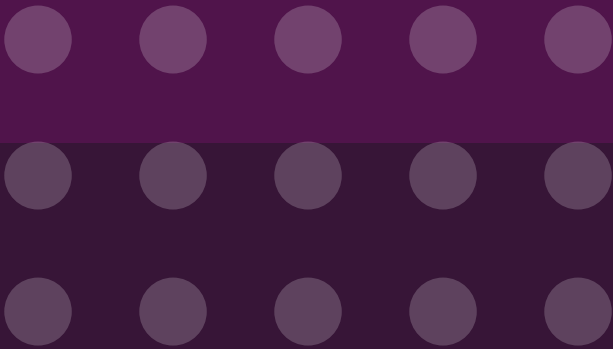


How to prepare for ISE Digital B1-B2

ISE Digital



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Introduction to ISE Digital B1-B2

This publication aims to provide examples of expansion activities for teachers using the ISE Digital practice tests as a teaching tool. These activities are designed to help you prepare your students for ISE Digital by developing the skills and strategies they need to succeed in the test and beyond. Each activity reflects the authentic communicative demands of the exam, ensuring that classroom practice feels meaningful and relevant while building the confidence and autonomy learners need to communicate effectively. At the same time, the activities promote critical added-value skills such as critical thinking, mediation, knowledge transformation, public speaking, structuring of ideas, adapting messages for different audiences and responding spontaneously. By fostering a creative and engaging learning environment, they help students recognise how the ISE Digital test reflects authentic, real-world tasks and equips them with transferable skills they will continue to use long after the exam.

ISE Digital

- ▶ Fully online adaptive digital test
- ▶ Levelling test
- ▶ Four individual modules
- ▶ 105 minutes

You can find more information about the ISE Digital exam in the [Examination information booklet](#).

Speaking module (15 minutes including instructions and listening time; individual speaking times are shown below)

- ▶ Part 1: Responding to questions (1 min 30 sec)
 - Describe objects, people or places and express opinions on a topic
- ▶ Part 2: Delivering a prepared talk (2 min 30 sec)
 - Give a prepared talk on a topic of the candidate's choice and answer a follow-up question
- ▶ Part 3: Interacting (1 min 30 sec)
 - Listen and respond to a scenario; respond to new information
- ▶ Part 4: Summarising a talk or conversation (2 min)
 - Listen to a talk or conversation and give a summary with an opinion

Listening module (20 minutes)

- ▶ Part 5: Listening to a description (2-4 questions)
 - Listen to a description of people, places, objects or activities
 - Answer multiple-choice questions
- ▶ Part 6: Listening to a conversation (3-6 questions)
 - Listen to an informal conversation between two people
 - Answer multiple-choice questions
- ▶ Part 7: Listening to a discussion (4-8 questions)
 - Listen to a discussion between invited panellists and a host
 - Answer multiple-choice questions

- ▶ Part 8: Listening to a talk (4-8 questions)
 - Listen to a talk followed by a retelling of the talk by a second speaker
 - Answer multiple-choice questions

Reading module (20 minutes)

- ▶ Part 9: Reading a visual text (2-4 questions)
 - Read a short text with visuals (eg a poster/leaflet)
 - Answer multiple-choice questions
- ▶ Part 10: Reading a single text (3-7 questions)
 - Read a single text on a topic
 - Answer multiple-choice questions
- ▶ Part 11: Reading a paired text (5-10 questions)
 - Read two texts on the same theme
 - Answer multiple-choice questions

Writing module (40 minutes)

- ▶ Part 12: Written online communication (5 minutes)
 - Write a short contribution to an opinion-based discussion, give suggestions or feedback, or respond to a group chat
- ▶ Part 13: Writing from sources (35 minutes)
 - Read two or three source texts and write an essay/report in response to a prompt, synthesising relevant information from the source texts and adding own ideas and stance on the topic

Speaking module

The Speaking module of the ISE Digital test assesses a range of skills needed for effective spoken communication in different contexts. The activities in this section are designed to help students prepare for each part of the test while building confidence, fluency and accuracy in authentic speaking situations.

These activities help students develop the skills needed to perform well across all four parts of the Speaking module of the ISE Digital test. They focus on the abilities assessed in the exam: responding appropriately to questions, delivering a prepared talk, interacting effectively in different contexts and situations, and summarising information for another person. Students practise Task fulfilment (fully addressing the task with relevant ideas), Language (using accurate and varied grammar and vocabulary), Delivery (speaking clearly and fluently with appropriate intonation), and, for Part 4, Mediation of source text (selecting and reformulating key information from a spoken source).

By working through these activities, students also strengthen transferable communication skills such as giving clear explanations, structuring ideas logically, adapting their language to different contexts and using strategies to keep a conversation going. These are valuable, not only for success in the test, but also for real-world situations such as discussions, presentations, negotiations and collaborative problem-solving.

Exam strategies:

For all tasks, students can only record their responses once. They should start speaking immediately when the timer starts.

- ▶ Use the full time for speaking; do not give one-word or very short answers.
- ▶ Watch the timer so you can conclude the response before the recording stops.
- ▶ For the prepared talk, speak naturally, do not memorise the talk.
- ▶ For the interaction, address both bullet points, then listen carefully and respond directly to the follow-up; do not just repeat the same information.
- ▶ For the summary, address both bullet points and include all the main ideas from the talk or conversation.

Part 1: Responding to questions

Rationale: These activities help students build confidence and fluency when answering a range of questions, especially those on familiar and personal topics. They develop the skills needed to perform well in Task fulfilment (fully addressing the question and covering all parts), Language (using accurate and varied vocabulary and grammar) and Delivery (speaking clearly at a natural pace). Students also practise strategies for answering clearly and spontaneously, such as identifying keywords, giving reasons and examples, and extending answers when needed. This combination of skills supports effective communication in the test and everyday interactions.

Activity 1.1: Keywords

Classroom note: Focus on helping students identify the keywords in each question and explain why those words are important for shaping their answer. Remind them that covering all parts of the question is essential for strong Task fulfilment. Encourage them to answer naturally without memorising sentences.

Step 1: Write the questions below on the board. Ask students to underline keywords in each question.

1. What do you like to do when you meet your friends?
2. I enjoy reading poetry. What do you like to read?
3. Will the internet replace books as a source of information? Why or why not?

Step 2: Elicit student answers.

Step 3: Have students discuss any differences in the keywords they identified and explain why each underlined word helps them shape their answer. For example, 'meet your friends' suggests to me that my answer should be about group activities rather than hobbies I do alone. The 'Why or why not' tells me that I need to give my opinion, but I also need to justify it, so a 'yes' or 'no' response is not enough to answer this question.

Step 4: Have students work in pairs to answer the questions. Their partner checks that they answered the questions in full and that they addressed all underlined parts.

Activity 1.2: Asking and answering questions

Classroom note: Remind students that the aim is to build confidence in spontaneous responses. They should give complete answers, not just one-word replies, and include reasons or examples. Encourage them to listen carefully to their partner so they can ask meaningful follow-up questions.

Step 1: Ask students to brainstorm short responses to the questions.

Step 2: In pairs, students interview each other and practise answering the questions, then change partners. Add a 'no repeat' challenge so that no partner can repeat the same information, or if they do the same activity twice, the learners need to give a different response. Give the interviewers follow-up prompt cards.

Q1: What do you like to do when you meet your friends? Follow-up prompts:

- ▶ Where do you usually go?
- ▶ How often do you meet?
- ▶ Who organises your meet-ups?
- ▶ What's the most fun thing you've done together recently?
- ▶ How is it different from when you spend time alone?

Q2: I enjoy reading poetry. What do you like to read? Follow-up prompts:

- ▶ Why do you enjoy that type of reading?
- ▶ Who is your favourite author?
- ▶ When do you usually read?
- ▶ Do you prefer reading on paper or a screen? Why?
- ▶ Has your taste in reading changed over time?

Q3: Will the internet replace books as a source of information? Why or why not? Follow-up prompts:

- ▶ What are the advantages of the internet over books/newspapers?
- ▶ What are the disadvantages?
- ▶ Can you give an example of when a book was more useful than the internet?
- ▶ Do you think printed books will always exist?
- ▶ How do you usually look for information?

Step 3: Interviewers give feedback on their partner's responses, focusing on whether their partner's responses included a main point, a reason and an example. Before changing roles, the interviewers should give one positive comment and make one suggestion for improvement.

Activity 1.3: Extension

Classroom note: In this activity, students practise the complete exam behaviour. Remind them that in the test, they have 30 seconds for each question and should use the full time available. Encourage them to add reasons, examples and comparisons to reach the time limit without repeating themselves. After each answer, let them quickly reflect on whether they met the time requirements and fully answered the question.

Step 1: Give students a list of 5-6 questions (or students can write their own), for example, what do you like to do at weekends, do you prefer summer or winter, etc. Be sure to include both informal/personal questions and opinion questions that require justification.

Step 2: Students interview each other, then change partners. Focus on speaking for 30 seconds for each question.

Note: Remind students to add reasons, examples and small comparisons if they finish too soon. Quick prompts they can keep in mind:

- ▶ Because... (reason)
- ▶ For example... (example)
- ▶ It's similar/different to... (comparison)

After each round, interviewers give feedback based on the following questions:

- ▶ Did your partner speak for 30 seconds?
- ▶ Did your partner answer all parts of the question?
- ▶ Did your partner use a reason and an example?

Part 2: Delivering a prepared talk

Rationale: These activities develop students' ability to plan, organise and deliver a short talk in English with confidence and clarity. They promote the skills needed to score well in Task fulfilment (covering all parts of the task with relevant detail), Language (using accurate and varied grammar and vocabulary) and Delivery (speaking clearly, with appropriate stress, intonation and pace). Students also practise audience awareness and structuring ideas logically, both of which are essential for authentic communication beyond the test. In addition, learners are encouraged to research their chosen topic to discover new vocabulary and information, building a richer and more engaging talk. This independent preparation not only supports better exam performance but also fosters autonomy and positive washback by developing skills that are transferable to real-world communication.

Activity 2.1: Topic ideas

Classroom note: Encourage students to choose a topic they know well and care about. A good topic is specific, easy to explain in detail and suitable for any audience - avoiding ideas that are too broad or too specialised. The topic needs to fit the personal, social, educational or work-related contexts the exam draws on.

Step 1: Ask students to think about topic ideas that they are genuinely interested in and can talk about in detail. Encourage them to self-evaluate their topic ideas using the following checklist:

- ▶ I can give at least three points or examples.
- ▶ I know enough vocabulary to talk about it.
- ▶ I care about the topic enough to make it interesting.
- ▶ It is suitable for the CEFR level I am targeting.

Step 2: In small groups, students share their ideas and discuss which topics are most suitable. Encourage them to choose topics that are personal (not generic) and can support 4-5 clear subpoints. For any ideas that are too broad or general, work together to make them more specific and focused.

Step 3: Each student selects one topic and creates a mind map with 4-5 key points they would include in their talk.

Step 4: Students work in pairs to present their mind maps and give each other feedback. Guide them to consider:

- ▶ Is the topic personal and specific?
- ▶ Are the subpoints clear and relevant?
- ▶ Can they speak about it confidently for two minutes?

Activity 2.2: Research and vocabulary building

Classroom note: Explain that research is not only about collecting information - it's also a way to discover new words and expressions that will make their talk richer and more engaging. Encourage students to use at least two of their new words or expressions in their final talk.

Step 1: Using their chosen topic, students complete *Appendix A* to find:

- ▶ 3-5 useful facts or ideas (in their own words)
- ▶ 3-5 new words or expressions, with meanings and example sentences
- ▶ extra ideas to make their talk more interesting (eg a personal story, a surprising fact, a comparison)

Step 2: Encourage students to practise saying some of their new sentences aloud so the vocabulary feels natural when they deliver their talk.

Activity 2.3: Practice and feedback

Classroom note: In pairs, have one student deliver their talk while the other listens carefully. The listener uses a simple feedback form to note one strength and one area for improvement, focusing on Task fulfilment, Language and Delivery. Then swap roles. Encourage students to reflect on their partner's comments and then deliver the talk again, aiming to improve at least one aspect of their performance.

Step 1: In pairs, each student practises just the opening and closing of their talk. Their partner listens and gives feedback on:

- ▶ whether the introduction introduces the topic clearly
- ▶ whether the conclusion brings the talk to a natural end

Step 2: Students then deliver their full 2-minute talk using their mind maps as support. Their partner listens carefully. After the talk, the partner asks 1-2 follow-up questions and gives feedback on these points (form in *Appendix B*):

- ▶ clarity and structure
- ▶ relevance of subpoints
- ▶ confidence and fluency

Activity 2.4: Recording

Classroom note: Ask students to record their talk using a phone, tablet or computer, aiming to speak for the full time allowed in the exam. Once recorded, they should listen twice – first for content (Did I cover all my planned points? Did I give examples or reasons?) and then for delivery (Was my pace clear? Did I use stress and intonation to make the talk interesting?). After listening, students complete the Recording Self-Assessment Checklist (see **Appendix C**) to note one strength and one area to improve. If time allows, have them record the talk again, making the improvement they identified.

Step 1: Students record themselves giving the talk. Then, they listen back and complete a short self-assessment (**Appendix C**), focusing on:

- ▶ tone (Does it sound natural and expressive?)
- ▶ pacing (Is it too fast or too slow?)
- ▶ filler words (eg 'um', 'like', 'you know')
- ▶ natural phrasing and flow (Does it sound smooth and conversational?)

Step 2: In pairs, students share what they noticed in their own recordings and compare notes. They offer each other specific suggestions on:

- ▶ how to sound more natural and confident
- ▶ where the content could be improved (eg clarity or relevance of points)
- ▶ how to better connect ideas using linking phrases or transitions

Activity 2.5: Extension

Classroom note: Ask students to choose new topics they have not spoken about before. Encourage them to research and collect new vocabulary using **Appendix A**. Once prepared, they can practise their talk with a partner, giving and receiving feedback using the checklist from earlier activities, or record themselves and complete the self-assessment checklist. This cycle of preparation, practice, review and improvement will help them build confidence, broaden their knowledge and develop the skills needed for the exam.

