

Integrated Skills in English (ISE)

Classroom Activities – ISE II

Reading & Writing

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Reading: Reduce, Reuse, Recycle

At a glance

Level: ISE II

Focus: Reading Task 1

Aims: To develop reading strategies by reading a short article about the three Rs (Reduce, Reuse and Recycle) and answer three sets of questions

Objectives: To scan an article for gist, to skim an article and answer True/ False/Not given questions and to skim an article to complete sentences with information from the text

Skill: Skimming and scanning

Topic: Recycling and environmental concerns

Language functions: Giving advice, giving reasons, opinions and preferences

Lexis: Environmental concerns

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

Timing: Approximately 60 minutes

Procedure

Preparation

1. Print one worksheet per student.
2. Prepare slips of paper and write one of the following categories on each slip of paper:
 - *A group of teenagers*
 - *A group of elderly people*
 - *A group of very young children*
 - *A group of students*
 - *A group of soldiers*
 - *A group of housewives/husbands*

There needs to be one slip of paper per two students. You can repeat the categories if necessary.

In class

1. Explain to the class that today in class they will be doing a reading activity that will help them to prepare Reading Task 1 of the ISE II test.
2. Tell the class they are going to learn about what we should do with the waste and rubbish we produce. Write "waste" and "rubbish" on the whiteboard and elicit the meanings. Ask students to work in pairs and discuss what they do in their daily life to reduce waste. Carry out feedback as a group. Write suggestions on the board.
3. Put the following words on the board: *deal with, packaging, refuse, borrow, durable, collection points, create, fibre*. These words are in a text about the environment they are going to read later. Tell the students to discuss the meaning of each word in pairs. Let them look up any unknown words in a dictionary, if possible.
4. Go over the answers in open-class. Ask concept-check questions for one or two more challenging words. Examples of concept-check questions: "Do you say "yes" or "no" when you refuse to do something? What is another word for "create"?"
5. Tell the students they are going to read about the three Rs of the environment. Write "The three Rs" on the board. Give each student one worksheet and tell them they have two minutes to read the article. Tell the students they need to answer Question A "What are the three Rs of the environment?" Stop the students after two minutes and let them write down the answers. Then ask the students to compare their answers in pairs.
6. Go over the answer together as a class. Answer key: *Reduce, Reuse, Recycle*
7. Tell the students they are going to read the article again but now they have more time. Ask the students to do Task B. Tell the students that there are five statements and that they need to say whether each statement is True, False or Not Given. Check the students' understanding of True, False and Not Given.
8. After four to five minutes, ask the students to compare their answers with their partner. Ask five students to come to the whiteboard and tell them to each write down one answer. Answer key: *1. False 2. True 3. False 4. False 5. True*
9. Go over the answers together as a class.

10. Tell the class they now need to complete Task C which involves them completing the sentences at the bottom of the page by looking for the information in the text. Do one example together as a class. Ask the students to compare answers once they have finished. Answer key: 1. *Landfills* 2. *packaging* 3. *heavy, durable* 4. *emails* 5. *collection points* 6. *fibres*. Go over the answers and put them up on the board.
11. Write the following words on the board: *teenagers, the elderly, very young children, students, soldiers, housewives/husbands*. Elicit for each group of people one example of items they use or buy on a regular basis and write it under the corresponding heading. Examples: teenagers (fashionable clothes), the elderly (newspapers), very young children (toys), soldiers (bullets), housewives/husbands (a mop).
12. Now ask the students to work in pairs. Give each pair one of the slips of paper (that you prepared before the class). Tell them they cannot show their slip of paper to the other students. Ask each pair to brainstorm ideas on what this particular group uses on a daily basis. Then ask the students to brainstorm ideas on how this particular group can reduce, reuse and recycle.
13. After five to ten minutes ask the students to do present their ideas for the class. The other students guess which group the presentation is for.

Extension activity

Ask the stronger students to write one or two True / False questions for the text. They can then ask their partner the questions and feedback on their answers.

Further support activity

1. Ask stronger students to check the answers of the weaker ones.
2. Number the lines in the text and ask the weaker students to locate the answers in the text. Alternatively ask them to underline the answers in the text.
3. Tell the weaker students that the answer for the gist task can be found in the first paragraph.
4. Give weaker students more time to complete the True / False / Not Given questions.

After class

1. Ask the students to look online or in a book for more ideas on how to reduce, reuse and recycle. Ask the students to report back in the next class.
2. Ask students to find the song "Reduce, Reuse, Recycle" by Jack Johnson on Youtube and the lyrics through a search engine. Tell the students to listen to the song while following the lyrics. Ask the students in the next class if they liked the song.

STUDENT WORKSHEET

READING: THE THREE RS

The Three Rs of the Environment

People everywhere in the world produce a lot of rubbish but there is not enough space and landfills are filling up quickly. If we want to save our planet, then the so-called three Rs are essential for learning how to deal with the waste we produce. The three Rs are reduce, reuse, and recycle. Here are a number of tips on what you can do to save the environment.

Reduce

A good place to start is by buying things that don't have a lot of packaging. Then there are items you may not use very often, so you might as well borrow them from someone instead of buying them. Nowadays, newspapers can be read online so buying the paper edition is not necessary. The same goes for emails and hence it is usually not necessary to print them out. Generally, the use of electricity can be greatly reduced by, for example, turning off lights that are not used.

Reuse

When you go shopping, refuse plastic bags and bring a bag with you instead. If you're not buying a lot, a bag is not necessary to begin with. Reusable bags should be heavier and more durable. If you prepare your lunch at home, put it in a plastic lunch box. I always keep shoe boxes as they are great to store stuff. Many cities have collection points for used clothes. If you have clothes that are still in good shape, you can bring them to the collection points rather than throwing them away.

Recycle

Recycling is a process that makes it possible to create new products out of old ones. Paper, aluminum, glass and plastic can often be recycled.

Glass has been used for thousands of years and is relatively easy to recycle. Aluminium can be recycled quickly and easily. Paper is recyclable but it cannot be recycled forever. The small fibres in paper eventually become very weak so that they can't be recycled into good paper anymore. Also, not every type of paper is recyclable as some high-quality paper is too expensive to recycle.

A. Read the text quickly. What are the three Rs of the environment?

B. Read the text again. Are the statements True, False or Not Given?

Statements	True, False or Not Given?
1. The author suggests lending certain items rather than buying them.	
2. According to the author, shoe boxes can be very useful to store things.	
3. Used clothes can be donated.	
4. It's not possible to recycle aluminum over and over again.	
5. Empty plastic bottles are relatively easy to recycle.	

