom of the pole. *(T)*

Websites used:

<http://golondon.about.com/od/londonforfree/p/primemeridian.htm>

<http://www.rmg.co.uk/explore/astronomy-and-time/astronomy-facts/history/the-prime-meridian-at-greenwich>

http://simple.wikipedia.org/wiki/Time_zone

<http://www.rmg.co.uk/royal-observatory/flamsteed-house-and-meridian/time-ball?show=nav.3613>

The Benefits of Cycling

At a glance

Level: ISE Foundation

Focus: Reading Task 2

Aims: To give useful advice on answering a variety of reading questions

Objectives: To improve speed in reading skills (skimming and scanning), to describe a chart and to find specific information in different reading texts

Skill: Skimming and scanning and reading to find specific information

Topic: Hobbies and sports; cycling

Language functions: Finding and giving information about a reading passage, underlining key words

Lexis: Hobbies and sports and cycling

Materials needed: Board, student worksheet, pens,

Timing: 1 hour

Procedure

Preparation

1. Print one student worksheet per student.

In class

1. Explain to the students that in today's lesson they are going to improve the speed of their reading skills to help them with the ISE Foundation Reading & Writing exam by reading some texts about cycling.
2. Ask the students to think of what kinds of reading texts they read regularly (for example, newspapers, magazines, articles).
3. Ask students some questions about cycling. (For example - can you ride a bike? Do you like it? Why? Why not? Why is cycling

good for your health? For the environment? Is cycling popular where they live? Why? Why not?)

4. Put the students in groups of 2.
5. Ask the students to read text A in 30 seconds by themselves. Tell them they have to remember as much information as they can about it. To improve the speed of reading, students can be told to focus on CAPITAL LETTERS, words in **bold**, words in colour and also numbers and dates.
6. Ask each student to tell their partner 3 pieces of information about the text (6 pieces of information in total.) In open-class, ask the students to feedback on the 3 pieces of information they remember. Write them up on the board.
7. Now tell the students that they will be practicing how to find **true** answers to questions by looking at information in charts, sentences and phrases
8. Ask the students to look at the bar chart (Text B) for 2 minutes. Tell the students that once they have examined it, they are going to try to explain the bar chart to their partner. They should try and explain: what the chart is about, what the age range is, how many minutes are recommended? etc.
9. Now ask the students to answer the questions on text B. Give them three – five minutes. Ask the students to check their answers with their partner and then feedback in open-class.
10. Tell the students that when they are looking at a graph, they need to try to understand it by looking at the title and names of the axes (lines going down and across). If they understand it, they will be able to understand the questions easier. Some possible questions to ask students:
 - What is the chart about?
 - What are the 4 categories?
 - How many minutes are there in each category?
 - Who needs the most exercise?
 - Who needs the least?
11. Now tell the students they are going to look at sentences in more detail to find important information.
12. Tell the students to read Text C slowly, trying to understand the important pieces of information. (New vocabulary to explain may

include *broad appeal*, *able-bodied*, *low-impact*, *high-impact*, *aerobic*).

13. Ask the students to decide whether the statements below the text are true. Go through the answers with the class, either as a pair work activity or altogether.
14. Text D involves students understanding popular expressions. Ask the students to underline the important words in the text (see answers for the popular expressions and their meanings).
15. Now ask the students to focus on all of the texts and to answer the questions on the worksheet which requires the students to focus on all of the texts. To help the weaker students, you could write the following comments/questions up on the board:
 - Question 1 is about *keeping well*, other words for this are keeping fit and healthy.
 - Question 2 is about *figures* or *numbers*, which text includes numbers?
 - Question 3 is about day-to-day life, which text talks about your routine?
 - Question 4 asks about *levels*, amounts, how much?
 - Question 5 asks about money? Where are the symbols for money? £\$.

Extension activity

Ask the students to think of different ways they can improve their reading skills.

Further support activity

Weaker students can focus on only texts A and B and look up unknown words in a dictionary.

After class

Ask the students to find a reading text on their favourite sport, for example, football or tennis, and write 6 pieces of information about it.

The Benefits of Cycling

Student worksheet

You are going to read some information about the benefits of cycling and answer some questions about what you have read.

Text A

1. Look at the following text for 30 seconds only and try to remember as much information as you can. Focus on CAPITAL LETTERS, words in **bold**, words in colour and also numbers.

Do you know?

The benefits of cycling:

HELP YOU TO LOSE WEIGHT

- **Regular cycling can help you lose weight, reduce stress and improve your [fitness](#). INCREASE YOUR POPULARITY**
- Cycling is the third most popular recreational activity in the UK. An estimated 3.1 million people ride a bicycle each month, and numbers are growing all the time.