Step 1: Repeat the full cycle of activities so that each student creates 3-4 different talks.

Part 3: Interacting

Rationale: These activities help students develop the ability to interact in spoken English by discussing ideas, making suggestions, agreeing and disagreeing, and reaching decisions collaboratively. They support the skills needed to perform well in Task fulfilment (addressing the task and working towards an outcome), Language (using a range of grammar and vocabulary to express opinions, suggest ideas and justify choices) and Delivery (clear pronunciation, natural pace and interactive language). Students practise listening actively to their partner, responding appropriately and building on what has been said, essential skills for authentic communication beyond the test.

In addition, these activities encourage students to expand their functional language for interacting (eg agreeing, disagreeing, making suggestions, asking for clarification) and to develop strategies for keeping the conversation going if they run out of ideas. Over time, practising with different partners and a variety of discussion topics helps students build flexibility and confidence, which can be transferred to other real-world contexts.

Activity 3.1: Keywords

Classroom note: Provide students with the scenario and ask them to underline the keywords. Then, have them categorise these into 'task', 'content' and 'context'. This will help them focus on what they need to say and how to say it. Emphasise understanding the task - not yet on producing a complete answer or adding flexibility, which will be addressed in later activities.

Step 1: Write the situation and the bullet points below on the board. Ask students to underline keywords in the prompt.

Here is your situation. You need more time to finish your project for class.

Talk to your teacher and

- ▶ explain why you need more time
- ▶ tell the teacher when the project will be finished

You have 15 seconds to think about your response, then you will have up to 1 minute to talk.

[Teacher] Hi, you wanted to see me?

Step 2: Categorise the keywords into:

- ▶ task words (what you have to do - explain, tell)
- ▶ content words (important details - project, more time, when finished)
- ▶ context words (audience - teacher, formal tone)

Step 3: Elicit student answers.

Step 4: Have students discuss any differences in the keywords they identified.

Activity 3.2: Asking and answering questions

Classroom note: Before starting, ask students to look back at the keywords they underlined in Activity 3.1 and use them to guide their planning. In pairs, one student takes the role of the student in the scenario and the other acts as the teacher. Before starting, the 'student' should quickly review the task, content and context words from Activity 3.1. The aim is to provide a comprehensive answer that addresses both bullet points and employs polite, appropriate language when speaking to a teacher. The 'teacher' listens and completes **Appendix D** to note whether the answer met the key points, was appropriate for the context and lasted for the full minute. After giving feedback, swap roles and repeat. If time allows, pairs can practise again, applying one suggestion from the feedback.

Step 1: Ask students to brainstorm short responses to the initial prompt and the bullet points.

Step 2: Discuss what is appropriate for the context (speaking to a teacher).

Step 3: In pairs, students practise speaking, taking turns as the 'student'. Focus on speaking for one minute. The student playing the role of the 'teacher' uses the form found in **Appendix D** to give feedback to their peer.

Activity 3.3: Follow-up response

Classroom note: In pairs, one student is the 'student' and the other is the 'teacher'. The 'teacher' changes the original situation by asking a different question or adding new information (eg suggesting an earlier deadline). The 'student' must adapt their response quickly, using polite expressions and staying relevant. The listener completes **Appendix E**, focusing on how well the speaker adapted to the new situation, kept the conversation going and maintained clarity. Swap roles and repeat with a different follow-up change. If time allows, practise again, aiming to improve one point from the feedback.

Step 1: Read the follow-up response from the teacher.

[Teacher] I'm sorry, but I can't give you more time; it wouldn't be fair to the other students. If the project is late, I will deduct 10 marks.

Step 2: Ask students to brainstorm new responses appropriate for the teacher context.

- ▶ Provide students with a short list of adaptation strategies for when the 'teacher' changes the situation (eg different deadline, extra requirement, challenge to their reasoning).
- ▶ Include thinking-time expressions to help them manage unexpected changes, such as: 'Let me think about that for a moment...', 'That's a good question...', 'Actually, I could also...'
- ▶ Remind students to keep answers polite, relevant and linked to the original scenario, even when their plan changes.

Step 3: Students practise speaking in pairs, taking turns as the 'student'. Focus on speaking for 30 seconds. The student playing the role of the 'teacher' uses the form found in **Appendix E** to give feedback to their peer.

Activity 3.4: Extension

Classroom note: In pairs, one student is the 'student' and the other is the 'teacher'. The 'teacher' changes the situation more than once during the same turn. The 'student' must respond to each change clearly, politely and without losing the main focus of the task. Rotate partners after each turn to give students experience with different speaking styles. The listener completes **Appendix E**, focusing on how well the speaker responded to multiple changes, stayed on topic and kept the conversation going without long pauses. Swap roles and repeat.

Step 1: Assign roles to the pairs. One student is the 'student' and the other is the 'teacher'. The 'teacher' changes the situation more than once in the same turn (eg changes the deadline and requests a different project format). The 'student' responds to each change clearly and politely, without losing the main focus of the task.

Step 2: Students practise speaking in rotating pairs, taking turns as the 'student' and 'teacher'. Each time, the 'teacher' should respond differently, so the 'student' has to answer spontaneously. Focus on speaking for 30 seconds for each follow-up question. The 'teacher' completes the feedback form (see **Appendix E**) to record how well the speaker handled multiple changes, stayed relevant and maintained clarity.

Part 4: Summarising a talk or conversation

Rationale: These activities help students develop the ability to identify, select and organise the most important points from a spoken conversation, as well as to communicate them clearly to someone who did not hear the original exchange. They also promote active listening, note-taking and paraphrasing; skills that support strong performance in Task fulfilment (fully addressing the bullet points and main ideas), Mediation of Source Text (selecting relevant information and paraphrasing) and Delivery (speaking clearly, at an appropriate pace, with logical organisation). By providing opportunities for follow-up questions and related-topic discussion, students practise extending their responses, making relevant connections and maintaining fluency, valuable skills for both the test and authentic communication beyond the classroom.

Activity 4.1: Keywords

Classroom note: Give students the task and ask them to underline keywords. Then, have them sort the words into 'task', 'content' and 'context' categories. Once the keywords are identified, ask students to predict what the conversation will be about, noting down one or two possible topics or situations. This helps them activate relevant vocabulary and ideas before listening, making it easier to identify the main points.

Step 1: Write the context and the bullet points below on the board. Ask students to underline keywords in the prompt.

Your friend is planning to go to a music festival next weekend. Today you hear two classmates talking at school about a music festival.

Listen to the conversation, then tell your friend about what you heard. Use these questions to help you summarise the conversation. After you listen, you have 30 seconds to think about what you want to say.

- ▶ How has the man prepared for the music festival?
- ▶ What suggestions does the woman make about the festival?

Step 2: Ask students to categorise them as:

- ▶ task words (what to do in the summary - explain, tell, describe)
- ▶ content words (what to include - problem, solution, advice)
- ▶ context words (who the summary is for - friend, teacher)

Step 3: Elicit student answers.

Step 4: Have students discuss any differences in the keywords they identified.

Step 5: Once the keywords are sorted, ask students to predict what the conversation might be about and note down 1-2 possible topics or scenarios.

Activity 4.2: Summary

Classroom note: Play or read the conversation and allow students to make notes of the main points and answers for the bullet points in the task. Use a two-column frame (main points + useful phrases) to help organise ideas. Remind students to focus on the key ideas and avoid unnecessary detail. After summarising to a partner, the listener gives feedback using the feedback form provided in **Appendix F**. Partners listen and complete the Peer/Self-Feedback Form (**Appendix F**), covering both the summary and the follow-up question.

Step 1: Model a short summary so students see what 'main ideas only' sounds like - without unnecessary detail.

Step 2: Provide a note-taking frame with two columns:

- ▶ **Column 1:** Main points (from the conversation)
- ▶ **Column 2:** Useful words/phrases to use in the summary

Step 3: Read the conversation (or play the recording) and ask students to make notes of the main points and answers for the bullet points in the task.

Woman: I think the weather's going to be nice for Rockfest this weekend. You've got tickets, haven't you?

Man: Yes, I can't wait. It's my first music festival - I've never camped in a field watching bands on stage. I still need to pack, though.

Woman: Well, I guess you've got your tent and sleeping bag. Don't take anything valuable because you'll have to leave it in the tent while you're watching the bands.

Man: Yeah. I'm taking toiletries and suncream. I've got some battery packs with solar panels so I can charge my phone. And I've put straps on my phone and camera so I don't lose them.

Woman: Good. I love music festivals. I remember my first one, I was so disorganised. I didn't even know the schedule - I missed my favourite groups.

Man: No! I've downloaded the running order and planned my day around the bands I want to see.

Woman: Great. Take a map of the festival site. I didn't have one, I couldn't find the toilets or my friends. Decide together on a meeting point, somewhere easily visible to meet if you get separated.

Man: Good idea!

Step 4: In pairs, students practise summarising the talk and giving feedback using the feedback form found in **Appendix F**, focusing on whether the summary:

- ▶ covered the main points
- ▶ organised ideas clearly
- ▶ used the student's own words, not memorised sentences

When using the form, listeners should:

- ▶ tick the boxes for the skills they think were achieved
- ▶ write one thing the speaker did well (be specific)
- ▶ write one thing to improve next time (give an example)
- ▶ give the form to their partner so they can apply the improvement in their next attempt.

Step 5: Swap roles and repeat with a new conversation.

Activity 4.3: Follow-up question

Classroom note: After giving their summary, students respond to the follow-up question by giving their opinion or advice. Remind them to link their response to one or more points from the conversation and to add a reason or example for support. Linking phrases can help make the transition smooth. Partners listen and complete **Appendix F**, covering both the summary and the follow-up question.

For self-assessment, students record themselves, listen back, complete the form and then repeat the task, focusing on the improvement point they identified.

Step 1: Read the follow-up question below. Remind students that their opinion or advice should link to one or more of the main points they summarised, but that they should move beyond what they heard.

What is the best thing about listening to live music?

Step 2: Ask students to brainstorm 4-5 other questions related to the general topic of the conversation (eg music, music festivals, camping, weekend activities with friends, etc).

Advise students to use linking phrases to help them move smoothly from the summary to their opinion/advice, for example:

- ▶ 'From what I understood in the conversation...'
- ▶ 'One important point was... and that's why I think...'
- ▶ 'In my opinion... because...'

Step 3: Encourage students to add one reason or example to support their opinion/advice so it meets the 'relevant detail' expectation in Task fulfilment.

Step 4: In pairs, students interview each other and practise answering the questions, then change partners. Focus on speaking for at least 45 seconds for each question.

The student playing the role of the interviewer uses **Appendix F** to give feedback focusing on the three criteria: Task fulfilment, Mediation of source text and Delivery.

Listening module

The Listening module of the ISE Digital test assesses a range of skills needed to understand and process spoken English in different contexts. The activities in this section are designed to help students prepare for each part of the test while developing strategies to identify key information, interpret meaning and connect ideas in an authentic listening situation.

These activities help students develop the skills needed to perform well in the Listening module of the ISE Digital test. They focus on understanding specific details, overall text understanding, inferencing, evaluation and synthesis & integration. Students practise identifying key factual information, recognising the main purpose or gist, working out meaning from context, judging the relevance or accuracy of what they hear and connecting information from different parts of the recording to form a complete understanding.

By working through these activities, students also strengthen their ability to listen strategically under time pressure, use prediction to prepare for listening and confirm answers by linking evidence from the recording to the task. These are valuable skills for success in the test and real-world listening situations such as following instructions, participating in discussions or processing information from announcements, briefings and reports.

Exam strategies:

For all tasks, students are given time to read the questions before the recording starts. They will hear the information twice.

- ▶ Before listening, students should skim the questions and answer choices and pay attention to keywords.
- ▶ During the first listening, students should mark correct answers when they hear them or strike through options they know are incorrect.
- ▶ During the second listening, students should confirm correct responses and focus on any questions not answered the first time.

Part 5: Listening to a description

Rationale: These activities help students build the skills they need to understand short spoken descriptions, such as a person talking about a place, an object or an experience. Students practise listening for important details (detail recognition), such as names, numbers or specific features, as well as identifying the main idea or purpose of the description. They also develop their ability to make inferences and evaluations, for example, by working out the speaker's attitude or judging the importance of certain information. Because descriptions often include a mix of facts and opinions, students learn to focus on the most relevant points while avoiding distraction from less important details. They also practise listening under time pressure and checking their answers against clear evidence in the recording. By practising these skills, students not only improve their test performance but also gain confidence in everyday listening situations, such as following tourist information, understanding product descriptions or listening to short talks in class.

Activity 5.1: Keywords

Classroom note: Before listening or reading the listening text, have students underline the keywords in each question to identify the exact information to listen for. Discuss differences in chosen words to raise awareness of multiple valid cues. In the prediction step, ask students to give a short reason for their guess to connect question wording to likely listening content.

Step 1: Write the questions below on the board. Ask students to underline keywords in each question.

- ▶ Where does the speaker study each day?
- ▶ What does the speaker do with other students?
- ▶ What do you think the speaker is likely to do next?
- ▶ What is the description about?

Step 2: Elicit student answers.

Step 3: Have students discuss any differences in the keywords they identified.

Step 4: Have students predict what the listening text is about. When eliciting predictions in this step, encourage students to give a short reason for their prediction. This helps them consciously link question wording to likely listening content.

Activity 5.2: Question types

Classroom note: This activity helps students identify question types (detail, main idea, inference) and apply the correct listening strategies when answering. By practising 'strategy switching', students build the habit of adjusting how they listen depending on the question. Using a peer/self-feedback form also encourages reflection on strengths and areas to improve.

Step 1: Write the following questions on the board:

- ▶ Where does the speaker study each day?
- ▶ What does the speaker do with other students?
- ▶ What do you think the speaker is likely to do next?
- ▶ What is the description about?

Step 2: Ask students to label each as Specific detail, Main idea, or Inference. Elicit a brief reason for each choice (eg 'Q1 asks where, so it's a detail', 'Q3 asks what happens next, so it's inference').