C. Complete the sentences with information from the text.

- are almost to full capacity.
- If possible, try to buy items with little or no
- Bring your own bag but make sure it is and
- It's a waste of paper if you print your
- Many cities have where people can take used garments that are then redistributed to people in need.
- There is a limit to how many times paper can be recycled because it is made of

Answer key:

A. Reduce, Reuse, Recycle

B. 1. True 2. True 3. True 4. False 5. Not Given

C. 1. Landfills 2. packaging 3. heavy, durable 4. emails 5. collection points 6. fiber

Reading: Bullying

At a glance

Level: ISE II

Focus: Reading Task 2

Aims: To develop reading strategies by reading a short article about four famous people and answering three sets of questions

Objectives: To scan and skim the four texts and decide which text each question refers to, to show understanding at sentence level by selecting true statements from a list and to complete summary notes

Skill: Skimming, scanning and summarizing

Topic: Famous people, early memories and personal values and ideals

Language functions: Highlighting advantages and disadvantages and expressing and expanding ideas and opinions

Lexis: Bullying

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

Timing: Approximately one hour

Procedure

Preparation

Print one student worksheet per student.

In class

1. Explain to the class that today in class they will be doing a reading activity that will help them to prepare for Reading Task 2 of the ISE II exam. Tell the students that in this part of the test they are given four short reading texts with a total length of 450-500 words to read and answer questions on. They have 20 minutes to complete the task. They then use this information in Reading Task 3 to complete a writing task.

2. Tell the students they are going to read about famous people who were bullied when they were younger. Write '*bullying*' on the board and elicit its meaning.
3. Write the following five questions on the board and ask students to discuss them in pairs for five minutes:
 1. *What makes someone a good singer?*
 2. *What make someone a good actor?*
 3. *What make someone a good swimmer?*
 4. *What makes someone a good model?*
 5. *What makes someone a good comedian?*

Carry out group feedback.

4. Give each student one worksheet and tell them to complete Task A. Tell the students that they need to decide which text each question is referring to. Tell the students that they are practising their skimming skills and that this means that they need to read quickly without focusing on details or words they don't know. Tell the students that they have only three minutes to complete the task. Stop the students after three minutes and let them write down the answers. Then ask the students to compare their answers in pairs.
5. Go over the answers together as a class and write the answers on the board.
6. Tell the students that they are going to read the article again. Ask them to carry out Task B. Tell the students that they need to put a tick (✓) next to the five statements that are true according to the information in the texts. Tell the students that they are now practising their scanning skills, which means that they look for specific details in the text. Tell the students that they now have four to five minutes to complete the task because they need to read more carefully. After four to five minutes, ask the students to compare their answers in pairs. Go over the answers together as a class.
7. Ask students if they found the task difficult and if they felt they had enough time to complete the task.
8. Tell the class they now need to complete Task C which involves the students completing the summary notes by looking for specific information in the text. Tell the students they have seven minutes to complete this task. Do one example together as a class. Ask the students to compare answers once they have finished. Go over the answers and put them up on the board.

9. Elicit from the students what the different parts of the reading task are. Tell them that each task focuses on different reading skills. Explain to the students that they can prepare for the exam tasks by finding short texts online and carry out three different tasks. Tell the students that for the first task they should read quickly and answer the question: *What is the text about?* Then they should read the text again but more carefully and find five details in the text. The third time they read they should give themselves more time and write a short summary.

Extension activity

1. Ask the class to discuss in pairs different ways to prevent bullying. Carry out feedback as a group.
2. Ask students to find a new word in the text and use it in a sentence.

Further support activity

Ask the weaker students to underline the answers in the text.

After class

Ask the students to look online or in a book for what schools in their region do to prevent bullying. Ask the students to report back in the next class.

READING: BULLYING

Student Worksheet

A. Read the four texts and decide which text each question refers to – A, B, C or D.

Which text

1. shows how negative traits can become positive? **Text:**
2. mentions further steps to end the problem discussed? **Text:**
3. refers to a more modern variant of the problem mentioned? **Text:**
4. gives reasons and consequences of bullying? **Text:**
5. gives advice on how to deal with aggression? **Text:**

B. Read the text again. Tick (✓) the five statements from 1-8 below that are true according to the information given in the four texts.

Statements	✓?
1. Cyberbullying is a modern form of bullying.	
2. A number of celebrities are hardened by their negative experience.	
3. Bullying can have a negative influence on someone's performance at school.	
4. Christian Bale used to react violently to being bullied.	
5. After having lost weight, Tyra Banks became successful.	
6. Some comedic actors think they learned how to be funny thanks to the problems they had with bullies.	
7. Selena Gomez was bullied when she was a kid.	
8. Lady Gaga set up a charity with her colleague Brittany Snow to end bullying.	

C. Complete the summary notes below with suitable words or phrases from the texts.

Bullying: Summary Notes

- Celebrities are often the victim of cyberbullying which means constant (1) through social media
- Some deal well with this perhaps because of being bullied as a child
- Bullying can have an impact on schoolwork and (2), often psychological problems in later life
- T. Banks and M. Phelps were bullied because of their appearance but ironically later thanked their (3)..... to it
- Ch. Bale and Ch. Rock didn't use (4) in response to their bullies
- S. Gomez and Rihanna became stronger because of the experience
- Lady Gaga wants to give hope to her fans and B. Snow started a (5) to end bullying

Reading Text

BULLYING

- A. Bullying is of all times, but a more recent phenomenon is cyberbullying in which the bully uses email, text messages, twitter and other social media or online forums to hurt the victim. It is no surprise that celebrities who are constantly in the public eye are cyberbullied relentlessly. Celebrities are criticized literally for every move they make. A lot of the comments are about looks. Celebrities need to have a thick skin to deal with this constant stream of criticism. Some seem to do fine though. This may have to do with past experiences as surprisingly many celebrities have been the victim of bullying when they were young. Bullying is a serious problem to such an extent that many children and teenagers are afraid to go to school. The main reasons for becoming a victim of bullying are appearance and social status. Bullies attack their victims physically and psychologically. Bullying can have terrible effects on its victims. Schoolwork may suffer, but also health. Research suggests that victims may suffer from mental health problems later in life such as depression, low self-esteem and anxiety. This doesn't have to be the case though. Many famous people have been bullied as a child and despite this experience have become very successful.
- B. We cited appearance as a major reason for being bullied. Ironically, the exact reason for being bullied has made some celebrities successful. Supermodel Tyra Banks for example was made fun of for being so thin. This exact thin physique helped her to have a very successful career as a model. Athlete Michael Phelps was bullied in school for his long arms. Later he won several medals at the Olympic Games and those long arms will certainly not have been at his disadvantage.

- C. Batman actor Christian Bale used to be beaten up a lot when he was a kid. He feels that it has made him stronger. It was for him a lesson for life. **Christian didn't hit back.** Violence often makes things worse as you don't know what the bully's response will be. Using violence could in the end have brought him more trouble. Holding the anger cannot be easy but perhaps humor can be thrown in to fend the bully off. Comic actor Chris Rock for example claims he developed his quick wit as a response to being bullied.
- D. **Actor and singer Selena Gomez** was bullied all the way through elementary and middle school. She said that it was her energy and focus that made her a target. Ultimately, the experience has made her a stronger person. A similar story we hear from colleague singer Rihanna. She also got bullied in school but now she is even grateful as the teasing has made her tough. Extravagant pop star Lady Gaga went even further as she actively uses her experience of being bullied to reach out to her fans and this way tries to give them hope. Singer and actor Brittany Snow also used her negative experience for something positive by setting up a non-profit organization that seeks to put an end to bullying.