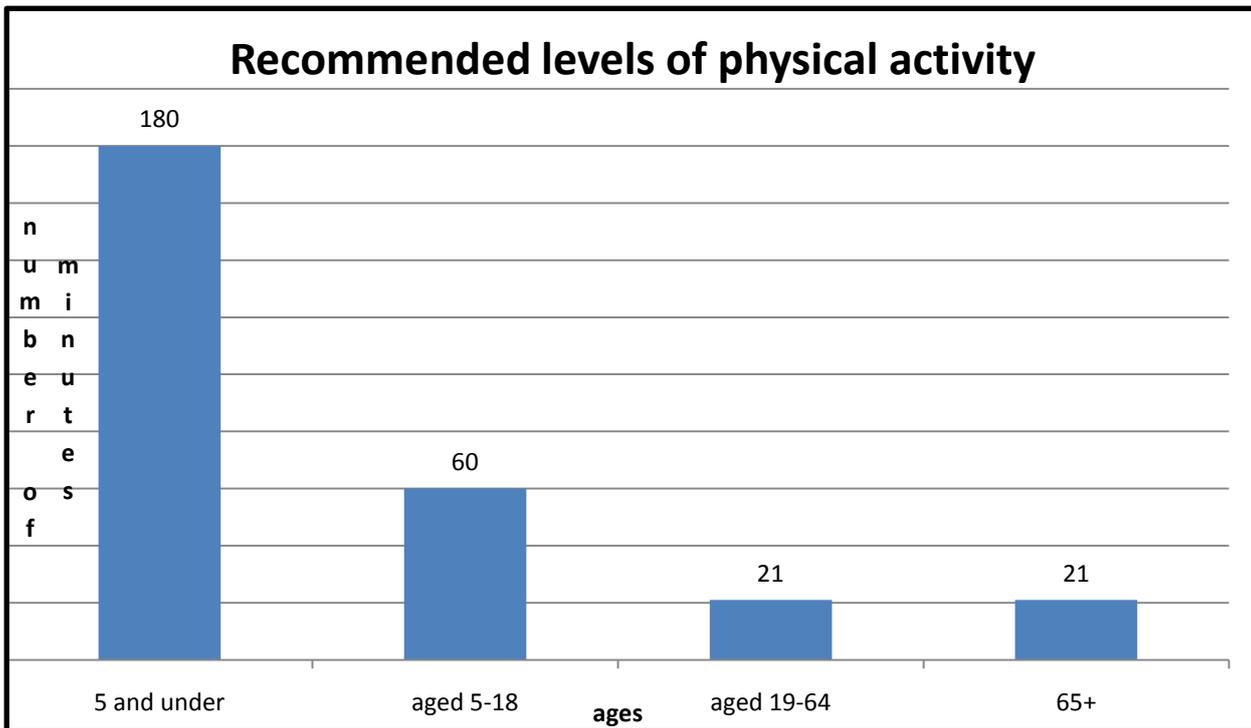
2. Tell your partner 3 pieces of information about text A.

Text B

1. Look at the bar chart below and try to explain it to your partner.

Text B

• **Recommended physical activity levels**



2. Now answer the following questions:

- i) What is the title of the chart?
- ii) How many categories are there?
- iii) What are the numbers?
- iv) What are the differences between the numbers?

Text C

- 1. Read the paragraph and choose the 5 statements from A-H below that are true according to the information given in the text below... Write the letters of the true statements in the boxes provided (in any order).**

The advantages of cycling

As a form of exercise, cycling has broad appeal. Young children, pensioners, the able-bodied or people with disabilities can all enjoy cycling if they have the right equipment.

Cycling is one of the easiest ways to fit exercise into your daily routine because it's also a form of transport. It saves you money, gets you fit and is good for the environment.

It's a low-impact type of exercise, so it's easier on your legs than running or other high-impact aerobic activities. But it still helps you get into shape.

- A. Everyone needs to do the same amount of daily exercise
- B. Cycling is harder on the legs than jogging
- C. By cycling you are likely to lose weight
- D. Cycling is one of the most popular activities in the UK
- E. The under 5s need the most daily exercise
- F. Cycling is environmentally friendly
- G. Cycling is better for our planet
- H. More people cycle than jog

True statement

Text D

Some popular expressions

Burn fat, not oil Kilograms

A bike ride a day keeps the doctor away 😊

Bicycling is better for your body, mind, wallet and world. £\$£\$

1. Underline the important words or phrases in the text.
2. What does each expression mean?

All texts

Now look at Texts A-D and decide:

Which text A, B, C or D?

1. Promises you will keep well if you cycle
2. Has figures about the number of cyclists in the UK
3. Has information about how to include cycling into your day-to-day life
4. Has suggested levels of daily exercise
5. Suggests you will save money if you cycle

(One mark per question)

Answer key

Text B

2.

- i) Recommended levels of physical activity
- ii) There are 4 categories
- iii) The numbers are the number of minutes
- iv) One is much higher (180), the other is lower (60), the last 2 are very small (21)

Text C

True statements
B
C
D
E
F

Text D

1.

- i) Burn fat, not oil -KG
- ii) A bike ride a day keeps the doctor away ☺
- iii) Bicycling is better for your body, mind, wallet and world. £\$££

2.

- i) KG is kilograms, so by cycling you lose weight, not burn oil like you do when driving a vehicle.
- ii) The second expression means you keep healthier when cycling so you may not need to go to the doctor as often.
- iii) The third expression is about saving money by cycling; it also improves your mind and your spirit (how you are feeling, your mood).