Question	Specific detail	Main idea	Inference
Where does the speaker study each day?	✓		
What does the speaker do with other students?	✓		
What do you think the speaker is likely to do next?			✓
What is the description about?		✓	

Step 3: Write the following strategy reminders on the board:

- ▶ Specific detail: listen for names, numbers, places, facts
- ▶ Main idea: listen for overall purpose/global message
- ▶ Inference: listen 'between the lines' for clues about attitude, tone or what will happen next

Check that students understand the difference.

Step 4: Elicit student answers. Have students discuss any differences in their answers and which wording in the question told them the type of question it is.

Step 5: Play or read the description once. For the first listening, students answer the four questions, applying the strategy that matches the question type:

- ▶ For Specific detail: they note keywords (names, numbers, places)
- ▶ For Main idea: they write a one-sentence summary
- ▶ For Inference: they note clues (tone, repeated words, implied actions)

Description

Hello and welcome to my podcast. Today I want to share my routine as a university student. I don't have many lectures daily, but I have a lot of studying. I go to one of the university libraries because it's quieter than studying in my bedroom.

I go swimming three times a week, which helps me relax. After swimming, I usually stop by the supermarket on my way home to shop for dinner. I'm not great in the kitchen, but I live with three other students, so we cook cheap and simple food together, like pasta or vegetables.

After dinner, I often call my parents or one of my friends from home. I miss them because I only see them during the holidays.

I don't go out much during the week, but at weekends I sometimes visit a restaurant or café for food and drinks. Other times, I stay in and watch a film online while eating my favourite chocolate or biscuits.

I can't wait to finish my studies. Many people travel after university, and I think that's a great idea. I'm not sure if I want to start working immediately after university. That's all for today, and thank you for listening.

Step 6: Replay the description. Students listen and switch strategies as needed, confirming or revising their first answers.

Step 7: In pairs, students compare answers and discuss:

- ▶ What strategy did they use for each question?
- ▶ Which words or signals in the text helped them?
- ▶ Did they change their answers after the second listening? Why?

Step 8: Students use *Appendix G* to give feedback to their partner, ticking whether they:

- ▶ applied the correct strategy for each question type
- ▶ supported their answers with evidence
- ▶ explained their reasoning clearly

Swap forms so each student receives feedback.

Step 9: With the whole class, discuss and confirm the listening strategies the students employed to answer each question.

- ▶ Specific detail: listen for names, numbers, facts (concrete info)
- ▶ Main idea: listen for the overall purpose/global meaning
- ▶ Inference: listen 'between the lines' (speaker's attitude, what happens next, reasons not stated)

Step 10: Now give students the multiple-choice questions and ask them to choose the correct answer based on their notes from the previous steps.

Questions

Q1: Where does the speaker study each day?

- a. in the kitchen
- b. in her bedroom
- c. in a lecture hall
- d. *in a library

Q2: What does the speaker do with other students?

- a. shops for food
- b. *makes dinner
- c. talks on the phone
- d. goes swimming

Q3: What do you think the speaker is likely to do next?

- a. start a job
- b. visit parents
- c. *go travelling
- d. study more

Q4: What is the description about?

- a. *student life
- b. cooking food
- c. going shopping
- d. sports activities

Part 6: Listening to a conversation

Rationale: These activities prepare students to understand conversations between two or more speakers. They focus on recognising the overall purpose and context of the exchange, as well as identifying the main points and key details. Students also develop the ability to follow the interaction between the speakers, noticing how they agree, disagree or change the subject, and to recognise the speakers' aims and language functions, such as making suggestions, giving advice or refusing politely. In addition, students practise making inferences and evaluations about what is implied rather than directly stated, and synthesising information from different parts of the conversation to form a full understanding. Since real conversations often include interruptions, hesitations or informal expressions, these tasks also help learners manage the natural flow of spoken English. By developing these skills, students strengthen both their test readiness and their ability to follow real-life conversations, such as chats with friends, workplace discussions or service encounters.

Activity 6.1: Keywords

Classroom note: Before listening or reading the listening text, have students underline the keywords in each question to identify the exact information to listen for. Discuss differences in chosen words to raise awareness of multiple valid cues. In the prediction step, ask students to give a short reason for their guess (I think it's about... because the questions mention...) to connect question wording to likely listening content.

Step 1: Ask students to underline keywords in each question.

1. What will the weather be like at the weekend?
2. In the beginning, where does the man want to go?
3. Where are the man and the woman going to meet again?
4. What are the man and the woman mainly discussing?

Step 2: Elicit student answers.

Step 3: Have students discuss any differences in their answers.

Step 4: Have students predict what the listening text is about. When eliciting predictions in this step, encourage students to give a short reason for their prediction (I think it's about... because the questions mention...). This helps them consciously link question wording to likely listening content.

Activity 6.2: Question types

Classroom note: This activity helps students move beyond simply labelling questions by connecting the question type to conversational features. Students practise noticing how specific detail, main idea and inference questions are answered differently in a dialogue, including how speakers reveal information through interaction (eg hesitation, suggestion, agreement).

Note: This activity helps students recognise the different question types. Please note that identifying the question type can only be confirmed by listening to the specific conversation. For example, a question such as 'What does the woman plan to do?' could be a main idea, a specific detail or an inference question depending on the context.

Step 1: Ask students to look at the questions and identify the question type:

- ▶ Understanding specific detail (Specific detail)
- ▶ Overall text understanding (Main idea)
- ▶ Inference

Question	Specific detail	Main idea	Inference
What will the weather be like at the weekend?	✓		
In the beginning, where does the man want to go?	✓		
Where are the man and the woman going to meet again?			✓
What are the man and the woman mainly discussing?		✓	

Step 2: Before listening, ask:

- ▶ Which part of the conversation will give us this answer?
- ▶ Who is more likely to provide it - the man or the woman?

This prediction step trains them to listen actively for speaker roles and not treat the text as a flat information dump.

Step 3: Play or read the conversation once. Students should:

- ▶ note down which speaker gave the key detail
- ▶ explain whether the answer was stated directly (detail/main idea) or implied (inference).

Conversation

Woman: D'you know, it's been a really long week and I'm really looking forward to the weekend - when it arrives...

Man: I know what you mean. I'm thinking of taking advantage of the nice weather.

Woman: Yes, it will make a change from the rain, wind and cold we've had recently. So what are you thinking of doing?

Man: Well, I was planning to go to the new waterpark out of town, but it's really hard to get there.

Woman: Really? Even if you take a bus? The prices are cheap, and I heard that they've bought some new buses that are very comfortable.

Man: Yeah, and they're not too crowded. The problem is that I'd have to take two connecting buses each way, and a return trip is nearly three hours. I don't want to spend three hours on a bus.

Woman: Oh, no... that's far too long to spend on a bus! What a pity. The waterpark is perfect for swimming and water sports. Why not stay in the city centre and do something here?

Man: Like...?

Woman: Maybe go to the park and play some games there? The park is great fun in the summer.

Man: Mmmmm, not for me. It gets too busy, too many people, not enough space.

Woman: But they do sell fantastic ice creams.

Man: Yeah, that's true... and I love their chocolate cone with strawberry sauce. But still, too many people for me.

Woman: You could go to the river and play on a boat.

Man: Mmm... I like them, but it's not much fun alone.

Woman: That's true... How about... going to the shopping centre? I know it's indoors but there's lots of things to do there. And there's the cinema. I think there's a new film this week.

Man: That's a good thought. Maybe I'll go to the shopping centre and have dinner there in the evening.

Woman: Ooh, that sounds like a really nice idea! I'm working on Saturday, but what if I come and meet you for dinner in the evening?

Man: Great. What time?

Step 4: Replay the conversation. Students listen again, this time noting the clues such as tone of voice, hesitation, disagreement or suggestion language that led to the correct answer (eg 'We could go to the waterpark...' shows intention, but later he rejects it so inference is needed).

Step 5: Give students the questions. Read the conversation (or play recording) again and ask students to confirm the correct answers.

Questions

Q1: What will the weather be like at the weekend?

- a. It will be rainy.
- b. *It will be warm.
- c. It will be windy.
- d. It will be cold.

Q2: In the beginning, where does the man want to go?

- a. the cinema
- b. the city centre
- c. *the waterpark
- d. the river

Q3: Where are the man and the woman going to meet again?

- a. in a cinema
- b. in a park
- c. *in a restaurant
- d. in a shop

Q4: What are the man and the woman mainly discussing?

- a. *what the man will do on Saturday
- b. how busy they have been this week
- c. where to find ice cream in town
- d. the bus journey to the waterpark

Step 6: In pairs, students discuss:

- ▮ Which speaker gave the detail/main idea/inference clues?
- ▮ Was the answer obvious or implied through conversational interaction?
- ▮ How did the question wording help them know where to listen?

Activity 6.3: Extension

Step 1: Ask pairs to imagine a new conversation (for example, planning what to do on Sunday instead of Saturday). Each pair role-plays their conversation for about 1-2 minutes.

Step 2: After role-playing, the same pair writes three comprehension questions about their conversation:

- ▶ one specific detail question
- ▶ one main idea question
- ▶ one inference question

Step 3: Pairs then swap conversations and questions with another pair. The new pair listens/reads and answers the three questions.

Part 7: Listening to a discussion

Rationale: These activities help students practise the skills they need to understand a spoken discussion and succeed in the Listening module of the ISE Digital test. By listening to different speakers, students learn to pick out important details (detail recognition), understand the overall purpose or main idea (gist understanding) and work out meaning that is not directly stated (inferencing). They also practise judging opinions and ideas (evaluation) and putting together information from different speakers to build a full picture of the discussion (synthesis and integration). The tasks encourage active listening, prediction and checking answers with evidence from the recording. Because the input is from more than one speaker, students also get used to following changes in topic, recognising agreement or disagreement, and dealing with natural features of spoken English such as pauses or overlaps. By developing these skills, students not only improve their performance in the test but also become more confident in real-life listening situations, such as group conversations, meetings or classroom discussions.

Activity 7.1: Keywords

Classroom note: Before listening or reading the listening text, have students underline the keywords in each question to identify the exact information to listen for. Discuss differences in chosen words to raise awareness of multiple valid cues. In the prediction step, ask students to give a short reason for their guess to connect question wording to likely listening content.

Step 1: Ask students to underline keywords in each question.

- a. What is Meredith's main concern with eating insects?
- b. What does the research about insects tell us?
- c. Why does Graham worry about eating meat?
- d. Why does Beatrice believe insects are a more suitable food source than fish?
- e. What do Beatrice and Meredith have in common?
- f. Who is the audience for this discussion?

Step 2: Elicit student answers.

Step 3: Have students discuss any differences in the keywords they identified.

Step 4: Have students predict what the listening text is about. When eliciting predictions in this step, encourage students to give a short reason for their prediction. This helps them consciously link question wording to likely listening content.

Activity 7.2: Question types

Classroom note: Students practise recognising question types and noticing how different speakers' viewpoints interact. The focus is on listening across turns and integrating information, not just picking out single answers.

Note: This activity helps students recognise the different question types. Please note that identifying the question type can only be confirmed by listening to the specific discussion. For example, a question such as 'What does the woman plan to do?' could be a main idea, specific detail or inference question depending on the context.

Step 1: Ask students to look at the questions, identify the question type and briefly justify their response:

- ▶ Understanding specific detail (Specific detail)
- ▶ Overall text understanding (Main idea)
- ▶ Inference
- ▶ Synthesis & integration

Question	Specific detail	Main idea	Inference	Synthesis & integration
What is Meredith's main concern with eating insects?	✓			
What does the research about insects tell us?	✓		✓	
Why does Graham worry about eating meat?			✓	
Why does Beatrice believe insects are a more suitable food source than fish?			✓	
What do Beatrice and Meredith have in common?				✓
Who is the audience for this discussion?		✓		

Step 2: Predict the speaker focus. Give students the context of the listening text and ask them:

- ▶ Which speaker is likely to provide the information?
- ▶ Will we need one speaker's words or will we need to combine ideas across speakers?

Step 3: Play or read the discussion once. Students listen once, marking:

- ▶ Which speaker gave the relevant information (M = Meredith, G = Graham, B = Beatrice)?
- ▶ Whether the info was Direct (D), Implied (I) or Combined (C).

Discussion

Graham: Hi, I'm Graham Braithwaite, and welcome to Table Talk, where we discuss all things culinary. This week we'll be discussing a less familiar source of food. I'm joined by fellow cook Meredith Rowe, and by Beatrice James, an ecologist and head of the campaign group Insect Bites... who are encouraging us to begin eating insects. Beatrice, tell us about this food source...

Beatrice: Well, it sounds outlandish, I admit. But replacing meat with insects really is one of the best things we can do to combat climate change. And that is what my group campaigns for.

Graham: So Meredith, as a vegetarian, I think, you disagree...

Meredith: Strictly speaking there are differences of opinion among vegetarians on this question. I also know that it is normal in some cultures to eat insects. But my personal view is that it's always wrong to eat sentient creatures. Beatrice's plan is simply to replace one set of creatures with another - to replace mammals and fish, with insects - and this is while actually some research coming out of American universities is suggesting that many insects have problem-solving abilities that suggest quite advanced thought processes.

Graham: I mean, personally I'm comfortable with the idea of humankind being predators, and I am happy to eat meat, but I do worry about my impact on the planet.

Beatrice: As Meredith would agree - and in fact, as the UN has declared, humans need to cut back on meat. We all need to cut back on meat. But to be healthy, we need protein. And gram for gram, insects have almost as much protein as meats.

Meredith: But the fact is, Beatrice, that we already have several alternative sources of protein - in mushrooms and soybean-based products, for example.

Beatrice: 10 years ago, I would have agreed. But in fact, a lot of land has been cleared to make way for intensive production of soybean crops. There's also no telling what goes into our water from those soybean fields. In many ways, a soybean plantation can have no less of an environmental impact than a cattle ranch.

Graham: And what makes insects different?

Beatrice: Well, they quite literally fall out of the sky! They are a readily available resource, all around us.

Meredith: A couple of generations ago, we would... we thought much the same thing about fish. But look at how disastrously fish stocks have fallen worldwide.

Beatrice: But unlike fish, which are, as you say, limited in number - it would take no more than a fraction of the world's insects to feed the whole world's population.

Graham: At present, is the whole debate not a bit academic? I mean, I'm an adventurous eater, and I've enjoyed some six-legged treats in my time, but we're quite a way off persuading most people to make insects part of their diet, certainly in Britain.