Teacher's Notes

Answer key:

- A. 1.B
2.D
3.A
4.A
5.B
- B. True statements: 1, 2, 3, 6, 7
- C. 1. criticism
2. health
3. success
4. violence
5. non-profit organisation

Original sources:

http://www.huffingtonpost.com/marlo-thomas/celebrities-who-survived-bullying_b_3367046.html

http://kidshealth.org/teen/school_jobs/bullying/bullies.html

National Customs

At a glance

Level: ISE II

Focus: Reading Task 2 and Reading Task 3

Aims: To gain familiarity with the examination format and the topic of some customs across the world

Objectives: To read and understand basic information about customs across the world. This task is aimed at developing vocabulary and knowledge related to the ISE II syllabus using tasks that are similar to the ISE II Reading Task 2

Skill: Skimming and scanning to understand some basic facts about customs across the world, to read for specific details, answer questions in context and to summarise texts

Topic: National Customs

Language functions: Reading for gist, understanding basic customs and reading for specific detail

Lexis: Customs, birthdays, weddings, money and plants

Materials needed: One copy of student worksheet per student and one copy of extension or support activity as needed

Timing: 45-60 minutes

Procedure

Preparation

1. Insert images of choice for each reading text on the student worksheet.
2. Print one copy of the student worksheet for each student.
3. Print copies of extension and support tasks as needed.

In class

1. Tell the students that in today's class they are going to do a reading activity that is designed to help them get accustomed to the format of Tasks 2 & 3 of the ISE II Reading & Writing test. Tell the students that the topic of the lesson is national customs and is included in the specifications. Emphasise that this is a timed reading practice.
2. Hand out one copy of the student worksheet per student. Allow students 5-10 minutes to read through the reading tasks. Explain how the questions need to be answered and show the students by example.
3. Ask students to read each section or paragraph. The teacher should explain the meanings of any unfamiliar words.
4. Ask students to paraphrase each text. Show students how to paraphrase texts by using Text A as an example. Ask the students for synonyms and synonymous phrases, allowing the use of dictionaries and write their ideas on the board.
5. Set questions 1- 5 as a timed activity. Allow 10 minutes. Tell students to exchange papers so they will not mark their own answers. Ask students for the answers and write them on the board. Write the correct answers on the board.
6. Set questions 6-15 as a timed activity. Allow 20 minutes. Ask students for the answers and write them on the board. Write the correct answers on the board. Ask students to give feedback on ways in which they can improve their skills and performance under timed conditions.

Extension activity

Ask the students to focus on the *extension activities*. Tell students to read the texts again to answer the questions on vocabulary (synonyms and antonyms) and grammar.

Further support activity

Ask the students to focus on the *further support activities*. Tell students to read the texts again to answer the questions on vocabulary (synonyms and antonyms) and grammar.

After class

Ask students to select some customs from any country or specific topic (e.g. money; weddings), carry out some research and produce a poster on A3 paper with pictures and explanations of the custom.

National Customs

Student Worksheet ISE II Reading practice

Text A

Wedding Customs *(Insert image of wedding)*

There are a great number of traditional wedding customs across the world and they are all equally fascinating. Of course, not everyone follows them nowadays but it is interesting to learn about them.

In England, brides traditionally wear a white or ivory-coloured dress. There is a little saying that they should also wear 'something borrowed, something blue, something old and something new.' In the Middle East and the Indian sub-continent, the female relatives and friends from both the bride's and groom's families decorate their hands and feet with beautiful intricate designs using deep red henna paste. In India, the bride and groom exchange garlands of flowers after the religious ceremony to cement their relationship. In Germany, when a little girl is born, several trees are planted which are later sold to pay for the wedding. One of the customs in Greece is to bring old crockery and smash it to attract good luck. In China, auspicious dates are set by expert astrologers to ensure the union remains secure. Brides do not see the grooms before the actual wedding day as it is seen as bad luck.

Text B

Birthday Celebrations
(Insert image of birthday party)

Different countries around the world celebrate birthdays in a variety of ways. Birthday cakes have increasingly become popular across the world with many bakers producing brilliant works of art. There are many customs unique to different cultures which are also fun. In China, long noodles signify longevity and the person celebrating their birthday needs to slurp a super-long noodle before biting into it.

In many countries in Europe, people often have two birthdays – one for the name of the saint they are named after and their own. In Mexico, the piñata is popular at birthdays. A piñata is a form made of papier-mâché filled with sweets and chocolates, moved around to be chased and broken open by guests using a stick. In Vietnam, everyone celebrates their birthday on the New Year as it is considered unlucky to celebrate the actual birthday.

Text C

Customs about Money
(Insert image of money)

- In the Czech Republic, some people believe the custom of placing fish scales under the dinner plates or table cloth at the Christmas dinner table is said to bring wealth to the home. Some people apparently carry a fish scale in the wallet to generate money.
- Some Turkish people believe that if the first customer throws silver coins onto the floor of a business, it will attract more people.
- Some Indian shop-owners will not let the first window-shopper of the day leave without buying something, even if it is only a button or a pin, as it is considered unlucky for the rest of the day.
- Other people in India and Pakistan kiss money and press it against their eyes for good luck.

Text D

Customs about Plants
(Insert image of plant)

- Finding a four-leaf clover is considered to be lucky by many people in the UK and Republic of Ireland.
- In some Mediterranean families, a pot of the herb basil kept on the window-sill or on the balcony is said to prevent bad luck and illness. Pine needles are sometimes burnt with juniper and cedar to purify the atmosphere.
- Garlic is used to keep away insects and evil spirits.
- Thyme is supposed to give courage
- A sprig of dried rosemary is used to protect the home.

Part 2 - Reading Multiple Texts

In this part there are 4 short texts for you to read and 15 questions for you to answer.

Questions 1-5 (1 mark per question)

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

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

Which text refers to

		Text
A. customs in some businesses	1	
B. beliefs about the health properties of vegetation	2	
C. traditions about nuptial ceremonies	3	
D. different attitudes to personal anniversaries	4	
E. colours for a special occasion	5	

Questions 6-10 (1 mark per question)

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

A. In some countries, people celebrate birthdays on one day.	True Statements	
B. Certain types of flora are believed to be dangerous.		
C. Parts of a fish are considered to be good luck by some people.		
D. Some people celebrate two birthdays in the year.		6
E. In Greece, guests bring old plates and cups to smash at weddings.		7
F. Flowers are not needed at Indian weddings.		8
F. Some British brides like to wear someone else's jewellery on their special day.		9
G. Indian shopkeepers are determined to sell to their last customer.	10	

Questions 11-15 (1 mark per question)

The Summary Notes below contain information from the texts about **national customs**. Find a suitable word or a phrase **in the texts** to complete the missing information in gaps 11-15. Write your answers in the spaces provided and you can use **up to 5 words**.

Summary Notes:

Wedding and birthday customs:

- In England, brides usually wear a white or (11) _____ dress.
- In the Middle East and Indian Sub-continent, brides and female guests decorate their hands and feet with (12) _____ henna tattoos.
- In Germany, trees are planted when baby girls are born and sold to raise money for weddings
- In China , long noodles mean (13) _____

Plants:

- Basil is said to prevent bad luck and illness.
- Four-leaf clovers are considered to be lucky
- Purify the atmosphere by burning (14) _____.
- Garlic is used to keep away (15) _____ and evil spirits.