All texts

- 1. A
- 2. A
- 3. B
- 4. B
- 5. C

Original source:

<http://www.nhs.uk/Livewell/fitness/Pages/Fitnesshome.aspx>

Reading about holidays and travel

At a glance

Level: ISE Foundation

Focus: Reading Task 2

Aims: Developing strategies for multiple matching, answering true/false questions and note completion

Objectives: Students will look at three sample texts, practise creating their own questions from them based on the question types found in the exam, and try to answer each other's questions

Skill: Skimming and scanning, understanding from context and thinking about questions

Topic: Holidays

Language functions: Talking about past events, expressing simple comparisons and expressing likes and dislikes

Lexis: Vocabulary about hotels, holidays and travel

Materials needed: One student worksheet per students

Timing: Approximately 1½ hours

Procedure

Preparation

1. Familiarise yourself with the reading texts and check any vocabulary you think students might need in class.
2. Print one worksheet per student.

In class

1. Explain to the class that they will be doing an activity to help them practise reading different types of texts to find information, and that they will need to do this in the reading phase of the ISE F exam. Tell them they will be reading texts and creating their own questions based on the question styles used in the exam.

2. Give the students the worksheet and ask them to read the three texts. Ask the students if there are any unfamiliar words or phrases and explain their meanings.
3. Explain to your class that in the reading phase of the exam, they will have to answer three types of question: multiple matching, true/false questions, and summary notes where they find a word or phrase and match it to its meaning. In this part of the lesson, you should focus on the examples on the worksheet.
4. Divide your class into groups of 2 - 4 students.
5. Ask the students to complete the exercises in the worksheet. Check the answers (Type 1 – **text 3**; type 2 **B** is the true statement; type 3 '**rooms**').
6. Discuss the three types of question with the class (multiple matching, choose true statements and summary notes) and elicit from them how they would make these kinds of questions.
7. Ask each group to create new questions for each of the question types, based on the three reading texts. The questions can be based on any of the texts. Duplicate the tasks if you have more than three groups in the class.
 - First group – create 5 type 1 questions (multiple matching)
 - Second group – create 8 type 1 questions (choose true statements). 5 statements should be true, with 3 either false or not given.
 - Third group - create 3 type 3 questions (summary notes)
8. Monitor the students and write up any common errors on the board.
9. When all the groups have finished writing questions ask them to pass them on to the next group to answer.
10. At the end of the activity, discuss with the class which questions were most effective, and check answers.

Note

The texts in this activity are slightly longer than those in the examination to allow plenty of choice for students in constructing their questions.

Extension activity

In groups compare 'The Hotel Oasis' with 'Millie's Hotel'. Ask students where they would rather stay and why.

Further support activity

Provide support and suggest possible questions, if necessary using the student's own language.

After class

Ask the students to complete a short writing task – imagine you are staying in the Hotel Oasis or Millie's Hotel. Write a posting of 50 words to a social media site describing where you are staying.

Reading about holidays and travel

Student worksheet

Read the following three texts and answer the questions below.

Text 1 – This is a description of a tourist hotel in a holiday brochure

Hotel Oasis in Pearl Beach is a large modern hotel just 15 minutes from the beach. The hotel is in a beautiful garden with three swimming pools and facilities for everyone in the family. For holidaymakers who love good food the hotel's restaurant has an excellent reputation! Pearl Beach is an ideal resort for a holiday, with beautiful beaches, many lovely shops and restaurants and a wide range of interesting cultural destinations to visit nearby.

There are lots of things to do at the Oasis! Play mini-golf or tennis, or relax on a sun bed beside the pool. We also have a fully-equipped wellness centre with a sauna and spa, and beauty salon with massage treatments. In the evenings there's a full range of the best entertainment in town, with live music every day except Sunday. There are playgrounds for children, a disco for teenagers, and an adults-only piano bar for parents! Fun for all the family at the Oasis Hotel Pearl Beach!

Text 2 – This is what someone wrote on a hotel review website

Our room at Millie's Hotel room was fantastic and beautifully decorated with all the things you need - there was even a coffee machine in the room and the beds were so comfortable we slept like a log! We had a balcony to sit on in the evening with a marvellous view over the whole city and the bay. There's also a small bar and a roof terrace.

Breakfasts were delicious, in fact there was too much food for us to finish it all! There are lots of restaurants and bars nearby which are good value and serve a good variety of different food.

All the staff were friendly, especially Jose who helped us when we arrived. They even brought chocolates and champagne to our room on the last night.

The hotel is located in the middle of the town, very close to the shops and the beach, but it's on a quiet street and it's not noisy.

Text 3 -

More information about the Hotel Oasis

Hotel Oasis

Pearl Beach Resort



OFFICIAL RATING



Prices ALL INCLUSIVE FROM
302pp

AT A GLANCE

- 3 pools
- Kid's club
- Entertainment programme
- Spa
- Great cuisine
- Free wi-fi

LOCATION

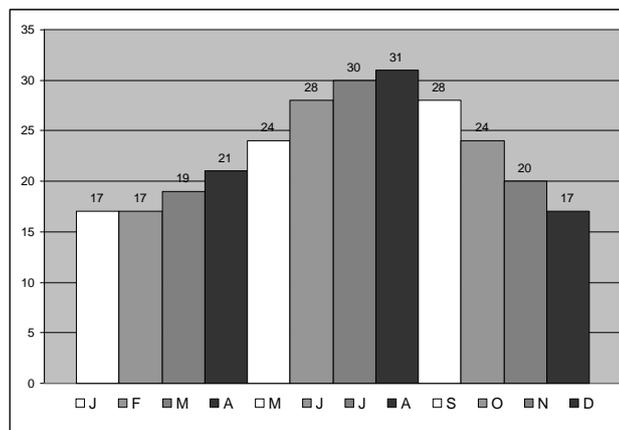
- 1 km from beach
- Close to Pearl Beach town centre
- Near shops, bars and restaurants
- One hour transfer from airport

DINING OPTIONS

- ✓ Breakfast
- ✓ Lunch
- ✓ Evening meal
- ✓ Drinks
- ✓ Snacks, Ice cream

WEATHER

Average monthly temperature for Pearl Beach.



