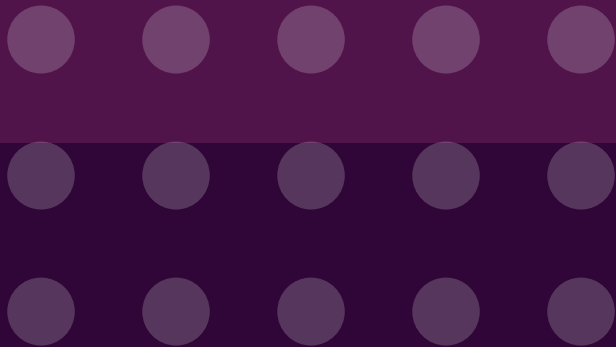


How to prepare for ISE Digital A1-A2

ISE Digital



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Introduction to ISE Digital A1-A2

This publication provides examples of classroom activities that teachers can use alongside the ISE Digital practice tests as a teaching tool. The activities are designed to help you prepare your students for ISE Digital by developing the basic communication skills and learning habits they need to become confident and successful users of English. At the A1-A2 levels, learners are building the foundations of effective communication. The activities encourage them to listen carefully, express simple ideas clearly, ask and answer questions and use language appropriately in everyday situations. Through guided practice, students learn to use familiar language with increasing confidence and independence, while beginning to notice and reflect on how English works. By integrating these tasks into your lessons, you can help your learners see how the ISE Digital test reflects real communication and how each task develops skills that will support their progress beyond the classroom. The focus is on creating a positive, supportive environment where learners feel encouraged to take risks, learn from mistakes and take their first steps towards becoming confident, independent communicators.

ISE Digital

- ▶ Fully online adaptive digital test
- ▶ Levelling test
- ▶ 4 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 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

Reading module (20 minutes)

- ▶ Part 7: Reading a visual text (2-4 questions)
 - Read a short text with visuals (for example, a poster/leaflet)
 - Answer multiple-choice questions
- ▶ Part 8: Reading a single text (3-7 questions)
 - Read a single text on a topic
 - Answer multiple-choice questions

Writing module (40 minutes)

- ▶ Part 9: Written online communication (up to 20 minutes per task)
 - Write a short contribution to an opinion-based discussion, give suggestions or feedback or respond to a group chat

Speaking module

The Speaking module of the ISE Digital test assesses the basic skills learners need to communicate effectively in everyday situations. The activities in this section help students prepare for each part of the test while building confidence, clarity and control when speaking English.

These activities develop the key skills needed for success across all four parts of the Speaking module. Students practise responding to simple questions, giving a prepared talk, taking part in short interactions and summarising basic information for another person. They also work on the main assessment areas of the test: Task fulfilment (answering the question clearly and fully), Language (using simple and accurate grammar and vocabulary), Delivery (speaking clearly and at a natural pace), and, in Part 4, Mediation of source text (sharing important information they have heard in their own words).

As they work through these activities, students also develop essential communication skills such as asking and answering questions naturally, giving short explanations, expressing simple opinions and keeping a short conversation going. These are important, not only for success in the test, but also for building confidence as everyday users of English – at school, at work and in social situations.

Teacher note: Many speaking stages are designed to be modelled, practised and reflected on orally. The worksheets in the appendices provide additional guidance and follow a more scaffolded approach, helping learners with planning, noticing language and reflection. Teachers can use the appendices at their discretion. Note that extended speaking practice should take place through pair and group interaction rather than written responses.

Exam strategies

For all tasks, students can only record their answers once. They should begin speaking as soon as the audio recorder starts.

- ▶ Use all the time - Try to speak for the full time and give more than one-word answers.
- ▶ Watch the timer - Finish your answer before the recording stops.
- ▶ Prepared talk - Speak naturally and use your own words; don't try to memorise everything.
- ▶ Interaction - Talk about both bullet points, then listen carefully and answer the follow-up question; don't just repeat the same ideas.
- ▶ Summary - Include both bullet points and share the main ideas from the talk or conversation in your own words.

Part 1: Responding to questions

Rationale: These activities help students build confidence in speaking English and responding naturally to simple, familiar questions about their own lives and routines. They develop the core skills needed for success in Task fulfilment (understanding and answering the question clearly), Language (using simple and accurate grammar and vocabulary) and Delivery (speaking clearly and at a steady, natural pace). Through regular practice, students learn to listen carefully to questions, recognise key words and give short but complete answers. They are encouraged to include a reason, an example or an extra piece of information to make their responses more interesting and complete. These skills not only support effective performance in the test but also help learners communicate with greater confidence in everyday situations.