Extension Activities:

Task A: Similar meanings

Find *synonyms* from the texts for these words:

1	very fine; elaborate	A	<i>intricate</i>
2	extra important	B	
3	long life	C	
4	unfortunate	D	
5	create	E	
6	casual observer	F	
7	stop	G	
8	cleanse	H	

Task B: Opposite meanings

Find *antonyms* from the texts for these words:

1	modern	A	<i>traditional</i>
2	lent	B	
3	trainee, novice	C	
4	poverty, penury	D	
5	disliked	E	
6	pollute	F	
7	attract	G	
8	harm	H	

Task C: Grammar

Complete these sentences using the correct form of the verb in brackets:

- In Turkey, it *is believed* (believe) that if the first customer _____ (throw) silver coins on to the floor of a business, it will _____ (attract) more people.
- In China, long noodles _____ (signify) longevity and the person celebrating their birthday needs _____ (slurp) a super-long noodle before biting into it.
- Thyme _____ (supposed) to give courage and a sprig of dried rosemary _____ (use) to protect the home.

Support Activities:

Task A – Synonyms:

Match the words with the correct meanings.

1.	borrowed	A.	Extremely important
2.	exchange	B.	safe
3.	auspicious	C.	A lot of money
4.	secure	D.	To stop
5.	wealth	E.	Use something belonging to another person with permission
6.	prevent	F.	To give and take something in return

Task B – Antonyms:

Find the words in the box which have the opposite meaning in the list. There are two extra words which you will not need.

novice - attract - protect- unacceptable -brilliant - unfortunate - reckless

1.	keep away	
2.	harm	
3.	dull	
4.	lucky	
5.	expert	

Task C – Grammar

Choose the correct word in brackets to complete the sentence.

- In Vietnam, everyone _____ (**celebrated; celebrate; is celebrating**) their birthday on the New Year as it is _____ (**consider; considering; considered**) unlucky to celebrate their actual birthday.
- Some Indian shop-owners will not _____ (**letting; be letting; let**) the first window-shopper of the day leave without buying something, even if it ___ (**be; are; is**) only a button or a pin, as it is considered unlucky for the rest of the day.
- Pine needles are sometimes _____ (**burning; burn; burnt**) with juniper and cedar to _____ (**purifies; purify ; purified**) the atmosphere.

ISE II Reading practice

National Customs

Answers

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

6.	A
7.	C
8.	D
9.	E
10.	F

11.	ivory coloured
12.	intricate
13.	longevity (long-life)
14.	pine needles ,juniper and cedar
15.	insects

Answers to Extension Activities

Task A: Similar meanings

1	very fine; elaborate	A	INTRICATE
2	extra important	B	AUSPICIOUS
3	long life	C	LONGEVITY
4	unfortunate	D	UNLUCKY
5	create	E	GENERATE
6	casual observer	F	WINDOW-SHOPPER
7	stop	G	PREVENT
8	cleanse	H	PURIFY

Task B: Opposite meanings

Find **antonyms** from the texts for these words:

1	modern	A	TRADITIONAL
2	lent	B	BORROWED
3	trainee , novice	C	EXPERT
4	poverty , penury	D	WEALTH
5	disliked	E	POPULAR
6	pollute	F	PURIFY
7	attract	G	KEEP AWAY
8	harm	H	PROTECT

Task C – Grammar

1. throws ; attract
2. signify ; to slurp
3. is supposed ; is used

Answers to Support Activities:

Task A - Synonyms

Match the words with the correct meanings.

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

Task B – Antonyms

1.	prevent
2.	protect
3.	brilliant
4.	unfortunate
5.	novice

Task C – Grammar

Choose the correct word in brackets to complete the sentence.

1. celebrates ; considered
2. let ; is
3. burnt ; purify

Happiness Report

At a glance

Level: ISE II

Focus: Reading Task 3

Aims: Students practise writing a report based on four input texts

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

Skill: Incorporate information from input texts into a written report.

Topic: Personal values and ideals

Language functions: Expressing agreement and disagreement, expressing feelings and emotions, speculating, expressing possibility and uncertainty, eliciting further information and expansion of ideas and opinions.

Lexis: Vocabulary related to feelings and emotions and vocabulary related to research projects.

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

Timing: 80 minutes

Procedure

Preparation

1. Photocopy one worksheet per student.
2. Think about how to explain the vocabulary in step 2.

In class

1. Tell students they are going to perform a writing task similar to Part 3 of the ISE II Reading & Writing exam. Tell them the subject of their writing task will be happiness.
2. Write "happiness" on the board. Ask students individually to list 5 things that make them happy. Ask the students to compare what they have written with a partner. Elicit some answers from the class, and write on the board.
3. Tell students they are going to take a happiness survey. Give each student a worksheet. Before they read Text A, check the students understand the following words: *rewarding, optimistic, sense of purpose, satisfied, committed, involved, in control*. Now ask the students to complete the survey individually, and read what their score means. Tell students they will not be asked to share their answers, as they may find the topic sensitive.
4. Write on the board "Are men or women happier?" Divide the class into groups of 3 or 4 students. If possible, group students with members of the same sex. Ask them to discuss the question and try to come to an agreement. After 5 minutes, stop the discussion and ask each group to briefly feed back to the class.
5. Tell students they are going to read three more texts about happiness. Put students in pairs. Give each pair one text to read either B, C or D. Ask them to discuss what kind of text they think it is and where they would expect to find it. After 2 minutes, discuss as a class.

Example answers:

Text B – Part of a research report comparing men and women's happiness. It could be found as an appendix to an undergraduate essay.

Text C – An online forum on men and women's happiness. It could be found following an online article about the same topic.

Text D - An article about men and women's happiness. It could be found in a magazine or newspaper.

6. Put students back in the same groups as in step 3. Ask them to discuss the evidence they can find in the 3 texts to support the argument that men are happier than women, and the opposing argument that women are happier than men. After 10 minutes, stop them and ask if anyone has changed their opinion.

7. Ask the students to read the Writing Instructions on the worksheet. Ensure the students are aware of what they have to do. Before they start writing, ask the students some questions to check their knowledge of reports, e.g.:
 - How is a report typically structured?
 - How is it different from an essay?
 - What kind of language is used?
8. Tell the students they have 10 minutes to plan the task. Monitor and make sure they are planning in note form, not full sentences.
9. Tell students they have 30 minutes to write the task. After 25 minutes, ask students to stop writing and to check their work for errors.
10. Collect in their writing and mark for the next lesson.

Extension activity

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

Further support activity

For weaker students, the writing task can be broken down into stages. Firstly, ask them to write 2-3 sentences summarising the information for each of the texts B, C and D. Secondly, ask them to link these sentences together to form a paragraph. Finally, ask them to write an introductory and a concluding sentence.

After class

Students write a questionnaire similar to that in Text A about values and ideals in general. You can elicit some example questions at the end of the lesson to help them. In the following lesson, they can carry out the questionnaire and write a report on their findings.