Beatrice: Well, tastes do change over time, bear in mind that 50 or 60 years ago...

Step 4: Replay the discussion. Students take notes to answer the questions and group their notes using the following codes:

- ▶ KW = keywords/phrases (detail)
- ▶ G = gist message (main idea)
- ▶ CL = conversational clue/stance (inference)
- ▶ SYN = synthesised across two speakers

Step 5: In groups, students share their answers for Q5 (*What do Beatrice and Meredith have in common?*) and Q6 (*Who is the audience for this discussion?*). Emphasise how these require listening across turns, not just 'quoting' one speaker.

Step 6: Play the discussion one more time. Students answer all multiple-choice questions under test conditions. After listening they should:

- ▶ mark each answer with a confidence rating (✓✓ sure/✓ maybe/? unsure)
- ▶ highlight which questions required synthesis and reflect on how multi-speaker tasks differ.

Questions

Q1: What is Meredith's main concern with eating insects?

- a. Insects are not very tasty.
- b. We will add to climate change.
- c. Some societies eat insects.
- d. *It is wrong to eat living beings.

Q2: What does the research about insects tell us?

- a. Insects experience pain.
- b. *Insects are intelligent.
- c. Insects cause problems.
- d. Insects can help us.

Q3: Why does Graham worry about eating meat?

- a. Animals have a right not to be eaten.
- b. Eating meat can be bad for people's health.
- c. *Raising livestock can damage the environment.
- d. Modern humans should not be predators.

Q4: Why does Beatrice believe insects are a more suitable food source than fish?

- a. Fewer people will eat insects.
- b. *The insect population is very large.
- c. Insects can be bred and kept easily.
- d. Insects contain more nutrients.

Q5: What do Beatrice and Meredith have in common?

- a. They have changed their minds about soybean.
- b. *They want people to stop eating meat.
- c. They are interested in insect welfare.
- d. They are concerned about the environment.

Q6: Who is the audience for this discussion?

- a. people who want to learn new recipes
- b. people who would like to save wildlife
- c. *people who worry about the environment
- d. people who like to hear about social issues

Step 7: (optional extension) Play a short extract (20–30 sec) of the discussion and ask students which speaker's opinion is closest to their own and why.

Activity 7.3: Distractors

Classroom note: Distractors in listening tasks are not just a feature of exams; they mirror real-life challenges where listeners may become confused by irrelevant details, similar-sounding information or statements that contrast with the intended meaning. By reviewing distractors, students practise identifying why an option is incorrect and noticing the specific cues in the recording that signal the correct answer. This process helps them build metacognitive awareness – thinking about how they listen, where misunderstandings occur and how to avoid them in future interactions. In this way, the activity supports the development of practical listening skills beyond the test, rather than focusing only on test-taking strategies.

Step 1: After checking the correct answers, use the handout in *Appendix H* and ask students to look at the incorrect options and decide what kind of distractor each one is (eg irrelevant, opposite meaning, close but wrong).

Step 2: In pairs, students select one question and identify where in the transcript the correct information for each distractor is found and discuss what the speaker actually said that might have caused confusion.

Question	Answer choices	Distractor type
What is Meredith's main concern with eating insects?	Insects are not very tasty.	Irrelevant
	We will add to climate change.	Close but wrong
	Some societies eat insects.	Irrelevant
	*It is wrong to eat living beings.	*Correct
What does the research about insects tell us?	Insects experience pain.	Close but wrong
	*Insects are intelligent.	*Correct
	Insects cause problems.	Irrelevant
	Insects can help us.	Close but wrong
Why does Graham worry about eating meat?	Animals have a right not to be eaten.	Opposite/Contrast
	Eating meat can be bad for people's health.	Irrelevant
	*Raising livestock can damage the environment.	*Correct
	Modern humans should not be predators.	Opposite/Contrast
Why does Beatrice believe insects are a more suitable food source than fish?	They have changed their minds about soybean.	Close but wrong
	*They want people to stop eating meat.	*Correct
	They are interested in insect welfare.	Close but wrong
	They are concerned about the environment.	Close but wrong (partially correct)

Part 8: Listening to a talk

Rationale: These activities help students practise understanding extended talks and following how the main information is repeated or re-presented by another speaker. Students develop the ability to understand both the overall purpose and content of the talk and its retelling, and to recognise the way the speakers organise their ideas, for example, through sequencing markers or signposting language. They also practise listening carefully for the expository and informational content of the talk, such as explanations, reasons and examples. At the same time, they learn to make inferences and evaluations about what is most important, and to synthesise information by connecting the original talk with its retelling in order to build a complete picture of the message. By engaging with this task type, students strengthen their ability to deal with authentic real-world situations such as listening to a lecture and then hearing someone else summarise it, or processing news and information from multiple speakers or sources.

Activity 8.1: Keywords

Classroom note: Before listening or reading the listening text, have students underline the keywords in each question to identify the exact information to listen for. Discuss differences in chosen words to raise awareness of multiple valid cues. In the prediction step, ask students to give a short reason for their guess to connect question wording to likely listening content.

Step 1: Ask students to underline keywords in each question.

1. Which phrase best describes the trek up Langdale Mountain?
2. How do we know that Langdale was important to ancient people?
3. What do prehistoric people have in common with us?
4. Why did prehistoric people gather greenstone from the tops of mountains?
5. Why does the guide describe his theory?
6. What surprised both speakers about the greenstone at the top of the mountain?

Step 2: Elicit student answers.

Step 3: Have students discuss any differences in the keywords they identified.

Step 4: Have students predict what the listening text is about. When eliciting predictions in this step, encourage students to give a short reason for their prediction. This helps them consciously link question wording to likely listening content.

Activity 8.2: Question types

Classroom note: In this task, students listen twice, once to the original talk and once to a retelling in different words. The aim is not just to 'spot the answers', but to learn to track how information is reformulated, to evaluate what was added or lost, and to synthesise ideas across both versions. This develops deeper listening strategies transferable beyond the test.

Step 1: Ask students to look at the questions and identify the question type. Elicit reasons for their choices.

- ▶ Understanding specific detail (Specific detail)
- ▶ Main idea
- ▶ Inference
- ▶ Synthesis & integration

Question	Specific detail	Main idea	Inference	Synthesis & integration
Which phrase best describes the trek up Langdale Mountain ?			✓	
How do we know that Langdale was important to ancient people?			✓	
What do prehistoric people have in common with us?	✓			
Why did prehistoric people gather greenstone from the tops of mountains?		✓		
Why does the guide describe his theory?			✓	
What surprised both speakers about the greenstone at the top of the mountain?				✓

Step 2: Students predict differences between the talk and the retelling. This primes students to notice reformulation. Ask them:

- ▶ Which answers will probably come directly from the original talk?
- ▶ Which might only become clearer in the retelling?
- ▶ Which may require combining both versions to get the full answer?

Step 3: Play or read the original talk only. Students take notes that will help them answer the questions. Encourage quick notes and ask them to group their notes using the following codes:

- ▶ KW = keywords (detail)
- ▶ CL = clue (inference)
- ▶ E = evaluation language (eg 'I believe...', 'this shows...')
- ▶ SYN = links across ideas

Talk

Guide: Welcome to today's expedition into ancient Britain.

Today we'll be trekking up the Langdale Mountains to our west, on a five-hour trek along some steep inclines and elevated ridges, a terrain of rain, cloud, grass and rock.

We'll not be the first visitors...

Thousands of years ago, when Britain was home to only a few thousand scattered hunters, people climbed these mountains.

They journeyed here from all over Britain.

Just what brought them to these windswept heights? I hold the answer in my hand. This is a piece of volcanic rock called tuff - T-U-F-F. Do you notice its green shimmer? Another name for it is greenstone. Greenstone from these mountains was used all over ancient Britain in tools and weapons.

But why? What made it so special to these ancient people? To be honest, the answer isn't very obvious.

Greenstone isn't actually better for making weapons or tools, no stronger than many rocks commonly found in the lowlands. So it's not that.

Was it, then, the rock's appearance that captivated prehistoric people? That is partially true - for they, like us - valued beautiful objects as much as useful ones.

Strangely, though, tests have shown that most greenstone used in tools and weapons was from the very tops of mountains. Even though it was possible to find better quality greenstone in accessible areas lower down the mountain. Perhaps the stone's value lay precisely in how difficult it was to obtain.

My own personal theory about this is that the prehistoric people sensed a kind of magical power up in the heights and wanted to take it for themselves. I think you will appreciate this when you're up there.

I will show you traces of those prehistoric visitors on our trek. If you're lucky, you may even find a fragment of greenstone...

Step 4: Play or read the retelling. Ask students to:

- ▶ note where the retelling used different wording for the same idea
- ▶ add to or correct their notes
- ▶ explain whether the retelling made the answer clearer, less clear or unchanged.

Retelling

Reteller: Nice hiking boots!

I hope they're comfortable... because while you were off buying them, the tour guide gave us a little explanation of today's trek. It's going to be a challenging walk.

The mountains are called the Langdale Mountains - and the trek is going to take a whole five hours. The mountains are tall and rocky, so the walk will be steep in parts. We should also expect rain and cloud. He didn't say but maybe it will be windy up there, too.

Apparently, thousands of years ago prehistoric people also came to Langdale Mountains - from every corner of the land. This is when there were only a few thousand people in the whole of Britain, and they survived by hunting.

So, the guide asked us why we thought the hunters came to Langdale, then he showed us a piece of rock in his hand and said, 'Here, this is why.'

Its name is *tuff* or greenstone, and prehistoric people came here to get this stone for their tools and weapons.

But then he asked, well what's so special about this stone? Now I thought it must be really strong for people to come all this way for it, but the guide said it was just about normal in terms of strength.

So, one of the reasons is that it's pretty - and those prehistoric folk liked pretty things as much as we do.

But even when it was possible to find good greenstone lower down the mountain, they liked to get it from the top. They thought it was more valuable if it was harder to get. Or maybe they thought there is power at the top of the mountain that can transfer to your tools.

The guide thinks prehistoric people sensed power in high places - well, we'll see for ourselves, I suppose - and thought they could take some of it for themselves.

The guide will show us some evidence of the people on our trek. I hope we find some greenstone, too.

Step 5: In pairs, students compare and discuss the following questions:

- ▶ Which answers came from the talk, the retelling or both?
- ▶ Did the retelling add new detail, emphasise a different point or simplify the idea?
- ▶ How does this affect strategies for exam listening?

Step 6: Play or read both the talk and the retelling together as in the exam. Students answer the multiple-choice questions under test conditions. After answering, students rate their confidence (✓✓ sure/✓ maybe/? unsure) and check which questions needed information from both versions.

Questions

Q1: Which phrase best describes the trek up Langdale Mountain?

- a. It will be dangerous.
- b. *It will be difficult.
- c. It will be cold.
- d. It will be crowded.

Q2: How do we know that Langdale was important to ancient people?

- a. Thousands of them went there.
- b. They built their homes there.
- c. They hunted animals there.
- d. *They travelled far to get there.

Q3: What do prehistoric people have in common with us?

- a. a desire to climb high mountains
- b. *a fondness for beautiful things
- c. an attraction to mysterious places
- d. a practical attitude to their work

Q4: Why did prehistoric people gather greenstone from the tops of mountains?

- a. *It was a challenge to locate it.
- b. It had many different practical uses.
- c. It was of much higher quality.
- d. It had a distinctive green colour.

Q5: Why does the guide describe his theory?

- a. to explain ancient people's powers
- b. to explain the properties of greenstone
- c. *to explain ancient people's beliefs
- d. to explain the properties of mountains

Q6: What surprised both speakers about the greenstone at the top of the mountain?

- a. It was used to make tools and weapons.
- b. *It was not stronger than common lowland stone.
- c. It was tough and attractive at the same time.
- d. It could only be found in the Langdale Mountains.

Activity 8.3: Extension

Classroom note: This extension task helps students practise reformulating key content in their own words, mirroring the tell and retell task type in the exam. By working in groups to create and deliver their own retelling, learners strengthen both their listening strategies and output skills.

Step 1: Students work in groups of three or four. Assign the following roles:

- ▶ Note-taker(s): write down key points from the lecture
- ▶ Reteller(s): prepare to restate the content in their own words
- ▶ Question-writer(s): design 1-2 multiple-choice questions for the class, linked to detail/inference/evaluation/synthesis

Step 2: Play the talk again. Each group takes notes (keywords only).

Step 3: Groups spend 3-4 minutes preparing a short retelling (1-2 minutes). Students should:

- ▶ use their own words (no reading from notes verbatim)
- ▶ decide together which points are 'main idea' vs 'detail'
- ▶ add a short evaluative comment (eg 'this was surprising because...').

Step 4: Each group delivers their retelling to another group or to the class. After the retelling, they present their 1-2 multiple-choice questions. The listening group answers the questions, justifying the strategy they used (detail, inference, evaluation, synthesis).

Step 5: As a whole class, discuss the following questions:

- ▶ What differences appeared between the groups' retellings?
- ▶ Which parts of the content were easiest to retell?
- ▶ Which parts got lost or changed in the reformulation? Why?

Encourage students to notice how reformulation can shift focus or clarity, just as it does in real-world contexts.

Activity 8.4: Distractors

Classroom note: In tell and retell tasks, wrong options (distractors) often echo words from either the original talk or the retelling, but the meaning in context is wrong. This activity trains students to trace each distractor back to its source (Talk/Retelling) and explain why it fails in context. This supports learning-oriented assessment because students justify decisions rather than just ticking letters.

Step 1: After checking the answers, tell students that they will identify where each incorrect option came from and explain why it's wrong. Please give them the table found in **Appendix I**.

Step 2: Ask students to identify the source (Talk/Retelling/Not stated in either). For each incorrect option, they need to underline the word/phrase in the Talk or Retelling transcript that could have made it sound right. In the table, write Source = Talk/Retelling, or if it doesn't appear at all, write Not stated (in either).