Focus: Students learn to answer simple, familiar questions about their own lives, experiences and opinions clearly and naturally, building confidence in speaking spontaneously in English.

Key skills developed:

- ▶ Understanding and responding appropriately to short, familiar questions
- ▶ Recognising key words in questions and using them to shape answers
- ▶ Giving short but complete responses using clear and accurate language
- ▶ Adding simple reasons, examples or extra information to extend answers
- ▶ Speaking clearly and at a steady pace with natural rhythm and intonation
- ▶ Building confidence to communicate in everyday conversations

Activity 1.1: Understanding the question

Classroom note: At A1-A2 level, students need support in recognising what each question is asking and how they must answer. Focus on identifying the main idea and question words such as why or how. Providing model answers helps learners understand what a complete response sounds like and gives them useful language to build their own answers with confidence.

Step 1: Write the questions on the board.

1. What is your favourite animal? And why?
2. How do you get ready to go to sleep at night?
3. Is it important to go to bed early? Why or why not?

Step 2: Using *Appendix A: Responding to questions*, ask students to underline or highlight key words that help them understand what kind of answer is needed (eg favourite, how, why).

Step 3: Ask students: 'What is the question about?' and 'Which words tell us what to do?' Elicit short answers such as:

- ▶ Favourite animal → I need to say one animal and explain why.
- ▶ How → I need to say steps or actions.
- ▶ Why or why not → I need to give my opinion and a reason.

Step 4: Write short sample answers on the board.

Example answers:

- ▶ What is your favourite animal? And why?

 - Basic - My favourite animal is a cat. I like cats because they are cute and quiet. I have one at home.
 - Extended - My favourite animal is a dog. I like dogs because they are friendly and fun to play with. I have a small brown dog at home. We go for walks every day, and he always makes me happy when I come home.
- ▶ How do you get ready to go to sleep at night?

 - Basic - I brush my teeth and wash my face. Then I go to bed and turn off the light.
 - Extended - Before I go to sleep, I brush my teeth and wash my face. Then I put on my pyjamas and read a book or look at my phone for a few minutes. I like to turn off the lights and listen to quiet music before I sleep.
- ▶ Is it important to go to bed early? Why or why not?

 - Basic - Yes, it is. When I go to sleep early, I feel good in the morning.
 - Extended - Yes, I think it's important to go to bed early because you feel better the next day. When I go to sleep early, I can wake up easily and have more energy for school or work. If I go to sleep late, I feel tired all day.

Step 5: In pairs, students ask each other the questions and check:

- ▶ Did my partner answer the question?
- ▶ Did they include the 'why' or 'how' part?

Activity 1.2: Ask and answer practice

Classroom note: The goal of this activity is to build confidence with short, natural answers. Encourage students to use full sentences, add one reason or example and listen carefully to their partner.

Step 1: Model one short exchange.

Example:

Teacher: What is your favourite animal?

Student: My favourite animal is a dog because it's friendly.

Step 2: In pairs, students ask and answer the three questions. Remind them to add a reason or example if possible, aiming to speak for 30 seconds.

Step 3: After both students answer, partners give one positive comment (for example, 'You spoke clearly') and one idea for improvement (for example, 'Add one more reason').

Optional Step 4 (for A2): Give students simple follow-up prompts for each question to encourage natural interaction:

- ▶ Favourite animal:
 - What colour is it?
 - Do you have one?
 - Where can you see it?
- ▶ Getting ready for bed:
 - What time do you usually go to bed?
 - Do you read or watch something before sleeping?
- ▶ Going to bed early:
 - What time do you usually wake up?
 - How do you feel if you go to bed late?

Activity 1.3: Mini speaking practice

Classroom note: This activity helps students practise short, natural answers like those required in the exam. The goal is to build confidence in speaking for a short time on familiar subjects and to use simple reasons and examples to extend answers naturally.

Step 1: Tell students that in the test, some questions are connected by topic – for example, ‘How do you get ready to go to sleep at night?’ and ‘Is it important to go to bed early?’ Practising similar linked topics helps them use related ideas and vocabulary like they would in a conversation.

Step 2: Provide sets of linked topic questions for practice. Each question should be asked separately, and students speak for about 30 seconds per question.

Example question sets:

1. Daily routines
 - What do you usually do after school or work?
 - How do you relax in the evening?
2. Food and eating
 - What do you usually eat for breakfast?
 - What is your favourite meal of the day? Why?
3. Free time
 - What do you like to do at the weekend?
 - Do you prefer spending time at home or going out? Why?
4. Friends and family
 - Who do you like to spend time with?
 - What do you like doing together?
5. Sleep and health (from the exam)
 - How do you get ready to go to sleep at night?
 - Is it important to go to bed early? Why or why not?