ISE Foundation exam type questions

Type 1 – Multiple matching

Which text would be most useful for someone who:

1. Wants to find out how hot it is in Pearl Beach in August?

Type 2 – Choose true statements

Choose one of the statements below which is true according to information in the texts.

- A.** Millie's Hotel is on the edge of the town.
- B.** There are swimming pools at the Hotel Oasis.

Type 3 – Summary notes

Positive things about Millie's Hotel:

- a)** _____
- b) breakfasts**

- c) staff**
- d) location**

Speaking and writing about holidays

At a glance:

Level: ISE Foundation

Focus: Reading Task 3

Aims: To give the students practice in talking about 'holidays' using the past tense, to provide a reading task that can be carried out communicatively and to get students to write a text using a written prompt

Objectives: To practise carrying out a reading comprehension, to practise speaking about holidays and to write an advert using a written prompt

Skills: Skimming and scanning, extensive and intensive reading and writing in the past using the past simple

Topic: Holidays and hotels

Language functions: Talking about past events connected with holidays and holiday places

Lexis: Holidays & hotels

Materials needed: Paper and pens and student worksheet

Timing: 45 minutes

Procedure

Preparation

1. Print one student worksheet for each student. You may like to cut up extra copies of the texts so that each student has just one 'hotel' to start but they will need to see all 3 texts later in the lesson.

In class

1. Tell the students that in today's lesson they are going to be talking about holidays and they are going to carry out a number of tasks which will help to prepare them for Task 3 of the ISE reading and writing test.
2. Write 'holidays' on the board. Give the students 1-2 minutes to think of words connected with holidays and tell the students to write a list. Feedback in open-class. While the students are

giving you ideas related to holidays, you could write them up on the board. Check everyone understands all the words. Ask a few words at random for the students to explain or maybe translate for the weaker students.

3. Put the students in pairs. They have to talk and tell each other about their last holiday where they went / who they went with / what they did and if they stayed in a hotel they can describe it to their partner. While the students are talking, walk around to check they understand, they are speaking in English and using past simple to talk about the past and there are no major problems.
4. Put the students in groups of 3. Give each student a copy of the student worksheet. Tell them you are going to allocate each student a short text which describes a hotel somewhere in the world. Tell the students to look only at their hotel and not at the other 2 texts. At this stage you could give each student the whole worksheet or if easier a cut out version of Text 1, 2 or 3. Ask the students to look at the questions in Task A and answer them accordingly.
5. Tell the students they are now going to tell the other 2 in their group key information about their hotels: where it is and how it's different. They should read their texts twice then turn them over so they can't copy, read them out or write notes about their text. They then briefly tell the other 2 in their group what the text is about. **They mustn't read their text to the others.** Tell the other 2 students to complete the table in Task A on the student worksheet while their partner tells them information about their hotel. They can repeat information if the other 2 students ask, but they mustn't show their texts to the others or read them aloud.
6. Tell the students they can now look at all 3 texts and answer the questions in Tasks A, B and C. While the students are completing the Tasks, walk around and check the students understand what to do, they are doing the work and speaking in English.
7. Go through the answers to Tasks A, B and C and write them up on the board. Give some general feedback to the class on how well they completed the task and what they could do to improve.
8. Now write on the board 'Holiday Adverts'. Brainstorm with the class what they would expect to see in a holiday advert eg

information about the hotel, the place itself, what they can do there, the food, the price etc. Also elicit what words are generally used in adverts adjectives to say how good it is eg superlatives, positive adjectives, etc.

Writing activity

9. Put the students in pairs. Tell them to think of adverts for holidays on T.V., in magazines etc. Now they have to **write** an advert for a magazine about a place they know or somewhere they are interested in. Give them 10-15 minutes to play the advert. Tell the students they can use text and drawings.
10. Walk around to check that the students understand what they are doing and offer assistance where necessary. As you go around, indicate where their mistakes are but try to get them to correct them themselves.
11. At the end of the class, collect the adverts and put them up on the wall in the classroom, if possible.

Extension activity

For the faster students, tell them they are on holiday together in another country or other town and they're going to write a postcard to their classmates saying where they are, what they are doing, what they did yesterday and the day before and what they visited and anything else they would like to add.

Further support activity

As a lot of the activities have been done in groups the weaker students have had the help of the more able students. However, you are probably aware of who the weaker students are and therefore you can give them a bit more help as you walk around, monitoring.

After class

Ask the students to write a postcard (100-120 words) from a holiday destination they have been to recently. The postcard should be written in the present and past simple. It should include: where they are on holiday, when they arrived and what they did yesterday.