Happiness Report

Student Worksheet

Aim: To practise Part 3 of the ISEII Reading and Writing exam.

Reading Texts

Read the following texts about happiness and then perform the writing task below.

Text A

How Happy Are You?

Take this Happiness Questionnaire to discover how happy you are.

Instructions:

Read the sentences about happiness then rate how much you agree or disagree with each one by ticking the appropriate box. When you have finished, add up your total points and read what your score means.

	Strongly disagree (1 point)	Slightly disagree (2 points)	Neither agree nor disagree (3 points)	Slightly agree (4 points)	Strongly agree (5 points)
I think that the world is a good place					
I feel that life is very rewarding					
I am very optimistic about the future					
I have warm feelings towards almost everyone					
I have a sense of purpose in my life					
I am satisfied about everything in my life					
I have happy memories of the past					
I feel pleased with the way I am					
I am always committed and involved					
I feel that I am in control of my life					

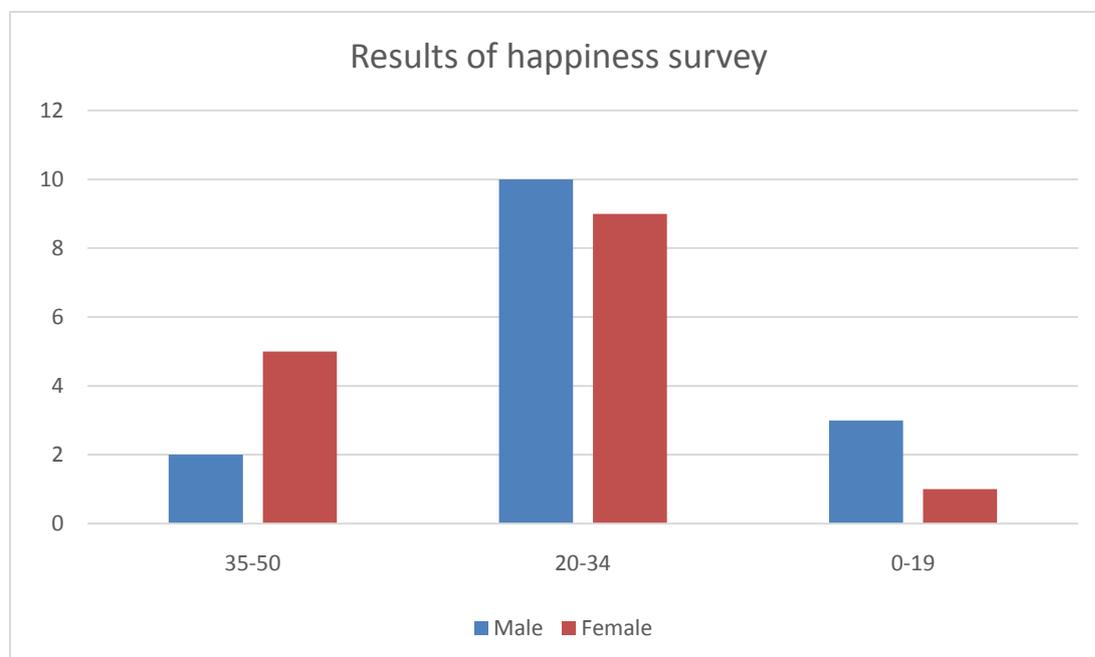
What your score means:

- 35 - 50 Your happiness levels are above average. You are satisfied with most aspects of your life.
- 20 - 34 Your happiness levels are average. There are some aspects of your life that could be improved, but generally you are happy.
- 0 - 19 Your happiness levels are below average. This does not necessarily mean you are unhappy, but there could be an imbalance in your life and particular areas may need attention.

Text B

Results of the happiness survey at Burlesbrook University

Participants = 10 male and 10 female 3rd year Sociology undergraduate students



Text C

Are men or women happier?	
Rachel (female)	Definitely men. Women worry too much – about the way they look, what other people think of them, getting old. Men don't bother about stuff like that.
Amy (female)	@Rachel – I agree. I often think I'd be happier if I was a man!
Carlo (male)	I think men are happier. My girlfriend is always upset about something, and my mum and my sister aren't much better.
Kaya (female)	I think women are happier. We are more focused and ambitious. We also make better use of our time.
Jon (male)	@Kaya – I'd have to disagree with you. I think women are less happy precisely because they take on too much and they don't know how to relax!
Divia (male)	I'm not sure that's something men normally think about...

Text D

Are men or women happier?

According to a recent study, men are happier than woman. The study compared the amount of time each sex spent relaxing with the amount of time they spent worrying. The results showed that women spend 2 hours per week more than men worrying, and men spend 3 hours per week more relaxing.

However, a similar study carried out in the same month revealed that women are happier. Women rated their happiness as an average of 7 out of 10 compared to just 6.5 out of 10 for men. One in five said that they were a 10 out of 10 in terms of happiness, compared to one in eight of men.

The question that arises is whether more studies are needed, or whether it is impossible for research to prove that one sex is happier than the other.

Writing Task

Use the information from the 4 texts you have read to write a short report (150-180 words) entitled:

A comparison of men and women's happiness levels

Plan your report before you start writing. Think about what to include and make some notes in this box:

Planning notes:

Now write your report of **150-180** words. Try to use your own words as far as possible.

Websites used:

http://unsdsn.org/wp-content/uploads/2014/02/WorldHappinessReport2013_online.pdf

<http://happiness-survey.com/survey/>

http://www.happycounts.org/wp-system/wp-content/uploads/downloads/2013/03/GNH_Index_FINAL.pdf

<http://curiosity.discovery.com/question/men-or-women-happier>

<http://www.dailymail.co.uk/femail/article-2443614/Sorry-guys-Women-happier-men--just-wont-admit-.html>

Reading & Writing: Mysterious Monsters

At a glance

Level: ISE II

Focus: Reading Task 3

Aims: To develop writing skills by writing a short summary based on four short reading texts about unexplained phenomena

Objectives: To write a summary of approximately 150 words by selecting relevant information from four texts and to use phrases related to speculating

Skill: Selecting and summarising information from input texts

Topic: Unexplained phenomena and events

Language functions: Speculating and expressing opinions

Lexis: Lexis related to mysteries and unexplained phenomena

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

Timing: Approximately 60 minutes

Procedure

Preparation

Print one worksheet per student.

In class

1. Explain to the class that they will be doing a writing activity based on four articles and that this will help them to prepare for the Reading into Writing task of the ISE II exam.
2. Write "mysterious monsters" on the board and tell students to discuss in pairs what this may mean. Carry out group feedback.
3. Tell the class they are going to read about four mysterious monsters. Give each student one worksheet. Ask the students to read the texts quickly and complete Task A to find out what the four mysterious

monsters are. Ask students to compare their answers in pairs and then feedback as a group.

Write the answers on the board.

Key: 1. A giant worm or slug

2. A lake creature

3. An enormous fish

4. A huge lizard.

4. Ask students to read the texts again and complete Task B to find a possible explanation for the first three mysteries. Ask students to compare answers in pairs and then feedback as a group.