Question	Distractor option	Likely source (Talk/Retelling/Not stated)	Why wrong? (Context shows...)
Q2. How do we know that Langdale was important to ancient people?	Thousands of them went there.	Talk ('few thousand hunters')/Retelling ('from every corner of the land')	Misleading echo - mentions few people overall, not 'thousands visiting'.
	They built their homes there.	Not stated (in either)	No mention of people building homes in Langdale.
	They hunted animals there.	Talk ('hunters')	Misinterpretation - they were hunters, but didn't come to Langdale to hunt.
Q3. What do prehistoric people have in common with us?	a desire to climb high mountains	Not stated (in either)	No suggestion that they liked climbing.
	an attraction to mysterious places	Not stated (in either)	Plausible but unsupported.
	a practical attitude to their work	Not stated (in either)	Opposite - text emphasises beauty, difficulty and belief, not practicality.
Q4. Why did prehistoric people gather greenstone from the tops of mountains?	It had many different practical uses.	Not stated (in either)	Wrong - text stresses symbolic value, not practicality.
	It was of much higher quality.	Both (Talk: 'better quality lower down'; Retelling repeats)	Direct contradiction - higher quality was available below.
	It had a distinctive green colour.	Both (Talk: 'green shimmer'; Retelling: 'pretty')	Partially true, but not the reason they climbed to the top.
Q6. What surprised both speakers about the greenstone?	It was used to make tools and weapons.	Both (Talk: 'used in tools and weapons'; Retelling repeats)	Factually true, but not surprising.
	It was tough and attractive at the same time.	Not stated (in either)	Misinterpretation - never described this way.
	It could only be found in the Langdale Mountains.	Both (Talk + Retelling mention it was also lower down)	Opposite - available lower down, but they chose the top.

Step 3: Students need to identify the context problem. Play the relevant short section again and pause just after the 'echo'. Students add a brief note in Why wrong? column (eg echoes 'from every corner', but text also says there were only a few thousand people overall, so not 'thousands visiting').

If the other version (Talk vs Retelling) clarifies the meaning, they can note that as well.

Step 4: In pairs, students choose one distractor and rewrite it into a correct statement by making a small, accurate change. Share one or two examples with the class to show how small wording shifts change meaning.

Step 5: Project or read out the teacher key (Likely source + Why wrong?). Ask the students:

- ▶ Which distractors were simple surface echoes?
- ▶ Which were opposites or close but wrong?
- ▶ How can we avoid 'echo traps' next time? (eg always check the full idea across Talk and Retelling)

Step 6: Ask students to write one strategy they will use next time (eg 'I'll verify echoes in both versions before choosing.').

Reading module

The Reading module of the ISE Digital test assesses a range of skills needed to understand and process written English in different contexts. The activities in this section are designed to help students prepare for each part of the test while developing strategies to identify key information, interpret meaning and connect ideas across one or more texts.

These activities help students develop the skills needed to perform well in the Reading module of the ISE Digital test. They focus on retrieval of specific details, understanding overall meaning, analysing language, drawing inferences, making evaluations and synthesising and integrating information. Students practise locating and selecting key factual information, recognising the main purpose or message of a text, working out meaning from vocabulary and structures, judging the relevance and reliability of information and connecting ideas within and across texts to build a coherent understanding.

By working through these activities, students also strengthen their ability to read strategically under time pressure, use prediction and skimming to prepare for reading and check answers by linking evidence in the text to the task. These are valuable skills for success in the test and real-world reading situations such as reading articles, reports and webpages, comparing sources or making decisions based on written information.

Exam strategies:

- ▶ Before reading, students should skim the questions and answer choices and pay attention to keywords.
- ▶ Then skim the text to answer detail questions.
- ▶ Finally, read more carefully to answer inference, evaluation and main idea questions.
- ▶ Students should spend 20 minutes on the reading module.

Part 9: Reading a visual text

Rationale: This task helps students practise locating and retrieving specific information from short, highly visual texts such as posters, notices or adverts. Activities focus on scanning quickly for exact details, recognising how simple language conveys key meaning and identifying the overall purpose of the text. By developing these skills, students learn to process everyday written materials efficiently, supporting both test performance and authentic real-world tasks like reading schedules, signs or short messages.

Activity 9.1: Keywords

Classroom note: Before reading the text, ask students to underline the keywords in each question to identify the exact information to look for. Discuss differences in chosen words to raise awareness of multiple valid cues. In the prediction step, ask students to give a short reason for their guess to connect question wording to likely reading content.

Step 1: Ask students to underline keywords in each question.

1. What is this poster doing?
2. At what time can you learn to fly a kite?
3. What must you do to be in a competition?
4. How much does someone aged 7 have to pay?

Step 2: Elicit student answers.

Step 3: Have students discuss any differences in the keywords they identified.

Step 4: Have students predict what the visual text is about. When eliciting predictions in this step, encourage students to give a short reason for their prediction. This helps them consciously link question-wording to likely listening content.

Activity 9.2: Question types

Classroom note: This activity helps students recognise different question types (specific detail, main idea, inference) and predict which reading strategy will help them answer (scanning, skimming or inferring). By predicting before reading and then confirming or revising afterwards, students build strategy awareness and avoid test gaming.

Note: This activity helps students recognise the different question types. Please note that identifying the question type can only be confirmed by reading the specific visual text. For example, a question such as 'What has the woman been asked to do?' could be a main idea, specific detail or inference question depending on the context.

Step 1: Ask students to look at the questions and identify the question type:

- ▶ Understanding specific detail (Specific detail)
- ▶ Overall text understanding (Main idea)
- ▶ Inference

Elicit their answers and discuss with the class what led them to categorise the questions as such.

Question	Specific detail	Main idea	Inference
What is this poster doing?		✓	
At what time can you learn to fly a kite?	✓		✓
What must you do to be in a competition?	✓		
How much does someone aged 7 have to pay?			✓

Step 2: For each question, ask students to answer these questions:

- ▶ Which strategy will I need here? (Scanning/Skimming/Inferring)
- ▶ Where in the visual text will I probably find the answer?
- ▶ Will it be found in text, a number, an image or a combination?

Step 3: Students record their predictions in a table found in *Appendix J*.

- ▶ Scanning (for detail questions: times, numbers, places)
- ▶ Skimming (for main idea questions: overall message/purpose)
- ▶ Inferring (for implied meaning questions)

Teacher Key - Activity 9.2 (model answers)

Question	Question type	Specific detail	Main idea	Inference
Q1	Main idea	Skimming	Title & introduction	Confirm - purpose is to attract people
Q2	Specific detail	Skimming	Timetable (13:00 Lessons)	Confirm - matches 'learn to fly a kite'
Q3	Specific detail	Skimming	Competition box ('Contact: email organisers')	Confirm - evidence in small print
Q4	Specific detail	Skimming	Admission line (Under 18 £3)	Confirm - child price £3

Step 4: Students read the visual and answer the multiple-choice questions. Encourage them to underline the evidence in the text or visual that supports their answers.

Questions

Q1: What is this poster doing?

- a. giving people directions to a festival
- b. *attracting people to come to a festival
- c. telling people about the kites in a festival
- d. inviting people to work in a festival

Q2: At what time can you learn to fly a kite?

- a. 11:00
- b. 12:00
- c. *13:00
- d. 14:00

Q3: What must you do to be in a competition?

- a. *email the organisers
- b. arrive before 10am
- c. make your own kite
- d. be over 18 years old

Q4: How much does someone aged 7 have to pay?

- a. £50
- b. £5
- c. *£3
- d. £0

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30th May | Finch Fields, Northolt, London UB7 X42
Admission: Adult £5 / Under 18 £3 / Under 5 Free

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4 Competitions: kite races | kite design | young fliers | kite battles

Prizes 1st place: £200 | 2nd place £50
Contact: westlondonkite@kmail.com to enter

- 10:00 Opening • 10:30 Cartoon characters kite show •
- 11:00 Dancing Butterflies kite show • 12:00 Kites of Asia show •
- 13:00 Lessons and special events • 14:00 Kite competitions •
- 16:00 Finish •

Step 5: In pairs, students compare answers and check:

- Did your predicted strategy work?
- Which words in the question told you what strategy to use?
- Did you need to change your answer after reading?

Step 6: As a whole class, discuss which strategy was easiest to use and which was hardest. Students note one reading strategy they will focus on improving next time.

Activity 9.3: Keywords

Classroom note: Before reading the text, have students underline the keywords in each question to identify the exact information to look for. Discuss differences in chosen words to raise awareness of multiple valid cues. In the prediction step, ask students to give a short reason for their guess to connect question wording to likely reading content.

Step 1: Ask students to underline keywords in each question.

- What is the main purpose of the website betterlife.com?
- What will people learn about from reading the LIVING article?
- What is the TECHNOLOGY article about?
- What does the word 'workout' mean in the HEALTH article?

Step 2: Elicit student answers.

Step 3: Have students discuss any differences in the keywords they identified.

Step 4: Have students predict what the visual text is about. When eliciting predictions in this step, encourage students to give a short reason for their prediction. This helps them consciously link question wording to likely listening content.

Activity 9.4: Question types

Classroom note: This activity helps students practise predicting question types and matching them with different reading strategies. A new focus here is language-in-context questions (word meaning and function). Students first predict question types, then test strategies by locating information in the visual text. This builds awareness of how to adjust reading depending on question type.

Note: This activity helps students recognise the different question types. Please note that identifying the question type can only be confirmed by reading the specific visual text. For example, a question such as 'What has the woman been asked to do?' could be a main idea, specific detail or language question depending on the context.

Step 1: Ask students to look at the questions and identify the question type:

- ▶ Understanding specific detail (Specific detail)
- ▶ Overall text understanding (Main idea)
- ▶ Language (meaning/function of a word/phrase in context)

Question	Specific detail	Main idea	Language
What is the main purpose of the website betterlife.com ?		✓	
What will people learn about from reading the LIVING article?	✓		
What is the TECHNOLOGY article about?	✓		
What does the word 'workout' mean in the HEALTH article?			✓

Step 2: Ask students which strategy will help for each type of question:

- ▶ Scanning - for detail (names, numbers, places)
- ▶ Skimming - for main idea (titles, overall purpose)
- ▶ Context reading - for language questions (use surrounding words and sentences to work out meaning)

Students record their predictions in a table found in *Appendix K*.

Teacher Key - Activity 9.4 (model answers)

Question	Question type	Strategy	Where in the text?	Confirm/Revise
Q1: What is the main purpose of the website betterlife.com?	Main idea	Skimming	Website title/ tagline (overall purpose)	Confirm - gives advice on daily activities
Q2: What will people learn about from reading the LIVING article?	Specific detail	Skimming	Article title/ summary in 'Living' section	Confirm - 'saving money on tissue'
Q3: What is the TECHNOLOGY article about?	Specific detail	Scanning	Technology section article list	Confirm - 'dealing with smartphone issues'
Q4: What does the word 'workout' mean in the HEALTH article?	Language	Context reading	Health article sentence containing 'workout'	Confirm - means 'a series of exercises'

Step 3: Students read the visual text and answer the multiple-choice questions, underlining the evidence. For Q4 (word meaning), they should highlight the sentence containing 'workout' and use context to infer the meaning.

Questions

Q1: What is the main purpose of the website betterlife.com?

- a. to discuss ways to make the world a better place
- b. to inform businesses about gaps in the market
- c. to help people to buy and sell useful things
- d. *to give people advice about daily activities

Q2: What will people learn about from reading the LIVING article?

- a. making tissue
- b. *saving money on tissue
- c. recycling tissue
- d. ordering tissue in bulk

Q3: What is the TECHNOLOGY article about?

- a. how to choose a smartphone
- b. the 10 best smartphone health apps
- c. *dealing with smartphone issues
- d. best smartphones for going abroad

Q4: What does the word 'workout' mean in the HEALTH article?

- a. advice about exercise
- b. an exercise video
- c. *a series of exercises
- d. some exercise equipment

The screenshot shows the homepage of betterlife.com. At the top, there is a blue header with the URL 'www.betterlife.com' and the tagline 'betterlife.com: the website that helps you improve your life'. Below the header, there is a 'News articles' section with a grid of four article cards. The first card is titled 'LIVING Tissue Test' and asks 'Which tissues are the cheapest? Which are the best? You need to know!'. The second card is titled 'TECHNOLOGY Fix your Phone' and says 'We tell you the top ten smartphone problems and how to fix them.'. The third card is titled 'HEALTH Get Strong, Quick' and says 'Find out how to get strong in our 20-minute workout.'. The fourth card is titled 'STUDY Relax and Learn' and says 'This music will improve your grades.'. To the right of the article grid is a vertical navigation menu with links for Home, Living, Technology, Health, Study, Cooking, Travel, Work, and Contact us.

Step 4: In pairs, students compare answers and check:

- Did the predicted strategy work?
- Which context clues helped them choose the meaning of 'workout' in Q4? (ie words like 'series of exercises' in the surrounding text)

Step 5: As a whole class, discuss the following questions:

- Which type was easiest to predict?
- Which strategy felt hardest to apply?
- Identify one strategy goal for next time.

Part 10: Reading a single text

Rationale: This task develops skills in retrieval, language, text understanding, inference and evaluation. Students practise identifying main ideas and key details, interpreting vocabulary and grammar in context, and recognising how ideas are organised within a longer text. They also learn to make inferences and to evaluate the relevance and reliability of information. These abilities build deeper comprehension of extended texts such as articles, essays or reports, preparing students for both academic reading and everyday situations requiring careful interpretation of written information.

Activity 10.1: Keywords

Classroom note: Before reading the text, have students underline the keywords in each question to identify the exact information to look for. Discuss differences in chosen words to raise awareness of multiple valid cues. In the prediction step, ask students to give a short reason for their guess to connect question wording to likely reading content.

Step 1: Ask students to underline keywords in each question.

- ▶ When was Norman surprised?
- ▶ What do 'the juices' refer to in Louise's letter?
- ▶ According to Louise's letter, how are spiders and humans similar?
- ▶ Which person seems like a wildlife expert?

Step 2: Elicit student answers.

Step 3: Have students discuss any differences in the keywords they identified.

Step 4: Have students predict what the text is about. When eliciting predictions in this step, encourage students to give a short reason for their prediction. This helps them consciously link question wording to likely reading content.