Speaking & writing about holidays

Student worksheet

Task A – Complete the table

	Burj Al Arab	Jukkasjarvi	Hilton
Where is the hotel?			
What's different about it?			

Task B - Match the following with the hotel

1. It's not made of normal building materials.
2. You can see fish swimming close up.
3. You are given rose water and dates when you arrive.
4. Reindeer fur is used for something
5. Helicopters are a common means of transport here.

Task C - Which of these sentences are TRUE?

1. The hotel in Dubai has 4 swimming pools.
2. In the ice hotel they often have barbecues in the bar.
3. The underwater hotel is partly under water not totally submerged.
4. In the underwater hotel, the fish are swimming in your room.
5. The ice hotel has been there for a long time.

Reading Texts

Text 1

Burj Al Arab Hotel

This 7 star hotel that people say is the world's most luxurious hotel is situated in Dubai. From a distance, it looks like the sail of a very tall ship. It is, in fact, one of the tallest hotels in the world.

The hotel has everything you need for a great holiday. There are 4 swimming pools, a private beach, a spa and restaurants with fantastic food. If you need a taxi, you can choose a Mercedes, a Rolls Royce or even a helicopter. When you arrive at the airport you can be collected by one of the hotel's cars or of course the helicopter.

On your arrival at the hotel you are welcomed by several members of staff offering you rose water, dates and coffee. In your room you have your own butler. He is there to look after you and provide whatever you need during your stay

The price? Well that can be \$2000 a night.

Text 2

Ice Hotel - Jukkasjarvi

This hotel is called the Ice Hotel because it's made completely of ice and snow. It's in Sweden in a town called Jukkasjarvi. It's a temporary hotel, they have to build it again every winter because in the summer it melts when the temperature starts rising. It needs a constant temperature of below freezing so less than 0 degrees centigrade.

You can stay there for a few days and nights of course. You probably won't want to stay longer unless you really like living in a very very cold place!

The bar is made of ice and the glasses are also made of ice! The entrance is full of ice statues and even the beds are ice so the visitors sleep in sleeping bags on animal skins, reindeer skins actually.

The food and drink is specially chosen for somewhere that is freezing all the time. Hot food is prepared but they can't cook it in the hotel, they cook outside on an open fire.

Text 3

The Hilton - Maldives

This hotel is partly above the water and partly under the water. It's one of the world's first underwater hotels.

Imagine waking up and seeing fish swimming around your room. But of course they aren't actually in your room, you are watching them through huge glass windows. It's the same in the restaurant, you sit at your table and the fish are just a few centimetres from you but on the other side of the glass.

It has a swimming pool (without fish of course), tennis courts and a golf course.

It's not the only underwater hotel, others have been built in other tropical paradise resorts around the world and they are ideal places for couples on their honeymoon.

Teacher's Answers

Task A – Complete the table

	Burj Al Arab	Jukkasjarvi	Hilton
Where is the hotel?	Dubai	Sweden	Maldives
What's different about it?	One of the tallest hotels in the world You can use a helicopter as a mode of transport	It is made completely of ice and snow They have to build it every year in winter	The hotel is partly underwater You can see fish swimming in your room

Task B

1. Jukkasjarvi
2. Hilton
3. Burj Al Arab
4. Jukkasjarvi
5. Burj Al Arab

Task C

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

Original sources:

<http://conradhotels3.hilton.com/en/hotels/maldives/conrad-maldives-rangali-island-MLEHIC/index.html>

<http://www.icehotel.se/>

<http://www.jumeirah.com/en/hotels-resorts/dubai/burj-al-arab/>

Reading & Writing: Jobs past, present and future

At a glance

Level: ISE Foundation

Focus: Reading Task 3

Aims: To develop writing skills by writing a short summary based on three short reading texts about jobs

Objectives: To write a summary of approximately 100 words by selecting relevant information from the three texts

Skill: Selecting and summarising information from the input texts

Topic: Jobs and times

Language functions: Expressing simple comparisons

Lexis: Jobs and times

Materials needed: Whiteboard, pens, blank paper, 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 today they will be doing a writing activity based on three articles and that this will help them to prepare for the reading into writing task of the ISE Foundation exam.
2. Tell the students that today's topic is jobs. Write *postman*, *cashier*, *petrol station attendant* and *pilot* on the board and ask students to discuss their meaning in pairs. Carry out group feedback.
3. Ask the students if there are any of the jobs on the board that didn't exist 30 years ago and which jobs may not exist anymore 30 years from now. Elicit a possible reason for why jobs disappear. Suggested answer: *advances in technology, Internet*.