Key: 1. An amphibian without limbs.

2. a subterranean river

3. a sleeper shark

5. Ask the students to do Task C. Tell them to read the fourth text and discuss a possible explanation with their partner. Carry out feedback as a group.

6. Ask students, in pairs, to discuss their opinion about the four mysteries they have read about. Carry out feedback as a group.

7. Tell students that they are now going to look at the language used more closely now. Tell the class that the text has phrases that show that people are not sure about the explanation of each mystery. Write on the board 'It is believed that...' and ask students to underline this phrase in the text. Now ask students to underline five more phrases in the text that show that the explanations given are uncertain/not sure. Carry out group feedback and write all of the phrases on the whiteboard.

Key: what seems to be, it looks like, it is believed that/to be, it is reported that, supposed to be, speculate, it could be, suggest, there is a possibility that, it has been suggested that, claim, might, different theories were put forward

8. Give students the model answer and tell them that this is a summary of the four texts they have read. Ask the students to read the text quickly and find what the author's opinion is about the mysterious monsters. Ask students to compare answers in pairs and then carry out feedback as a group.

Key: The author is of the opinion that there is usually a more rational explanation.

9. Elicit from the students the different parts of the article.

Key: introduction, main body, conclusion.

10. Ask students to underline all the phrases the author has used to express uncertainty. Ask students to compare answers in pairs and then carry out feedback as a group.

Key: might, supposed to be, there is a possibility that, it is believed that, different theories have been put forward, it could be, it has been suggested that, claim, probably, have been reported, it is not impossible that.

11. Give each student a blank piece of paper. Ask the students to write a short summary of the four texts. Tell them that the summary should be 150 words long and that they should use the model answer as an example. They also should use some of the phrases that express uncertainty. Monitor and give open-class feedback on their writing.

12. Ask students to swap their texts and correct their partner's text.

13. Write five sentences with errors on the whiteboard (these could be sentences you have seen whilst monitoring) and ask the students to correct the errors in each sentence.

Extension activity

Ask the stronger students to 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 one text.
2. Ask the weaker students to write collaboratively in small groups.

After class

Ask the students to look online or in a book for another mysterious monster. Ask the students to report back in the next class.

Student Worksheet

Read the following text and answer the questions below.

READING: MYSTERIOUS MONSTERS

- 1) Uruguay, a country in South America is not short of mysteries. This time the mystery is about what seems to be a really scary creature. There have been sightings of a terrifying subterranean monster. The creature looks like a giant worm or slug that crawls out of the earth. It is believed to be about 4 meters in length. There have been similar eyewitness reports in other South American countries. It is believed that the snake-like creatures have large tentacles which would make it look like a very scary monster indeed. The skin is reported as being smooth and the colour is supposed to be dark. Scientists speculate that the creatures could be some kind of amphibian without limbs.

- 2) Vancouver Island is a mysterious island off the coast of North America. Why is it mysterious? It has wild nature with mountains, woodlands and extremely deep lakes. The deepest lake at 600 meters is called Cameron Lake. Several scientists are investigating the big lake following reports of a mysterious lake creature. A number of people are sceptical and suggest the large creature is just a beaver or perhaps an otter. However, researchers used special scanners to explore the depths of the lake and discovered something big that moves around deep under water. There is a possibility that it is a subterranean river. It has also been suggested that it is something both more exciting and terrifying: a lake creature.

- 3) Lake Iliamna is a huge lake in Alaska in North America. The lake is over 120 kilometres long. Gigantic lakes are often thought of as mysterious; think for example of the famous Loch Ness monster in Scotland. Now Lake Iliamna has its own monster. Airplanes flying over the lake claim to have seen an enormous fish of about 9 meters long. The fish is reported to be silver-coloured and to resemble a shark. Different theories were put forward, some more plausible than others. One of the more credible ones is that the fish are sleeper sharks. The mystery remains though as how could they have adapted to freshwater?
- 4) Australia is famous for its many unique animals. It does not come as a surprise then that sightings of mysterious monsters have been reported in Australia. It is known that a huge lizard of 6 meters in length called the Megalania lived in Australia. The dinosaur has been extinct for thousands of years or so it is believed. The original people of Australia, the Aboriginals claim the huge lizard still exists. There have indeed been several sightings that sound very much like what the Megalania would have looked like. A number of farmers for example have reported a huge lizard of over 4 meters in length. In the late seventies, a scientist was returning to his vehicle after a long day working in the field when he saw something big. He thought it might just be a log so he got into his car and started the engine. Then the object began to move...

- A.** Read the text quickly. What are the four mysterious monsters mentioned?
- B.** Read the first three texts again. Give a possible explanation for each mystery.
- 1.**
 - 2.**
 - 3.**
- C.** Talk to your partner. Give a possible explanation for the fourth mystery.
- D.** Use the information from the four texts you have read and the model answer to write a short summary (150 words) with an introduction, a body and a conclusion.

Answer key:

A. 1. A giant worm or slug 2. A lake creature 3. An enormous fish 4. A huge lizard

B. 1. An amphibian without limbs. 2. a subterranean river 3. a sleeper shark

Model answer:

Summary

Many people are fascinated by mysterious creatures such as the monster of Loch Ness although in my humble opinion a rational explanation is often more plausible. In this article, you will be introduced to four mysterious creatures that might after a closer look not be so mysterious after all.

In Uruguay, there have been sightings of what is supposed to be a giant slug or worm. There is a possibility that it is only an amphibian without limbs. On Vancouver Island, it is believed that a creature has been living in a lake. Different theories have been put forward. It could for example just be an otter or a beaver. It has even been suggested that it is not an animal at all but just a subterranean river. In Alaska, people claim to have seen giant fish in a lake. They are probably just sleeper sharks that managed to adapt to freshwater. Rational explanations are not always possible. In Australia, giant lizards have been reported but nobody has provided a plausible explanation yet.

There probably will always be sightings of mysterious creatures. A lack of information combined with fear might explain this. Although it is of course not impossible that the creatures are real.

Original source: <http://listverse.com/2013/03/09/10-bizarre-little-known-mysteries-of-the-unexplained/>

Writing an Essay on the Advantages and Disadvantages of Using Mobile Phones

At a glance

Level: ISE II

Focus: Writing Task 4

Aims: To write an essay on the advantages and disadvantages of using mobile phones and also giving an opinion

Objectives: Planning an essay, writing an introduction, giving advantages and disadvantages, writing a conclusion and giving an opinion

Skill: Writing an essay in 4 paragraphs

Topic: Technology

Language functions: Highlighting advantages and disadvantages and giving opinions

Lexis: Essay writing

Materials needed: Student worksheet, board, plain paper and pens

Timing: 1 hour

Procedure

Preparation

Print one worksheet per student.

In class

1. Tell the class they are going to do an activity which will help them prepare for ISE II Writing Task 4. For this part of the exam, they have to write an essay of between 150-180 words in 40 minutes.
2. Write **MOBILE PHONES** on the board. Ask the class to think of one word which they think of when they see that word. Ask the students to whisper to their partner what that word is.
3. Ask 5-10 students for examples of words their partner thought of. Write some of the good examples on the board (e.g. *great, convenient, essential, expensive, easy, fun, blackberry, iPhone, apps, Apple, friends, Facebook, music*).