Activity 10.2: Question types

Classroom note: This activity helps students recognise question types (specific detail, language, inference, evaluation) and link them to appropriate reading strategies. Because this task uses a single continuous text (a magazine letter and responses), students also learn to track who is speaking and how evidence is embedded in narrative or opinion.

Note: This activity helps students recognise the different question types. Please note that identifying the question type can only be confirmed by reading the specific text. For example, a question such as 'What has the woman been asked to do?' could be a main idea, specific detail or inference question depending on the context.

Step 1: Ask students to look at the questions and identify the question type:

- ▶ Understanding specific detail (Specific detail)
- ▶ Language
- ▶ Inference
- ▶ Evaluation

Question	Specific detail	Language	Inference	Evaluation
When was Norman surprised?			✓	
What do 'the juices' refer to in Louise's letter?		✓		
According to Louise's letter, how are spiders and humans similar?	✓			
Which person seems like a wildlife expert?				✓

Step 2: Ask students to match each question with the reading strategy they think they will need:

- ▶ Scanning (look for specific facts)
- ▶ Context reading (work out meaning of words/phrases from surrounding text)
- ▶ Inferring (use clues to work out implied meaning)
- ▶ Evaluating (decide which answer best reflects expertise, relevance or accuracy)

Students note their predictions in the table in **Appendix L**.

Teacher Key - Activity 10.2 (model answers)

Question	Question type	Strategy	Evidence in text	Confirm/Revise
Q1: When was Norman surprised?	Inference	Inferring	Norman: 'the spider ran to the snowflake... the spider looked like it was drinking' → implied surprise at spider drinking	Confirm
Q2: What do 'the juices' refer to in Louise's letter?	Language	Context reading	Louise: 'Black widows get enough water from the juices in the insects they eat' → clearly 'creatures' bodies'	Confirm
Q3: How are spiders and humans similar?	Specific detail	Scanning	Louise: 'Humans get a lot of water from food... spiders... get water from food too'	Confirm
Q4: Which person seems like a wildlife expert?	Evaluation	Evaluating	Louise's detailed explanation of spider types and scientific comparisons → indicates expertise	Confirm

Step 3: Students read the text and answer the questions. For each answer they should:

- ▶ highlight or underline the evidence in the text
- ▶ write in the margin: D = detail, L = language, I = inference, E = evaluation.

Step 4: Give students the text and the questions only and ask them to confirm the correct answers and identify where they found the information in the text.

Single text**Last week we got an interesting letter about spiders:**

Dear Discover readers,

What do spiders do when they are thirsty? Do they drink water?

Sarah Cassidy, Aberdeenshire, UK

Here are our two best answers:

One morning in spring, I watched a spider outside my kitchen window. It was starting to snow, and a tiny snowflake landed in the middle of the spider's web. Normally, spiders don't move unless the thing caught in the web moves around. But this spider ran to the snowflake. I couldn't believe it. As the snow melted it turned into a drop of water, and the spider looked like it was drinking. Its head was against the drop, and the water quickly disappeared.

So, it looks like spiders drink water just like us - and they seem to like it cold!

Norman, Fife, UK

The answer is different for different types of spider. In some hot countries there is a big, hairy spider called a tarantula. This spider looks for leaves covered in water and drinks the water from the leaves. In most countries, the most common type of spider is called the garden spider. It does not need to find water. This creature eats its web first thing in the morning, as the web is covered in dew.

There are other spiders that do not drink at all. Black widows get enough water from the juices in the insects that they eat. This sounds strange, but they are not as different from us as you might think. Humans get a lot of water from food as well as drink. If we are thirsty, an orange can be as good as a glass of water. In fact, 20% of the water that goes into our bodies comes from food.

Louise, London, UK

Here's a question for next week. Write to us if you know the answer:

Dear Discover readers,

Some birds in the countryside leave their eggs on the ground. How do they protect them from hungry animals?

Daniel, Dundalk, Ireland

Step 5: In pairs, students compare answers and evidence:

- Did your predicted strategy work?
- Which part of the text gave you the answer?
- Was there more than one possible clue?

Step 6: Give students the full multiple-choice questions to answer in timed conditions.

Questions

Q1: When was Norman surprised?

- a. when it started to snow in spring
- b. when a snowflake landed on a spider's web
- c. when he saw a spider in cold weather
- d. *when a spider drank from a snowflake

Q2: What do 'the juices' refer to in Louise's letter?

- a. liquid sucked from oranges
- b. *liquid from creatures' bodies
- c. liquid from various plants
- d. liquid hanging on spiders' webs

Q3: According to Louise's letter, how are spiders and humans similar?

- a. *Both get some water from food.
- b. Both need to drink lots of water.
- c. Both can get water from oranges.
- d. Both prefer to drink cold water.

Q4: Which person seems like a wildlife expert?

- a. Daniel
- b. Sarah
- c. *Louise
- d. Norman

Step 7: Discuss the following questions with the whole class:

- ▮ Which type of question was easiest? Hardest?
- ▮ Did you find that inference and evaluation required reading beyond one sentence?
- ▮ Write one strategy they want to improve for next time.

Activity 10.3: Distractors

Classroom note: Distractors in reading tasks are not random; they are often drawn from words, phrases or ideas that appear in the input texts but are taken out of context, distorted or exaggerated. Working with distractors helps students practise reading beyond word-matching and develop deeper comprehension skills: following meaning across sentences, recognising implied ideas and distinguishing between relevant and irrelevant details. These are essential real-world skills, since people often encounter information that is similar but not correct (eg in news headlines, online posts or conversations) and need to evaluate accuracy and relevance.

Step 1: Ask students to underline in the text where each distractor comes from. For example, 'Both can get water from oranges' comes from Louise's comparison but is twisted.

Question	Answer Choices
Q1: When was Norman surprised?	when it started to snow in spring
	when a snowflake landed on a spider's web
	when he saw a spider in cold weather
	*when a spider drank from a snowflake
Q3: According to Louise's letter, how are spiders and humans similar?	*Both get some water from food.
	Both need to drink lots of water.
	Both can get water from oranges.
	Both prefer to drink cold water.

Step 2: In pairs, students discuss and write one short reason why each distractor is incorrect, even though it seems connected to the text.

Step 3: Assign each group one distractor. Ask them to rewrite it so that it would be correct based on the text (eg 'when he saw a spider in cold weather' could be changed to 'when he saw a spider drink from a snowflake').

Step 4: Groups present their rewrites to the class. The teacher checks with the original text and highlights how small differences in wording can completely change meaning.

Part 11: Reading a paired text

Rationale: This task builds skills in synthesising and integrating information from more than one source. Students practise comparing and contrasting ideas, identifying points of agreement or difference, and combining information from different texts into a coherent overall understanding. Activities also develop higher-order skills of inference and evaluation, such as assessing perspectives, weighing evidence and deciding which information is most relevant to the task. These skills prepare students for success in the test and for real-world contexts where they must navigate and connect multiple written sources, such as research, study or workplace projects.

Activity 11.1: Keywords

Classroom note: Before reading the texts, have students underline the keywords in each question to identify the exact information to look for. Discuss differences in chosen words to raise awareness of multiple valid cues. In the prediction step, ask students to give a short reason for their guess to connect question wording to likely reading content.

Step 1: Ask students to underline keywords in each question.

1. Where would you read Text A?
2. In Text A, paragraph 1, what inspired Martine to open a repair café?
3. What does 'well founded' in Text A, paragraph 2 mean?
4. In Text B, what does Annie think about paying experts to do repair work?
5. How does Louis feel about Text A's final statement that the landfill will be rare?

Step 2: Elicit student answers.

Step 3: Have students discuss any differences in the keywords they identified.

Step 4: Have students predict what the text is about. When eliciting predictions in this step, encourage students to give a short reason for their prediction. This helps them consciously link question wording to likely listening content.

Activity 11.2: Question types

Classroom note: This activity helps students practise identifying question types (detail, main idea, language, inference, synthesis) and answering in their own words. Unlike multiple-choice tasks, students must write a response and highlight evidence in the text. This prevents a focus on test strategies and develops deeper comprehension and integration across texts.

Step 1: Ask students to look at the questions and identify the question type:

- ▶ Understanding specific detail (Specific detail)
- ▶ Overall text understanding (Main idea)
- ▶ Language (in context)
- ▶ Inference
- ▶ Synthesis & integration

Question	Specific detail	Main idea	Language	Inference	Synthesis & integration
Where would you read Text A?		✓			
In Text A, paragraph 1, what inspired Martine to open a repair café?	✓				
What does 'well founded' in Text A, paragraph 2 mean?			✓		
In Text B, what does Annie think about paying experts to do repair work?				✓	
How does Louis feel about Text A's final statement that landfill will be rare?					✓

Step 2: Use the handout found in *Appendix M*. Ask students to match each question to a reading strategy:

- ▶ Scanning (for detail)
- ▶ Skimming (for main idea)
- ▶ Context reading (for language)
- ▶ Inferring (reading between the lines)
- ▶ Synthesising (linking ideas across both texts)

Step 3: Students read the texts and the questions only. For each question they should:

- ▶ write the answers to the questions
- ▶ highlight the sentence(s) that support the correct answer
- ▶ note whether the answer came from Text A, Text B or required both.

Paired text

Text A

Repair Cafés
by Gina Brown

In 2009, the repair café movement was born. It all started when Martine Postma, a Dutch environmental journalist, became increasingly concerned about the number of objects that were thrown away. After producing a guide with tips on reducing waste, she realised that many of these tips related to repairing items. So, she opened the first repair café in Amsterdam. Local people started taking their broken household items, like furniture and electrical goods, to the café for repairs. She never dreamed this idea would become popular worldwide.

Martine's fears about the rising tide of waste were well founded. Hundreds of thousands of electrical items are thrown out annually. In a recent project, volunteers listed nearly 600 discarded electrical appliances at a London recycling centre. Around half were still functioning or only needed simple repairs. Volunteer Paul Manos said, 'Most items were there just because people didn't want them. I was shocked to find lamps, printers and toasters that all worked perfectly.' Repair cafés are an antidote to this.

The number of cafés is now over 2,500 worldwide, and many related events are held, like community days and even an international repair day. The focus is not just on repairing things, but on learning how to make repairs. Visitors work together with volunteer experts to mend the objects, all in a relaxed atmosphere over a hot drink.

The repair café movement makes an estimated 190,000 repairs a year globally. However, despite the presence of experts and popular support, a quarter of repair attempts fail. This is because of lack of spare parts, bad design, no repair information or insufficient funding. Support from government and the cooperation of businesses are essential for significant change away from items going to the landfill.

There are now demands for the emphasis on repair to receive more government support. The UK authorities have been called on to make repairs more affordable through tax reductions; list products that are longer-lasting and easier to repair; prioritise investment in repair and reuse; and fund training for repairers. With such support, it's hoped that society's relationship to waste will change and the landfill will become the last resort.

Text B

Repair Cafés Forum

David: I've just had a chair fixed at the repair café. There are a good few years left in it now. I've also gained a few tips that I'll use to do up more bits of furniture. A great place to meet people, too. I'll go again. I'd rather things were fixed than go to the dump.

Marie: I admire your environmental aims, David. But being shown what to do at a repair café won't teach you much. Anyway, surely it's better for someone to be employed and paid a fair wage to repair things, than having them repaired for nothing. If people don't repair things for remuneration, skills will be lost.

David: Marie, I did pay - I made a donation to the café, and I learnt a lot about renovation.

Louis: Exactly David. At repair cafés, we collaborate as much as possible. People usually lack the knowledge to tackle a repair themselves. By having the chance to be 'hands-on', they are less put off doing repairs in future.

Marie: Yes, OK, but perhaps David didn't get my point about repair work being someone's job.

Annie: Well - who would do such repairs these days? And how much would they charge? A busy electrician wouldn't consider a job like replacing a part in a kettle. The cost of the part and the labour would add up to far more than the value of the object. It wouldn't be worth their while, let alone yours! The only choice would be to throw it away. Long live the repair cafés!

Marie: You might be right. I concede that the real problem lies with the manufacturers. Things aren't made to last anymore.

Annie: Quite, Marie. We live in a throwaway world and the effects are horrendous. That's why I believe we must put pressure on the government to bring in new laws. We need more sustainable products. It's a completely different mindset.

Louis: Yes, it is. I fear we've a long way to go until that all happens. In the meantime, though, we need repair cafés. They're definitely a step in the right direction.

Teacher Key - Activity 11.2 (model answers)

Question	Question type	Strategy	Model answer (short version)	Evidence
Q1: Where would you read Text A?	Main idea	Skimming	In an environmental magazine	Overall focus on waste/recycling
Q2: What inspired Martine?	Detail	Scanning	A guide she wrote on reducing waste	Text A, para 1
Q3: What does 'well founded' mean?	Language	Context reading	Valid/justified	Text A, para 2 - waste problem described
Q4: What does Annie think about paying experts?	Inference	Inferring	Professionals won't take small jobs	Text B, Annie's post
Q5: How does Louis feel about landfill claim?	Synthesis	Synthesising	He doubts enough change will happen	Text B, Louis: 'we've a long way to go'

Step 4: In pairs, students exchange their answers to the questions from the text. They also need to address the following questions:

- ▶ Did your partner use the same evidence?
- ▶ Was the strategy you predicted effective?
- ▶ Did any answers require evidence from both texts?

Step 5: Ask students to answer the multiple-choice questions.

Questions

Q1: Where would you read Text A?

- a. in a business journal
- b. in a sociology textbook
- c. *in an environmental magazine
- d. in a history book

Q2: In Text A, paragraph 1, what inspired Martine to open a repair café?

- a. *the contents of a piece of writing on waste
- b. the goal of starting a global movement
- c. the needs of local people requiring repairs
- d. the desire for a change of career

Q3: What does 'well founded' in Text A, paragraph 2 mean?

- a. incorrect
- b. *valid
- c. unpopular
- d. extreme

Q4: In Text B, what does Annie think about paying experts to do repair work?

- a. Finding spare parts would make it difficult.
- b. It could work if people were paid well for the work.
- c. *Professionals choose to do bigger jobs.
- d. Repair cafés are reducing job opportunities.

Q5: How does Louis feel about Text A's final statement that landfill will be rare?