4. Write the following words on the board and tell students that these words will be in the texts they are going to read later: *self-service tills, doing his rounds, groceries, cockpit, fill up your car*. Ask students to discuss the meaning in pairs by linking the words to the jobs introduced in step 2. Allow the use of a dictionary. Carry out group feedback. Answer key: *doing his rounds / postman, self-service tills, groceries / cashier, cockpit / pilot, fill up your car / petrol station attendant*.
5. Give each student one student worksheet. Tell the class they are first going to read about jobs that may not exist anymore in the near future. Ask students to carry out Task A. Tell the students to read very quickly and find out whether advances in technology are indeed the main reason why jobs may disappear. Carry out feedback as a class. Answer key: Yes.
6. Ask the students to read text B and complete Task B to find out what the author thinks about jobs disappearing. Ask students to compare their answers in pairs and then feedback as a group. Answer key: *The author doesn't like it that some jobs disappear because he likes human contact*.
7. Ask students to look at the jobs in the infograph (text C) and discuss, in pairs, the meaning of the jobs. Allow the use of a dictionary. Carry out feedback as a group.
8. Ask students to complete Task C. Tell them to discuss, in pairs, which jobs may disappear, which jobs didn't exist 30 years ago and which jobs will always exist. Ask the students to also give possible explanations. Carry out feedback as a group.
9. Ask students, in pairs, to discuss their opinion about the three texts they have read. Carry out feedback as a group.
10. Tell students that they are now going to look at the language used more closely. Tell the class that text A has two examples of comparisons. Write on the board *less important than*, and *easier than*. Elicit use and form based on the two examples.
Answer key: *We use comparisons to compare two things. If the adjective has more than one syllable we use 'less' or 'more' before the adjective. If the adjective has more than one syllable but ends in -y the suffix -er is added.*
11. Write *summaries* on the board and elicit what a summary is. Tell the students that they are often asked to write summaries of the texts they read in the ISE F exam. Give students the model

answer and tell them that this is a summary of the three texts they have read. Ask the students to read the model summary quickly to find what the author's opinion is about jobs disappearing. Ask students to compare answers in pairs and then carry out feedback as a group. Answer key: *The author thinks it is normal that jobs disappear. He also thinks that technology creates new jobs and that some jobs will never disappear.*

12. Elicit from the students the different parts of the summary. Answer key: *introduction, body, conclusion.*
13. Give each student a blank piece of paper. Ask the students to write a short summary of the three texts. Tell them that the summary should be 100 words long and that they should use the model answer as an example but without copying it. Ask the students to include one comparison in their summary. While the students are completing this task, monitor the progress of the students and once they have finished and give open-class feedback on any errors that arose.
14. Ask students to swap their texts with their partner. They should then read it, correct where possible and give feedback.
15. Write five sentences with errors on the whiteboard (these could be sentences you have seen while monitoring) and ask the students to correct the errors in each sentence.

Extension activity

Let the stronger students look up other new words from the reading in a dictionary. Then ask the students to write sentences using them.

Further support activity

1. Ask the weaker students to summarise only two texts.
2. Ask the weaker students to write in small groups.

After class

Ask the students to look online or in a book for jobs that existed 100 years ago but now have disappeared completely. Ask the students to report back in the next class.

READING: JOBS PAST, PRESENT AND FUTURE

Student worksheet

Text A

Times change. Jobs as well. Some jobs that still exist today may no longer exist tomorrow. The postman, for example, was once someone you could see every day in any street anywhere around the world. Today because of email and the Internet the postman is less important than before. The daily visit to the supermarket may change too. A number of supermarkets already have self-service tills. The cashier who helps you pay for your groceries may soon be a thing of the past. Advances in technology are the main reason. The travel experience has also changed a lot because of this. Booking tickets and hotels online is a lot easier than going to a travel agent. In some modern airports you check in your own luggage without anyone helping you. Most people know that airplanes have computer systems. However, I guess that a lot of people don't like flying on a plane with an empty cockpit.

Text B

I watched a clip online of a driverless car and it made me feel uncomfortable. Taxi drivers and bus drivers are jobs that may disappear. I have no problem with filling up my car without the help of a petrol station attendant. I love driving but when I don't drive myself, I like talking to a taxi driver or a bus driver. I also like talking to a cashier, travel agent or a postman doing his rounds. Technological advances come at a price.

Text C

Infograph on jobs that were common 30 years ago but may disappear in the near future.

Jobs	Common 30 years ago	May disappear in several years from now
postman	✓	✓
doctor	✓	
software developer		
dentist	✓	
lift operator	✓	✓
pilot	✓	✓
bus driver	✓	✓
app developer		
cashiers	✓	✓
travel agent	✓	

nurse	✓	
petrol station attendant	✓	✓
policeman	✓	

D. Read text A quickly. Are advances in technology indeed the main reason why jobs disappear?

E. Read text B. What does the author think about jobs disappearing?

F. Talk to your partner. Read text C and discuss:

which jobs may disappear. Why?

which jobs didn't exist 30 years ago. Why?

which job are of all times. Why?

G. Use the information from the three texts you have read and the model answer to write a short summary (100 words) with an introduction, a body and a conclusion.

[Note – why suddenly D, E etc, need nos instead??]

Answer key:

D. Yes.

E. *The author doesn't like it that some jobs disappear because he likes talking to people.*

Model answer:

Summary

Jobs disappear mainly because of technological advances. It might not be something to be that sad about.

Jobs such as postmen, cashiers, and taxi drivers may become less common than before. They may even disappear because of advances in technology. However, a number of jobs such as nurses, doctors and policemen will always be important. Technology often also means that new jobs are created such as, for example, software developers and app developers.

Jobs come and go and this is normal. There is nothing to be sad about as some jobs will always be needed and thanks to technology new jobs can replace the old ones.