4. Give each student a number from 1-8 (depending on the class size). Now ask all number 1s to work together, all the number 2s to work together, all the number 3s and the number 4s to work together. Give them a few minutes to find their groups and ask them to sit in different parts of the room.
5. Give each student one student worksheet and tell groups 1 and 3 they are going to work on *advantages of mobile phones*, groups 2 and 4 are going to work on *disadvantages of mobile phones*. Ask students if they know the meaning of *advantages* (e.g. good or positive things), and *disadvantages* (e.g. bad or negative things). For 10 minutes, each group talks together and writes down their ideas under A on the worksheet. (Ask them to write at least 5 advantages or disadvantages).
6. Now ask the groups to present their ideas to the class. Write down the ideas on the board under two columns: Advantages and Disadvantages.

Advantages	Disadvantages

7. Ask the class which ideas they think are the best. Choose 4 good ideas for advantages, and 4 for disadvantages. Leave only the good ideas on the board. Now ask the students to look at B on the worksheet which introduces an essay question. Tell the students that this is a typical exam question.
8. Ask the students the following questions about essays:
 - What is an essay?
 - What is the purpose of an essay?
 - Who do you write an essay for?
 - What types of language do you use in an essay?

First ask the students to discuss the questions with their partner and then feedback in open-class.

9. Explain to the class that before writing any essay, it is essential that they think carefully about the essay question for 10 minutes and write

down any ideas they may have in note form. Ask them why they think this is important. (It gives them time to think about the topic and focus on the best ideas.)

10. Elicit from the students how many paragraphs they think is best for this type of essay. Explain that 4 paragraphs are appropriate for this type of essay and this is how it should be structured:

Paragraph 1: An *Introduction*

Paragraph 2: A paragraph on the *advantages*

Paragraph 3: A paragraph on the *disadvantages*

Paragraph 4: The *conclusion*. Ask the students to complete C on the worksheet and feedback in open-class.

11. Now ask the students to discuss with their partner what the purpose of the introduction is and what they should include. Elicit some ideas from the students. Then tell the students that in the introduction they should

1. *Introduce* the topic. For example "There are a number of advantages and disadvantages to using mobile phones"

2. They should then tell the audience what the purpose of the essay is. For example: In this essay I will discuss both the advantages and disadvantages of using mobile phones and finally I will give my opinion".

Ask the students to complete D on the worksheet.

12. Draw the students' attention to some of the common expressions used to express the advantages or disadvantages of something. See E on the worksheet. Ask the students to place the expressions in the correct column. Students to complete the task individually and then feedback in open-class.

13. Ask the students to discuss what they should include in paragraph 2 (the first paragraph of the main body). In paragraph 2, they should discuss the *advantages* (or *disadvantages*) of using a mobile phone. Elicit some ideas from the students. For example "One advantage of having a mobile phone is that you can contact anyone at any time, this has made life much easier because you can be more flexible and you can contact people at the last minute to change plans". Ask the students to complete the first part of F on the worksheet.

14. Ask the students to discuss what they should include in paragraph 3 (the second paragraph of the main body). In paragraph 3, they should discuss the *disadvantages* (or *advantages*) of using a mobile phone. Elicit some ideas from the students. For example "One disadvantage of

having a mobile phone is that you might become addicted to using it and you use it too much, you stop talking to people and instead play games on your phone or use Facebook". Ask the students to complete the second part of F on the worksheet.

15. Draw the students' attention to 'linking expressions'. Explain they are words or phrases used to connect or join language. For example, "this is because..." Ask the student to complete G on the worksheet.
16. Finally, ask the students to discuss what they should include in paragraph 4 (the conclusion). The final paragraph should be a short conclusion. Elicit from the students what they should include. (For example, it should state both the advantages and disadvantages of mobile phones and their opinion. E.g. "In conclusion, there are both advantages and disadvantages to using a mobile phone. In my opinion the advantages *outweigh* (are more than), the disadvantages and are essential for our lives today, we could not live without them". Draw the student's attention to key phrases e.g. 'in conclusion' and 'in my opinion'. The students should complete H on the worksheet. Feedback in open-class.
17. Give students feedback on their writing and review the main focus of the lesson.

Extension activity

More advanced students can write down the advantages and disadvantages of something else (e.g. going to University)

Further support activity

Weaker students can practise writing the notes for longer, and writing fewer words.

After class

Ask the students to write an essay (150-180 words) (4 paragraphs) on the advantages and disadvantages of going to University.

Writing an Essay on the Advantages and Disadvantages of Using Mobile Phones

Student Worksheet

You are going to do an activity which will help you prepare for ISE II Writing 4. For this part of the exam you have to write an essay. The topic of the essay is: MOBILE PHONES.

A. Introduction to the topic

- a) What is the first word you think of when you see this word?
- b) Tell your partner *quietly* what the word is. Tell your teacher what your partner's word is.
- c) Working with your group, think of some *advantages (good things)*, or *disadvantages (bad things)*, about mobile phones. Write down your best ideas. You should spend 10 minutes on this activity. Think of 5 or more ideas.

Ideas

- 1.
- 2.
- 3.
- 4.
- 5.

B. An essay question

Look at the essay question below:

Write an essay (150 – 180 words) for the school magazine about the advantages and disadvantages of using mobile phones. Give your opinion about whether there are more advantages than disadvantages.

C. Overview of an essay (fill in the gaps)

An essay this length should have _____ paragraphs

- a) An I _____
- b) A paragraph about _____
- c) A paragraph about _____
- d) A c _____

D. Writing the introduction

- a) With your partner, discuss what the purpose of an introduction is and what it should include.

Write an introduction to an essay on mobile phones using the following model.

There are a number of _____ and _____ to _____ in this essay I will discuss both and give my opinion.

E. Common expressions

Here are some expressions used for expressing advantages and disadvantages

A negative effect	a good point
the downside	
A drawback	an objection
a positive aspect	
An argument in favour of	a negative aspect
A criticism of	

Decide which expressions can be used for advantages, and which ones are used for disadvantages. Write them in the box

Advantages	Disadvantages

F. Main body paragraphs

Paragraph 1

In the next paragraph you should discuss the advantages of using mobile phones.

For example "One advantage of using a mobile phone is that you can contact anyone at any time, this has made life much easier because you can be more flexible and you can contact people at the last minute to change plans".

Now you write a paragraph about the advantages of using mobile phones. **Write 3 advantages.** Begin like this "One advantage of using a mobile phone is that....." Try to use some of the expressions you learned in E.

Paragraph 2

In the next paragraph you should discuss the disadvantages of using mobile phones. For example "One disadvantage of having a mobile phone is that you might become addicted to using it and you use it too much, so you stop talking to people and instead play games on your phone or use Facebook".

Now you write a paragraph about the disadvantages of using mobile phones. Write 3 disadvantages. Begin like this "One disadvantage of using a mobile phone is that....." Try to use some of the expressions you learned in E.