6. Weather and seasons

- What is your favourite kind of weather?
- What do you like doing when the weather is nice?

Step 3: Students work in pairs or small groups. Student A asks the questions, and Student B answers both questions on one topic (30 seconds for each question). Then they switch roles. Encourage students to add a reason, an example or one more piece of information if they finish too quickly.

- ▶ Because... (give a reason)
- ▶ For example... (give an example)
- ▶ I also... (add one more idea)

Step 4: Partners give short feedback after each set of questions using simple prompts:

- ▶ Did your partner speak for about 30 seconds for each question?
- ▶ Did they answer all parts of the question?
- ▶ Did they give a reason or example?

Optional extension: Ask pairs to create two or three of their own questions on similar personal or daily-life topics. They can then swap questions with another pair and practise again.

Part 2: Delivering a prepared talk

Rationale: These activities help students build the confidence and skills needed to plan and give a short talk in English about familiar, personal topics. They develop key areas assessed in Task fulfilment (answering the task clearly and including relevant ideas), Language (using simple, accurate grammar and vocabulary) and Delivery (speaking clearly, at a steady pace and with natural expression). Students learn how to choose a topic they know well, organise their ideas and use familiar words and phrases to express themselves. Through guided practice and feedback, they also gain awareness of how to speak to an audience, use clear pronunciation and give a talk that sounds natural rather than memorised. These skills not only support good performance in the test but also help learners communicate more confidently in everyday situations – for example, when talking about their interests, experiences or routines in English.

Focus: Students learn to plan and deliver a short talk on a familiar topic, expressing their ideas clearly and naturally while using simple, accurate language.

Key skills developed:

- ▶ Choosing and talking about a familiar, personal topic with confidence
- ▶ Organising ideas in a clear, logical order
- ▶ Using simple grammar and vocabulary accurately to communicate meaning
- ▶ Speaking clearly, with steady pace and natural pronunciation
- ▶ Avoiding memorised language and using natural phrasing
- ▶ Building awareness of how to speak to an audience
- ▶ Gaining confidence to share personal experiences and interests in English

Activity 2.1: Choosing a topic

Classroom note: At A1-A2 level, students should choose topics that are personal, familiar and concrete – things they know from daily life. The teacher can give examples and provide a list of suitable topics to choose from.

Step 1: Write some example topics on the board and ask students which they could talk about easily. Talks can be descriptive or more narrative for those who like to tell stories.

Examples:

- ▶ My favourite food
- ▶ A place I like
- ▶ My best friend
- ▶ My daily routine
- ▶ My favourite animal
- ▶ Something I like doing at the weekend

Step 2: Using *Appendix B: Delivering a prepared talk*, students choose one topic they know well. They should be able to say 3-4 short ideas about it (for example, what, why, where, when, who with).

Step 3: Give students a simple planning sheet or mind map with four prompts:

- ▶ What is my topic?
- ▶ Why do I like it or think it's interesting?
- ▶ What can I say about it? (3-4 ideas)
- ▶ How will I start and finish my talk?

Step 4: In pairs, students say their topic and one reason why it's a good choice.

Activity 2.2: Building ideas and words

Step 1: Tell students they will collect helpful words and phrases for their chosen topic. Use a topic such as 'My favourite sport' or 'My hobby'. Write example words on the board:

- ▶ play, watch, practise, team, game, exercise, fun, weekend, with friends, every week, good for health

Step 2: Students choose one topic (for example, 'My favourite sport is football' or 'My hobby is drawing') and make a short list of 5-6 useful words or short phrases that fit their specific topic.

Step 3: Have students use their words in short, simple sentences.

- ▶ My favourite sport is football. I play it with my friends on Saturdays.
- ▶ I like football because it's fun and good exercise.
- ▶ I watch football on TV with my brother.

Step 4: Encourage students to add one small extra detail to make each idea more interesting.

- ▶ I play football with my friends on Saturdays. My team's colour is blue.
- ▶ I like drawing pictures of animals. I use pencils and markers.

Optional extension: Create a classroom 'word wall' with different topics where students can add useful topic words and phrases for others to use.

Activity 2.3: Practising the talk

Classroom note: The focus is on clarity, short complete ideas and natural speaking. Students practise short versions of their talk first, then build to the full version.

Step 1: In pairs, students practise saying just the first sentence of their talk (the introduction). Their partners check if it's clear what the topic is.

Step 2: Students add one or two more sentences (main ideas). Partners listen and give one positive comment (for example, 'Good clear voice') and one suggestion (for example, 'Add one more idea').

Step 3: Students give their full talk (1-2 minutes - speak as long as possible). Encourage them to speak slowly, clearly and smile while speaking.