Describing my city/town/ village

At a glance

Level: ISE Foundation

Focus: Writing Task 3

Aims: To write a short essay about your village/town/city

Objectives: To read a short essay, to learn adjectives and phrases useful for the essay and to write a short essay

Skill: Writing a description; writing about likes/dislikes and possibilities

Topic: My town/village/city

Language functions: Describing places, expressing likes/dislikes and expressing possibility

Lexis: Descriptive adjectives and places in a city/town/village

Materials needed: Picture of a group of albatrosses, an albatross flying, a picture of a steep street and one worksheet per student

Timing: 50 minutes

Procedure

Preparation

1. Find a picture of a group of albatrosses, an albatross flying and a steep street <http://www.albatross.org.nz/otago-peninsula-gallery/> <http://www.funonthenet.in/articles/steepest-streets.html/>
2. Write the following three headings in columns on the board:

I like	I can	I don't like

In class

1. Tell the class that in today's lesson they are going to write an essay about their town/ city/ village. Ask the class **what they like** about the town/city/ village they live in. For example, they could respond: 'It's got a park, a swimming pool, a big shop, it's by the sea' or 'I like the cinema and the green trees.' Write the ideas on the board under the column '**I like...**'
2. Ask the class what things **they can do** in the town? For example: they could respond: 'play football in the park, visit a castle, eat ice-cream by the sea.' Write the ideas on the board under the column '**I can...**'
3. Ask the class what **they don't like** about the town. For example, they could respond: 'I don't like xx because it's too hot', 'there are too many cars', 'there isn't a park'. Write the ideas under '**I don't like...**' Make sure there are a good number of ideas on the board under the correct column.
4. Tell the class that, before they write their essays, they are going to read a short description of a city called Dunedin.
5. Tell the class they will need some words to help them read and understand the essay. Using the pictures you printed before the lesson, teach the students the words 'albatross colony' and 'the steepest street'. Write them on the board. Point to the pictures as you teach the students the new words.
6. Give each student a worksheet and tell the class to read the paragraph and find out what the person **likes** and **doesn't like** about Dunedin and what they **can do** in the city. Tell the class to underline the key information in the paragraph.
7. When the class has finished reading, ask them to say what the person likes and doesn't like about Dunedin and what they can do in Dunedin. For example, the students could respond 'The person likes the castle, the person likes the green parks'. 'The person can swim' and 'The person doesn't like the cold weather.'
8. Tell the class to look in the box on the worksheet and then teach all the words in the box. Drill the pronunciation.
9. Show the class the start of the sentences on the worksheet, give and write your own examples about your city/ town/ village on the board. For example: you could write ' I like xxxx because it has wonderful weather, ' I can visit the river' ' I don't like the traffic.'

10. Ask the students to write a short essay about their city using the examples given. Give the class 15 minutes.
11. When the class has finished writing, put the students in pairs. Tell them to exchange their papers and read what their partner has written. They must tell their partner if they think their work is 'Good' if their partner has two things they like or 'Very Good' if their partner has three things they like. Take in the paragraphs for correction.

Extension activity

Write two more sentences about something you would like in your city/town/village using the phrase: 'I would like a..... / some..... / a new.....in my city/ town/village.'

Further support activity

Ask the less able students to write only one sentence for each phrase: I like... I can... I don't like...

After class

Get students to ask their friends or parents after class about what they like and don't like about their town/city/village. Tell the students to write two more sentences. For example: 'Val likes the train in Dunedin. She doesn't like the buses.'

Writing about your town/ city/ village

Student worksheet

Text

Dunedin

Dunedin is a small city. I like the wonderful trees and parks. I like the hills and the old grey buildings. I like the beaches and the coffee shops in the centre of town where the students sit. I can swim and go to interesting museums. There's a famous castle in Dunedin. I can visit an albatross colony and climb the steepest street in the world. It's a very beautiful city. I don't like the weather in Dunedin because it's often cold and rains, even in the summer.

Use the words and phrases in the boxes to help you write your essay

old/ new	beautiful	wonderful	cold/ hot/ warm
interesting	flat/ hilly		
snowy/ rainy/ windy		big/ small	famous
crowded/ quiet			

Now write your essay. Use these phrases to start the sentences. Write:

- **three things you like**
- **three things you can do**
- **one thing that you don't like.**

The name of my city/town/village is...

I like the sea...

I can...

I don't like...

Writing about 'The Weather in My Area'

At a glance

Level: ISE Foundation

Focus: Writing Task 3

Aims: To plan and write a short essay entitled 'The Weather in My Area'

Objectives: To enable learners to discuss, plan and write a factual essay about the weather in their country

Skill: Organising a text in sequence, writing an introduction, including specific details and writing a conclusion

Topic: The weather

Language functions: Simple present to describe weather conditions, adverbs of frequency –and degrees of intensity

Lexis: Weather conditions, seasons, effect on the environment and opinions to describe weather condition

Materials needed: Images of local weather conditions (12-15), (local seasons, effects on the environment) – these can be presented on Power point or via any other visual methods (pictures could show flooding, drought, storms, heavy snow), student worksheet (one per student) and model answer. For support activity, use 6-9 images of main weather conditions to practise with students

Timing: Approximately 80 minutes

Procedure

Preparation

1. Prepare 12-15 pictures of weather conditions in your local area, such as flooding, drought, snowfall, windy and stormy.
2. Prepare vocabulary to describe the characteristics of the weather conditions/seasons/ effects on your local area and local people's opinion.
3. Print one worksheet for each learner.