- a. He is optimistic that landfill will be greatly reduced.
- b. He believes the government will help in this aim.
- c. He wonders if there is a role for repair cafés in this process.
- d. *He is unsure whether enough change will occur.

Step 6: With the whole class discuss:

- ▶ Which type of question was easiest to answer? Which was hardest?
- ▶ Did writing your own answer help you with text understanding?
- ▶ Did writing your own answer help focus on the question more?
- ▶ How is writing your own answer different from choosing from multiple-choice questions? Why?

Write one personal strategy goal for paired-text reading.

Activity 11.3: Distractors

Classroom note: Distractors in reading tasks reflect how, in real life, readers can be misled by words that look familiar, ideas that are close but not quite right or opinions that are exaggerated. In academic and professional settings, the ability to spot these differences is essential. For example, when reviewing reports, policies or online forums, people must separate the relevant, accurate meaning from information that is irrelevant, distorted or only partially true. Working with distractors helps students practise critical reading, precision in interpreting texts and awareness of how meaning is shaped by context – skills that transfer beyond test-taking.

Step 1: Students work in pairs to underline the part of Text A or Text B that each distractor is based on. For example, 'the goal of starting a global movement' sounds plausible because the text mentions popularity, but it is not what inspired Martine.

Question	Answer Choices
Q2: In Text A, paragraph 1, what inspired Martine to open a repair café?	<ul style="list-style-type: none"> *the contents of a piece of writing on waste the goal of starting a global movement the needs of local people requiring repairs the desire for a change of career
Q4: In Text B, what does Annie think about paying experts to do repair work?	<ul style="list-style-type: none"> Finding spare parts would make it difficult. It could work if people were paid well for the work. *Professionals choose to do bigger jobs. Repair cafés are reducing job opportunities.
Q5: How does Louis feel about Text A's final statement that landfill will be rare?	<ul style="list-style-type: none"> He is optimistic that the landfill will be greatly reduced. He believes the government will help in this aim. He wonders if there is a role for repair cafés in this process. *He is unsure whether enough change will occur.

Step 2: After identifying the relevant part of the text, in pairs students discuss what is the kernel of truth and why it is incorrect.

Step 3: Have students look at the four options for a question without marking the correct answer. Ask them to rank them from 'most convincing' to 'least convincing'.

Step 4: In groups, students discuss why a student might pick the wrong (but convincing) option. What wording tricks the reader?

Step 5: The groups rewrite the distractor so that it would be correct (eg 'a guide with tips on reducing waste' for Q2).

Step 6: Have a class discussion about what keyword(s) made the difference between right and wrong to help students notice how precision in wording matters for comprehension.

Writing module

The Writing module of the ISE Digital test assesses a range of skills needed to produce clear, purposeful and effective written communication. The activities in this section are designed to help students prepare for each part of the test while developing strategies to plan, structure and express their ideas appropriately in writing.

These activities support students in developing the skills assessed in the Writing module: Content (relevance and completeness of ideas), Organisation (clarity and logical flow), Language (accuracy, range and appropriateness of grammar and vocabulary), Style (register, tone and suitability for the audience and context) and Use of sources (integrating and paraphrasing information effectively from reading and listening input).

By working through these activities, students also practise essential strategies such as planning, drafting and reviewing their writing under time constraints. These skills are vital not only for success in the test but also for authentic written communication in digital, academic and professional contexts.

Exam strategies:

Written online communication

read the prompt carefully

be sure to address both bullet points

write 70-90 words

5 minutes

Writing from sources

read the prompt carefully

read the texts and identify relevant ideas

plan the response to include information from both texts and your own ideas

write 250-300 words

35 minutes

Part 12: Written online communication (group chat)

Rationale: In this task, students produce a piece of digital communication such as a written contribution for an online discussion board, direct communication, eg an email, or a group chat. The focus is on writing that is purposeful, engaging and appropriate for a digital context. Assessment criteria include Content (relevance and completeness of ideas), Language (accuracy and range of grammar and vocabulary) and Style (register, tone and suitability for the audience and purpose).

Through these activities, students practise expressing opinions, giving explanations and interacting with an audience in an authentic digital style. They also learn to adjust tone and register to fit the situation, building awareness of how effective online communication depends not only on accuracy but also on clarity, politeness and audience awareness.

Activity 12.1: Keywords

Classroom note: This activity helps students identify the key information in the task prompt and post, a crucial first step in writing a relevant and complete response. By underlining and comparing keywords, students learn that multiple valid cues can guide their writing, and they begin to connect task requirements with specific functional language. The discussion of tone and style develops awareness of register in digital communication.

Step 1: Write the prompt and the post from Raluca on the board. Ask students to read these and underline key information.

<p>You are working on a <u>group project</u> for <u>school</u>. Write a <u>message to your group</u> to:</p> <ul style="list-style-type: none"> ▶ respond to Raluca ▶ help your <u>group get organised</u> 	
<p>Group project: Protect your local environment</p> <p>Aidan</p> <p>Raluca</p> <p>Me</p>	<p>Raluca: <u>This is stressful - I don't know anything about protecting the environment. I have no idea what we can do for this project!</u></p>

Step 2: Elicit student answers.

Step 3: Have students discuss any differences in the keywords they identified to highlight that there may be more than one valid choice of keywords. Students should explain why each underlined word helps them shape their answer. For example, 'help your group get organised' means suggesting first steps for the project.

Step 4: In groups, students discuss the tone and style appropriate for a group chat, contrasting it with other contexts like a class forum or email to a teacher.

Step 5: Have students work in pairs to write short phrases or sentences that would be appropriate for this context (eg 'Don't worry, we can share ideas', 'Let's start by choosing one small action').

Step 6: Ask a few pairs to share their sentences. Write effective examples on the board and briefly discuss why they work. These phrases can be used as 'building blocks' in the next activity.

Activity 12.2: Practice and feedback

Classroom note: This activity provides structured practice in producing a short written online communication. The combination of self-assessment and peer feedback encourages students to reflect on both the accuracy and appropriateness of their responses. Students learn to check their own work against the task requirements, notice common language issues and evaluate whether their style is suitable for an informal group chat.

Step 1: Ask students to write a group chat responding to Raluca and suggesting what the group could do for the project.

Step 2: Students complete their own self-assessment using *Appendix N*. This encourages them to reflect on how well they responded to the prompt, used appropriate style and expressed their ideas clearly. The reflection prompts help students identify useful phrases and set goals for improvement.

Step 3: Exchange responses with another student and, using *Appendix O*, give feedback on:

- ▶ Content (Are all the ideas relevant?)
- ▶ Language (Is the functional language correct? Are there better ways to say it?)
- ▶ Style (Is it appropriate?)

Activity 12.3: Extension

Classroom note: This extension activity deepens students' understanding of style and register by asking them to deliberately write an 'incorrect' response and analyse its impact. By comparing appropriate and inappropriate versions, students see how tone affects meaning, relationships and audience perception. This helps them build greater control over their writing choices in different contexts and reinforces the idea that effective online communication depends on more than just accurate grammar or vocabulary - it also requires sensitivity to style and interaction.

Step 1: Repeat the activity cycle so that each student writes 3-4 different short responses for the group chat.

Step 2: Ask students to write one response in a style or tone that is not appropriate (eg too formal, too casual, too negative, too short).

Step 3: In pairs, students exchange responses and discuss:

- ▶ What feels 'wrong' about the style or tone?
- ▶ How does it affect how the message is understood?
- ▶ How might the other group members feel if they received this response?
- ▶ How could the response be improved?

Step 4: Students rewrite the 'incorrect' response in a more appropriate style and compare it with their partner's version.

Part 13: Writing from sources (essay)

Rationale: In this task, students write a longer piece of text that integrates information from the provided reading materials. The task assesses their ability to summarise, paraphrase, synthesise and transform information while presenting their own argument or response. Assessment criteria include Content and organisation (relevance, completeness, coherence and logical flow), Use of sources (selecting, paraphrasing and integrating information accurately), Language (accuracy, range and appropriateness of grammar and vocabulary) and Style (register, tone and suitability for context and audience).

Through these activities, students develop strategies for identifying key information in source texts, integrating it into their own writing, and presenting a clear, well-structured response. This supports both test success and real-world skills such as academic writing, workplace reporting and professional communication.

Activity 13.1: Keywords

Classroom note: This activity develops students' ability to read prompts critically and select relevant information from the texts. By identifying and comparing keywords, they learn to recognise the task requirements and link text ideas to their own. Planning and grouping ideas trains them to organise content into a logical structure before writing.

Step 1: Ask students to read the prompt and both texts and underline keywords and ideas in each text that relate to the topic.

Write a formal essay for your course tutor. Give and explain your opinion on this topic:

Secondary schools should teach students how to cook.

How much do you agree or disagree?

- ▶ You MUST use ideas from the texts AND your own ideas.
- ▶ You MUST NOT copy from the texts.

Text A

East University
Student Survey

100 university students aged 18 to 25 answered this question:

What is most difficult about living in university accommodation without your parents?

Most students mentioned problems with food and space. These were the most typical comments:

Amir: I feel lonely sometimes. I miss my family very much.

Isabella: I miss my mum's cooking. I only know how to make three meals, and I'm tired of them.

Bill: Money is my biggest problem. I eat in the café every night because I can't cook, but it's very expensive. I want to learn how to cook, but now I am too busy at university.

Davide: My room is too small. I love inviting people for dinner because it's a great way to make friends, but I only have space for one or two people.

Adaora: I feel tired all the time, and I'm putting on weight. I think it's because of the burgers and chips I eat in the canteen.

Text B

From: Head Teacher

To: All Staff

Dear Staff

As you know, the school has some financial problems. Next year, we need to spend less money. Unfortunately, we had to make some difficult decisions.

We will only focus on the most important subjects. Art and music lessons will be cut to once a week. Furthermore, we will stop teaching cooking classes. Last year, we spent £5,400 on ingredients and cooking equipment. But only 122 of our 1,371 students took cooking classes. The money saved will be used to pay teachers.

Thank you for your understanding.

Gavin Gove

Head Teacher

St Andrew's Secondary School

Step 2: Elicit student answers.

Step 3: Have students compare choices with a partner, noticing any differences in the keywords they identified and explain why each underlined word helps them shape their answer. For example, 'Give and explain your opinion on this topic' means that you need to both express your opinion on the topic and explain why you feel this way, not just say that you agree or disagree.

Step 4: In pairs, ask students to make a quick plan using three columns:

- ▶ Ideas from Text A
- ▶ Ideas from Text B
- ▶ My own ideas

Have them note down short points (not full sentences) under each heading. Then, ask them to group related ideas together to begin forming possible body paragraphs.

Step 5: In small groups, students compare their plans and decide how they would present the ideas in an academic essay. Prompt them with guiding questions:

- ▶ How formal should the language be?
- ▶ What phrases are useful for giving opinions (eg I strongly agree that..., One reason for this is...)?
- ▶ How do you balance ideas from the texts with your own ideas?

Step 6: As a class, elicit short sentence starters or linking expressions that make writing more formal and coherent (eg Another important factor is..., According to the survey in Text A...). Write these on the board as building blocks. Highlight why each phrase works well (formality, clarity, connecting ideas).

Activity 13.2: Paraphrasing

Classroom note: This activity helps students practise expressing ideas from the source texts in their own words. By paraphrasing and comparing versions, they develop awareness of word choice, sentence structure and how to avoid copying. This builds accuracy and flexibility in integrating source material.

Step 1: Provide short extracts (phrases or sentences) from Text A and Text B.

Step 2: Students paraphrase each extract in their own words.

Step 3: In pairs, students compare their versions with a partner and discuss which are clear and which are too close to the original.

Step 4: With the whole class, review the strategies for effective paraphrasing (word choice, restructuring, reformulation).

Activity 13.3: Source integration

Classroom note: In this activity, students combine information from different sources with their own ideas. Writing a short paragraph with clearly marked contributions from each source allows them to practise how to weave together multiple perspectives coherently and prepares them for writing longer essays.

Step 1: Give students a mini prompt (eg 'Should schools spend money on cooking classes?').

Step 2: Students write one short paragraph (4-5 sentences) combining one idea from Text A, one from Text B and one of their own.

Step 3: Students exchange paragraphs with a partner and underline where each idea came from.

Activity 13.4: Evaluation of arguments

Classroom note: This activity develops students' ability to go beyond summarising and make judgments about the strength of arguments. By comparing the texts and writing short evaluations, they practise supporting opinions with reasons and evidence. These skills transfer directly to building persuasive arguments in longer essays.

Step 1: Write this prompt on the board:

Which text makes a stronger case about whether schools should teach cooking: Text A (student survey) or Text B (head teacher's letter)? Why?

Step 2: In pairs, students briefly discuss:

- ▶ Which text seems more convincing?
- ▶ What reasons make it stronger?
- ▶ What weaknesses do you see in the other text?

Step 3: Individually, students write 3-4 sentences comparing the texts.

Example frame:

- ▶ Text A is more convincing because...
- ▶ Text B is weaker because...
- ▶ Overall, the argument that... is stronger because...

Step 4: Students swap their evaluations. Each partner underlines:

- ▶ one clear evaluation statement (X is stronger because...)
- ▶ one area needing more evidence or explanation

Step 5: With the class, review these questions:

- ▶ What makes an evaluation strong? (eg reason + evidence + comparison)
- ▶ How can this skill be transferred into the full essay task?

Activity 13.5: Transformation

Classroom note: This activity helps students practise transforming source information for a new purpose, which is a key skill in the Writing from sources task. Instead of repeating ideas as they appear in the texts, students learn to adapt information from its original context to support their own argument in an essay. This mirrors real-world skills such as using survey data in a report, adapting a memo for a presentation or integrating evidence into a policy proposal.

Step 1: Ask students to highlight 2-3 important ideas from Text A and Text B. Here are examples from both texts:

- ▶ **Text A:** students lack cooking skills, eating poorly, missing family meals
- ▶ **Text B:** financial strain on schools, cooking classes not cost-effective

Step 2: In pairs, students identify the original context, answering these questions:

- ▶ Who was the original audience (eg survey readers, school staff)?
- ▶ What was the original purpose (eg sharing experiences, explaining a budget decision)?