G. Linking expressions

Now here are some *linking expressions*. What is a linking expression? What does "link" mean? Decide together or look it up in a dictionary.

Link means _____

Here are some common *linking expressions*

A common example of this is when
This is because
In other words
So
Another objection to.....(this) is that
However
Therefore

Write 3 sentences explaining the advantages of using mobile phones with your best ideas using an expression from the box and a linking expression from the box. You have 10 minutes to do this

Now write 3 sentences explaining the disadvantages of using mobile phones with your best ideas using an expression from the box and a linking expression from the box. You have 10 minutes to do this.

H. The Conclusion

The final paragraph should be a short conclusion stating both the advantages and disadvantages of mobile phones and giving your opinion.

For example "In conclusion there are both advantages and disadvantages to using mobile phones. In my opinion the advantages ***outweigh*** the disadvantages and they are essential for our lives today, we could not live without them. What do you think ***outweigh*** means?

Now we are going to work on a conclusion to your essay. Begin like this
"In conclusion, there are both advantages and disadvantages to using mobile phones. In my opinion.....

Answers to worksheet

E.

Advantages: A good point, a positive aspect, an argument in favour of.

Disadvantages: A negative effect, the downside, a drawback, an objection to, a negative aspect, a criticism of.

Model answer to essay question

There are a number of advantages to using mobile phones, in this essay I will discuss both the advantages and the disadvantages and give my opinion.

An argument in favour of using mobile phones is that you can contact anyone at any time. A common example of this is when you are going to be late and you can tell people about it so they are not kept waiting. Another positive aspect is that we are all better informed as we can check the internet whenever.

On the other hand, there are various drawbacks of using mobile phones. One is that people can no longer have so much privacy, so, they may be busy with something important but their phone rings and disturbs everybody. A further objection is that people just use them so much they become addicted, this is a problem.

In conclusion, there are both advantages and disadvantages to using mobile phones. In my opinion the advantages outweigh the disadvantages and they are absolutely vital for our lives today, we simply could not live without them.

Writing: Thank You for the Music

At a glance

Level: ISE II

Focus: Writing Task 4

Aims: To develop writing skills by planning and writing an essay on the role of music in the students' own culture

Objectives: To plan an essay on the role of music by giving brief answers to a set of questions, to write an essay with an appropriate main body and conclusion and to write an essay by using cohesive devices accurately

Topic: Music

Language functions: Giving reasons, opinions and preference, and expressing and expanding ideas and opinions

Grammar: Cohesive devices

Lexis: Music

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

Timing: Approximately 60 minutes

Procedure

Preparation

Print one worksheet per student.

In class

1. Explain to the class that they will be doing a writing activity which will help them to prepare for Writing Task 4 of the ISE II exam.
2. Tell the students that the topic of today's lesson is 'Music'. Write the following three questions on the board and ask the class to discuss them in pairs.
 - *Is music important for you?*
 - *What kinds of music do you like?*
 - *What effect does music have on your feelings?*

After five minutes, discuss these questions as a class.

3. Elicit from the students the three parts of a typical essay. Write the answers on the whiteboard (introduction, body, and conclusion). Elicit from the students which two parts are shorter and which is the longer one.
4. Ask the students what they should include in an introduction. Write the answer on the whiteboard (introduction to the topic and context).
5. Give each student a copy of the worksheet. Ask the students to read the introduction of Task A (mind-map) and elicit what the topic and context are. Write the answers on the whiteboard (topic: music; context: the role of music in my own culture).
6. Tell the students that the mind-map under Task A will help them organise their writing. Tell the students that they should answer the questions for each part. Tell the students they don't need to write full sentences and that they can just write down key words. Ask the students to work alone. Monitor and assist if necessary.
7. When they are finished, tell the students to swap their mind-maps with another student and to add one short answer to each question. Tell the students to give the mind-map back and explain the new information in pairs. Do group feedback and put any new vocabulary on the board.
8. Write "linking words" on the board and elicit some examples. Ask students what the function is of these words. Write down "in addition" and "in summary" and elicit which of these linking words can be found in the conclusion. Tell the students to complete Task B. Tell students that the task has examples of linking words for expanding such as "in addition" and summarising such as "in summary". Ask the students to write sentences using the cohesive devices.
9. Ask students to write sentences on the board that give one example for each cohesive device. Make the students aware of any errors as they arise and correct them.
10. Give each student a blank piece of paper and ask them to write an essay on the role of music in their culture that has one or two paragraphs and a conclusion. The total word count should be approximately 250 words. Tell the students they should use the mind-map and they should focus on using cohesive devices for expanding and summarising appropriately. They can keep the introduction that is used in the mind-map. The students can also use a dictionary.

11. Monitor and correct errors. Write up any common errors on the board.
12. When the students have finished writing, ask them to swap their text with another student and tell them to complete Task C. When they have finished reading their partner's work they complete the checklist and write a brief comment of one or two sentences about the essay.
13. Carry out group feedback and ask students to read out loud the comment and elicit whether they agree with the comment or not. Ask the students to reflect on how they could improve in the future.
14. Ask the students to look at the common errors you have written on the board. Ask students to discuss each error with their partner and to correct the sentences. Then give open-class feedback.

Extension activity

1. Ask the students to have a discussion in groups of four. Tell them that two students are of the opinion that music is not important in their culture and the other two think that music is important.
2. Ask students to rewrite the introduction.

Further support activity

1. Ask weaker students to write example sentences using only a few of the linking words.
2. Allow weaker students to write only one paragraph for the main body.
3. Put weaker students in pairs and ask them to each write one of the paragraphs in the body. Ask them to read each other's paragraph and then use the information to write the conclusion together.
4. Ask weaker students to do the brainstorm together.

After class

1. Ask the students to look online or in a book for a culture where music plays a very important role. Ask the students to report back in the next class.
2. Ask students to rewrite the essay but now change the topic to the importance of art in general. Tell the students to bring the completed essay with them in the next class.

STUDENT WORKSHEET

WRITING: THE ROLE OF MUSIC IN MY CULTURE

Task A: Mind-map

Introduction

It is fairly safe to say that music is part of every culture. However, the importance of music varies from culture to culture. This essay looks at the role music has to play in my own culture.

Body – paragraph 1

What role does music play in your culture?

-
-

Is there a preference for singing, dancing, performing, ...?

-
-

On what occasions do people in your culture listen to music?

-
-

What genres are popular?

-
-

Body – paragraph 2

How does music affect people?

-
-

How important is music for young people?

-
-

How important is music for older people?

-
-

Other information?

-
-

Conclusion

How important is music in your culture?

-
-

Task B: Linking Words

Write a sentence for each linking word.

Expanding

1. additionally:

2. also:

3. furthermore:

4. in addition:

5. moreover:

Summarising

1. in conclusion:

2. to conclude:

3. in summary:

4. to sum up:

Task C: Checklist

Read your partner's text and complete the checklist. Circle either Y (Yes) or N (No).

My partner has written a main body paragraph.	Y/N
My partner has included 2/3 linking words.	Y/N
My partner has written a conclusion.	Y/N
My partner has written a total of 250 words.	Y/N
Write a comment of one or two sentences about your partner's work:	