In class

1. Introduce the topic – ‘The Weather in My Area’. Explain that the aim of the lesson is to write a paragraph about the weather in the local area as they may be asked to write something similar in Task 3 of the Writing Test.
2. Ask the students questions about the weather in their local area. Eg what is the weather like in winter? What is the weather like in summer? etc.
3. Teach the students the pre-prepared vocabulary about weather, seasons, effects on local areas and opinions using pictures and words.
4. Practise the meaning and pronunciation of the vocabulary using choral, group and individual repetition.
5. Give each student a worksheet. Tell the students that they are going to complete Task A. Draw the students’ attention to the example of how to complete the task. Ask students to complete Task A individually and then check their answers in class. Write up the answers if necessary.
6. Now ask the students to focus on Task B. Ask the students to check their answers with a partner. Then check their answers in open-class.
7. Ask the students to now focus on Task C. Explain how to construct sentences using the vocabulary, structures and opinions.
8. Ask the students to complete Task C. Students could check what they have written with their partner. Feedback in open-class. Elicit more ideas from the class to add to the table.
9. Set the Writing task (Task D) under timed conditions. Once the students have completed the task, give the class some general feedback on how well they have completed the task and how they could improve their writing. Write up any common errors on the board and ask students to correct them.

Extension activity

Students can write 6 more sentences about the weather in their area using dictionaries to help them.

Further support activity

Ask students to label 4-6 pictures of different types of weather using key structures and words.

After class

At home, students can research about the weather conditions in another country and write a paragraph 70-100 words. They should try to add some pictures.

Writing about 'The Weather in My Area'

Student worksheet

Task A – Complete the sentences with the correct word from the box. The first one has been done for you.

**snows - enjoy - pleasant - garden - eause - fall - bloom -
fun- like
can - rains - floods - often - dangerous-play**

1. In winter, it usually snows a lot. This can cause problems on the roads and I do not like it.
2. In spring, it is usually very _____. I like spring because the flowers _____.
3. In summer, it ____ be very hot and dry. It is _____ in the summer because we can go out and _____ ourselves.
4. In the wet season, it _____ all the time. It can cause _____. I do not like it because it damages the _____.
5. In autumn it is _____ very windy. It can make the roads very _____ when the leaves _____. I like to _____ football in the autumn.

Task B - Complete this paragraph with the correct words from the box. There are more words than you need.

I live in a small town in England. There are four (1) _____ which are called spring, (2) _____, autumn and winter. In spring, the weather is (3) _____ pleasant but sometimes it rains. I like spring because the flowers (4) _____ and look pretty. In summer, it can be quite (5) _____ and we can go on (6) _____. In autumn the leaves (7) _____ because it can be windy and quite (8) _____, but I like to play football. In winter, it sometimes (9) _____ which can be dangerous for drivers. I do (10) _____ like winter because it is too cold.

Task C - Write five sentences about the weather in your area using the phrases in the box to help you. You should say what the weather is like, the effect on your area and give your opinion.

Type of weather	Effect on area	Opinion
<i>It is usually hot and dry in the summer.</i>	<i>Sometimes there is not enough water for everyone.</i>	<i>I do not like the heat as it makes me ill.</i>
<ul style="list-style-type: none"> • It often rains in the wet season. • It sometimes snows in winter. • It is usually hot and humid in the summer. • It is often cold and windy in the autumn. • It is usually very pleasant in the spring. • It can be very warm in the summer. 	<ul style="list-style-type: none"> • It can cause flooding and damage to the fields. • It is good for the rice fields and the fish lakes. • It can be dangerous for drivers. • It can be too heavy and cause problems. • It can make people ill. • It makes the flowers bloom. • A lot of tourists come to the area. • We can go to the beach. • We can go on picnics. 	<ul style="list-style-type: none"> • I do not like too much rain as it damages our garden. • I love the rain because it makes everything cooler. • I love the snow because it is fun and the school is closed. • I do not like the snow because we cannot go out. • I do not like the hot and humid weather because I get tired. • I like to play football in the autumn. • Spring makes me feel happy. • It is fun in the summer because we can go out and enjoy ourselves.

Example:

In the city of Karachi, it is usually hot and dry in the summer and sometimes there is not enough water for everyone. I do not like the heat as it makes me ill.

1	
2	
3	
4	
5	

Task D - Timed Writing Task (40 minutes)

DO NOT LOOK AT THE PREVIOUS TASKS TO CARRY OUT THIS TASK

Your teacher has asked you to write an essay (70-100 words) with the title 'The Weather in My Area'.

You should:

- describe the seasons and weather you usually get
- describe the effects on where you live
- explain why you like or don't like it

Plan your short essay before you start writing. Think about what you want to say and make some notes to help you in this box:

Planning notes:

The Weather in My Area

Teachers answers [Answers for teachers or just Answer key better??]

Task A

1. pleasant - bloom
2. can – fun - enjoy
3. rains – floods - garden
4. often – dangerous - fall - play

Task B

1. season
2. summer
3. pleasant
4. bloom
5. hot
6. picnics
7. fall
8. cold
9. snows
10. not

Task C

There are no prescribed answers but the sentences should be logical and make sense.