Step 3: Give students the essay prompt again ('Secondary schools should teach students how to cook. How much do you agree or disagree?'). Ask them to take one idea from each text and rewrite it so it fits this new purpose (making a case for or against teaching cooking in schools). Here is an example:

- ▶ Original (Text A): 'Bill eats in the café every night because he can't cook, and it's expensive.'
- ▶ Repurposed: 'Cooking classes could save students money later in life by giving them the skills to prepare meals instead of relying on costly canteens.'

Step 4: In groups, students share their rewritten examples.

- ▶ What changes were needed to adapt the information?
- ▶ How did the repurposed version sound more persuasive for an essay than the original?

Step 5: Individually, students write a short paragraph (4-5 sentences) combining one idea from Text A, one idea from Text B and one of their own ideas, all reframed for the essay.

Activity 13.6: Practice and feedback

Classroom note: This activity brings together the work from the previous activities and gives students the opportunity to write a full essay, applying the skills of selection, organisation, paraphrasing and integration. The prompt requires them to combine ideas from texts with their own, mirroring real-world skills such as writing an academic essay, workplace report or policy recommendation that draws on multiple sources. Peer and self-assessment help them reflect on their choices and revise for greater clarity and impact.

Step 1: Ask students to create an outline for their essay that includes their own ideas and relevant information from both texts.

Step 2: Students write their essays, paraphrasing the relevant ideas from the texts and expressing their own ideas. The essay should be 250-300 words.

Step 3: Students complete a self-assessment using *Appendix P*. This checklist reminds students to check content, organisation, style and source use before submitting their essay. The reflection questions reinforce the principle of knowledge transformation by asking them to record what they learned from the texts and how they integrated this into their own writing.

Step 4: In pairs, ask students to exchange their essays and use *Appendix Q* to give feedback on:

- ▶ Content and organisation
- ▶ Use of sources
- ▶ Language
- ▶ Style

Step 5: Students revise their essays based on the feedback they receive.

Appendix A: Research & Vocabulary Collection Template

Topic: _____

1. Useful facts or ideas: Find information about your topic - you can read a short article, watch a short video or talk to someone who knows about it. Write down 3-5 facts or ideas in the 'Useful Facts/Ideas' table. Use your own words, not exact sentences from the source.

Useful Facts/Ideas	Source (article, video, conversation, etc)
1.	
2.	
3.	
4.	
5.	

2. New words and expressions: Choose 3-5 new words or expressions you find. Write their meaning in English and make your own example sentence.

Word/Expression	Meaning	Example sentence
1.		
2.		
3.		
4.		
5.		

3. Practice sentences: Make practice sentences using your topic and your new words or facts.

Practice sentences

1.
2.
3.
4.
5.

4. Check the extra ideas list to see if you can make your talk more interesting.

Extra ideas list:

- ▶ Add a short personal story or example
- ▶ Compare it to something else
- ▶ Explain why the topic matters to you
- ▶ Give a surprising fact or statistic to keep interest
- ▶ End with a clear final idea or conclusion

Tip for students: Try to use at least two new words or expressions from your research in your talk every time you practise it. This will make it richer and more engaging.

Appendix B: Peer Feedback | Activity 2.3

Speaker's name: _____

Topic: _____

1. Task fulfilment

- Covered all planned points
- Gave clear examples or reasons
- The structure of the talk was clear

2. Language

- Used a range of vocabulary
- Grammar was mostly accurate

3. Delivery

- Spoke clearly and at a good pace
- Spoke with confidence without obvious hesitations and pauses
- Used intonation and stress to make the talk interesting

One strength: _____

One area to improve: _____

Appendix C: Recording Self-Assessment Checklist | Activity 2.4

Instructions:

- ▶ Record your talk for the full time allowed in the exam.
- ▶ Listen to your recording once for content and tick the boxes you think you met.
- ▶ Listen again for delivery and tick the boxes you think you met.
- ▶ Write one strength and one thing to improve.
- ▶ Record your talk again, making the improvement you wrote down.

Topic: _____

Date: _____

Step 1: First listen (Content)

- I covered all my planned points
- I gave at least one reason or example for each main point
- My talk was organised (clear beginning, middle and end)

Step 2: Second listen (Delivery)

- I spoke clearly and at a steady pace
- I used linking words (eg first, because, for example)
- I used intonation and stress to keep it interesting

Step 3: Reflection

One strength: _____

One thing to improve next time: _____

Step 4: Action

- I recorded my talk again after making my improvements

Appendix D: Peer Feedback Form | Activity 3.2

Speaker's name: _____

Scenario: _____

Tick the points you think the speaker achieved:

1. Task fulfilment

- Covered both bullet points
- Gave a clear and complete answer

2. Context appropriacy

- Used language suitable for speaking to a teacher
- Maintained a polite tone

3. Delivery

- Spoke for the full minute
- Spoke clearly and at a steady pace

One thing they did well: _____

One thing they could improve: _____

Appendix E: Peer Feedback Form | Activity 3.3 & 3.4

Speaker's name: _____

Scenario change: _____

Tick the points you think the speaker achieved:

1. Adaptability

- Responded effectively to all changes in the situation
- Added relevant details or examples for each change

2. Context appropriacy

- Maintained a polite and suitable tone throughout
- Stayed on topic despite multiple changes

3. Delivery

- Spoke clearly and without long pauses
- Used expressions to manage thinking time

One thing they did well: _____

One thing they could improve: _____

Appendix F: Peer/Self-Feedback Form | Activity 4.2 & 4.3

Peer feedback Self-assessment

Speaker's name: _____

Scenario: _____

Tick the points you think the speaker achieved:

1. Task fulfilment

- Answered the task fully within the time allowed
- Included relevant details from the conversation
- Organised ideas in a clear order

2. Mediation of source text

- Chose the most important information from the conversation
- Used own words to explain ideas (not too much copying)
- Paraphrased clearly so someone who didn't hear the conversation would understand

3. Delivery

- Spoke clearly with natural pace and rhythm
- Used stress and intonation to make the summary clear
- Was fluent, with minimal pauses or hesitation

One thing they did well: _____

One thing they could improve: _____

Appendix G: Peer/Self-Feedback Form | Activity 5.2

Peer feedback Self-assessment

Speaker's name: _____

Listening text/topic: _____

Tick the points you think the speaker achieved:

1. Task fulfilment

- Answered all four questions fully
- Applied the correct strategy for each question type (detail/main idea/inference)
- Supported answers with evidence from the recording

2. Strategy use

- Switched strategies correctly when needed
- Used appropriate notes (keywords, summaries, clues)
- Supported answers with evidence from the text

3. Discussion & reflection

- Explained answers clearly to partner
- Discussed evidence and strategies used
- Contributed to reflection on strengths and areas to improve

One thing they did well: _____

One thing they could improve: _____

Appendix H: Student Handout | Activity 7.3

In listening tasks, some wrong answers are designed to sound correct. These are called distractors. They may use the same words as the recording, but the meaning is not correct.

Look at each question and decide: Is the distractor Irrelevant, Opposite/Contrast or Close but wrong?

Distractor Types:

- ▶ Irrelevant = factually true or plausible but doesn't answer the question/not stated
- ▶ Opposite/Contrast = contradicts the correct meaning or expresses the reverse
- ▶ Close but wrong = sounds almost right, partly true or based on a small error/misunderstanding

Question	Answer Choices	Distractor type
Q1: What is Meredith's main concern with eating insects?	Insects are not very tasty.	
	We will add to climate change.	
	Some societies eat insects.	
Q2: What does the research about insects tell us?	Insects experience pain.	
	Insects cause problems.	
	Insects can help us.	
Q3: Why does Graham worry about eating meat?	Animals have a right not to be eaten.	
	Eating meat can be bad for people's health.	
	Modern humans should not be predators.	
Q5: What do Beatrice and Meredith have in common?	They have changed their minds about soybean.	
	They are interested in insect welfare.	
	They are concerned about the environment.	

Appendix I: Student Handout | Activity 8.4

Instructions:

In tell and retell listening tasks, some wrong answers (distractors) sound correct because they echo words or phrases from either the talk or the retelling. Work with your partner to trace each distractor back to its source and explain why it is wrong in context.

- ▶ If the distractor comes from the Talk, write Talk.
- ▶ If the distractor comes from the Retelling, write Retelling.
- ▶ If it does not appear at all, write Not stated (in either).

Then, in the final column, write a short note about why the answer is wrong.

Question	Distractor option	Source (Talk/ Retelling/Not stated)	Why wrong? (Context shows...)
Q2. How do we know that Langdale was important to ancient people?	Thousands of them went there.		
	They built their homes there.		
	They hunted animals there.		
Q3. What do prehistoric people have in common with us?	a desire to climb high mountains		
	an attraction to mysterious places		
	a practical attitude to their work		
Q4. Why did prehistoric people gather greenstone from the tops of mountains?	It had many different practical uses.		
	It was of much higher quality.		
	It had a distinctive green colour.		
Q6. What surprised both speakers about the greenstone?	It was used to make tools and weapons.		
	It was tough and attractive at the same time.		
	It could only be found in the Langdale Mountains.		

Appendix J: Student Handout | Activity 9.2

Instructions:

For each question:

1. Identify the question type (Detail/Main idea/Inference)
2. Predict which reading strategy will help (Scanning/Skimming/Inferring)
3. Predict where in the visual text the answer might be
4. After reading, confirm or revise

Question	Question type (Detail/Main idea/Inference)	Predicted strategy (Scanning/ Skimming/ Inferring)	Where in the visual? (prediction)	Confirm/Revise after reading
Q1: What is this poster doing?				
Q2: At what time can you learn to fly a kite?				
Q3: What must you do to be in a competition?				
Q4: How much does someone aged 7 have to pay?				

Appendix K: Student Handout | Activity 9.4

1. Look at the questions. Decide if each one is Specific detail, Main idea or Language.
2. Predict which reading strategy will help:
 - ▶ Scanning (for details)
 - ▶ Skimming (for main idea)
 - ▶ Context reading (for word meaning in context)
3. Predict where in the text you will find the answer.
4. After reading the text, confirm or revise your answers.

Question	Question type (Detail/ Main idea/ Language)	Predicted strategy (Scanning/ Skimming/ Context)	Where in the text? (prediction)	Confirm/Revise after reading
Q1: What is the main purpose of the website betterlife.com?				
Q2: What will people learn about from reading the LIVING article?				
Q3: What is the TECHNOLOGY article about?				
Q4: What does the word 'workout' mean in the HEALTH article?				

Appendix L: Student Handout | Activity 10.2

For each question, identify the type, predict the strategy and later confirm with evidence.

Question	Question type (Detail/ Language/ Inference/ Evaluation)	Predicted strategy (Scanning/ Context/ Inferring/ Evaluating)	Evidence in text (after reading)	Confirm/Revise
Q1: When was Norman surprised?				
Q2: What do 'the juices' refer to in Louise's letter?				
Q3: According to Louise's letter, how are spiders and humans similar?				
Q4: Which person seems like a wildlife expert?				

Appendix M: Student Handout | Activity 11.2

For each question, first predict the type and strategy. Then, after reading, write your answer in your own words and underline the evidence in the text.

Question	Type (Detail/ Main idea/ Language/ Inference/ Synthesis)	Predicted strategy	Written answer (student's own words)	Evidence (Text A/B or Both)
Q1: Where would you read Text A?				
Q2: In Text A, paragraph 1, what inspired Martine to open a repair café?				
Q3: What does 'well founded' in Text A, paragraph 2 mean?				
Q4: In Text B, what does Annie think about paying experts to do repair work?				
Q5: How does Louis feel about Text A's final statement that landfill will be rare?				

Appendix N: Written Online Communication Self-Assessment | Activity 12.2

Before submitting, check:

1. Content

- I responded to the prompt and to the other person's message
- I included both required points (respond + help organise)

2. Organisation

- My message is clear and easy to follow
- I wrote in short, connected sentences

3. Language

- I used functional language for online chat (suggesting, reassuring, asking)
- I checked for grammar and spelling mistakes that might confuse the reader

4. Style

- The tone is appropriate for a group chat (friendly, supportive, collaborative)
- I avoided being too formal, too casual or too negative

Reflection (write 2-3 sentences):

- ▶ One useful phrase I used today was...
- ▶ Next time I will try to improve...

Appendix O: Peer Feedback | Activity 12.2

Writer's name: _____

Topic: _____

1. Content

- Answered all the points in the task
- Added useful and relevant details
- Message was clear and easy to follow

2. Language

- Used different words and expressions (not the same ones all the time)
- Grammar was mostly correct

3. Style

- Wrote in the right style for a group chat (friendly but not too informal)
- Tone was polite and positive

Appendix P: Writing from Sources Self-Assessment | Activity 13.6

Before submitting, check:

1. Content and organisation

- I gave and explained my opinion on the topic
- I included ideas from **all texts** and also my own ideas
- I organised my essay into a clear introduction, body and conclusion

2. Use of sources

- I paraphrased ideas from the texts instead of copying
- I combined ideas from the texts with my own ideas
- I used linking phrases to show when I was referring to Text A or Text B

3. Language

- I used a range of grammar and vocabulary accurately
- I checked for basic errors (subject-verb agreement, verb tense, word form, etc)

4. Style

- I wrote in a formal style suitable for an essay
- I used academic phrases that make my writing clear and coherent (eg *According to the survey in Text A...*, *Another important reason is...*)

Reflection (write 2-3 sentences):

- ▶ Name **two things you learned** from the texts.
- ▶ Explain how you transformed that information into your own writing (paraphrasing, combining ideas, adding your own opinion).

Appendix Q: Peer Feedback | Activity 13.6

Writer's name: _____

Topic: _____

1. Content and organisation

- Do all the ideas relate to the topic?
- Is there a clear structure (beginning, middle, end)?
- Are the ideas in a good order and easy to understand?

2. Use of sources

- Are both texts used?
- Is the information from the texts written in the student's own words?
- Do the ideas from the texts fit well into the essay?

3. Language

- Are the grammar and vocabulary mostly correct?
- Are linking words used to connect ideas?
- Could any sentences be said in a clearer or better way?

4. Style

- Is the writing formal?
- Does it sound like an academic essay?

One thing they did well: _____

One thing they could improve: _____