Step 4: Partners ask one short follow-up question, such as 'Why do you like it?' or 'When do you do that?'

Activity 2.4: Record and reflect

Classroom note: Recording their talk helps students hear their own progress while keeping the task simple and positive.

Step 1: Students record their talk on a phone or tablet. Then they listen once and answer three simple self-check questions:

- ▶ Did I speak clearly?
- ▶ Did I say all my ideas?
- ▶ Did I sound confident?

Step 2: If time allows, they practise again and try to make one small improvement (for example, speak louder or add one more sentence).

Part 3: Interacting

Rationale: These activities help students develop the confidence and language needed to take part in short, polite interactions in familiar situations. They build the key skills assessed in Task fulfilment (responding clearly and appropriately to the situation), Language (using simple, accurate grammar and vocabulary) and Delivery (speaking clearly and naturally, with polite tone and intonation). Through guided practice, students learn to understand what the situation requires, ask questions politely, give short explanations or reasons and respond appropriately when the other speaker replies. These activities also help learners recognise how to use English naturally in everyday situations beyond the test, such as asking for permission, explaining a problem, making a complaint or responding to simple requests.

Focus: Students learn to take part in short, polite conversations in familiar situations by asking and answering questions clearly and appropriately.

Key skills developed:

- ▶ Understanding what is needed in a short, everyday interaction
- ▶ Responding clearly and politely to different situations and questions
- ▶ Using simple, accurate grammar and vocabulary to communicate meaning
- ▶ Asking for and giving information, explanations or reasons
- ▶ Speaking naturally with appropriate tone and intonation
- ▶ Managing short exchanges with confidence and courtesy
- ▶ Applying these skills to real-life interactions, such as requests, apologies or asking for permission

Activity 3.1: Understanding the task

Classroom note: A1-A2 learners need to first understand what they have to do in the situation and who they are speaking to. Focus on identifying the key information in the task prompt – what to say and to whom.

Step 1: Write the task on the board.

You need to miss a lesson at school or college.

Talk to your teacher and

- ▶ ask if you can miss the lesson
- ▶ tell your teacher why you need to miss the lesson

Step 2: Using *Appendix C: Interacting*, ask students to underline the most important words. Guide them to notice:

- ▶ miss a lesson (what the problem is)
- ▶ ask if you can (what they need to do)
- ▶ tell your teacher why (give a reason)
- ▶ teacher (who they are talking to - so they need to be polite)

Step 3: Ask students:

- ▶ What do you need to say first? (Ask if you can miss the lesson)
- ▶ What do you need to say next? (Give the reason)
- ▶ How should you speak to a teacher? (Politely)

Step 4: Model two short example sentences and have students repeat.

Examples:

- ▶ Excuse me, can I miss the lesson tomorrow?
- ▶ I have a doctor's appointment.

Activity 3.2: Polite asking and explaining

Classroom note: At this level, learners need structured practice asking politely and giving short reasons. The focus is on polite expressions, word order and clarity, not speed or long turns.

Step 1: Write polite opening phrases on the board:

- ▶ Excuse me, can I...?
- ▶ Would it be okay if I...?
- ▶ I need to... because...

Step 2: Model some short examples.

Examples:

- ▶ Excuse me, can I miss the lesson tomorrow? I have to go to the dentist.
- ▶ Would it be okay if I don't come to class? I need to help my family.

Step 3: Students work in pairs. One is the student, one is the teacher. The 'student' uses one of the models and adds their own reason (real or imagined). The 'teacher' answers, for example, 'Okay, but please do the homework'.

Step 4: Students switch roles. Encourage students to change their reason each time. The teacher can provide a list of possible reasons such as doctor's appointment, feeling sick, family visit, school trip or helping at home.

Activity 3.3: Short interaction practice

Classroom note: This activity builds towards the test format: a one-minute response including a short 'follow-up' from the teacher. Keep the focus on listening and answering politely.

Step 1: Model a full short dialogue with a student volunteer.

Example dialogue:

Teacher: Hello there, did you want to ask me something?

Student: Yes, can I miss the lesson tomorrow? I have a dentist appointment.

Teacher: Okay, but it's an important lesson, so you'll need to catch up.

Student: Okay, I'll do the homework. Thank you.

Step 2: Students practise the same exchange in pairs. Encourage them to:

- ▶ use polite words (please, thank you, excuse me)
- ▶ make eye contact
- ▶ listen and respond to the teacher's line naturally

Step 3: Repeat with small changes. Give students new reasons or have the 'teacher' add a new line, for example:

- ▶ You missed another class last week.
- ▶ Can you come after school instead?

Step 4: Switch partners and repeat.

Activity 3.4: Real-life practice

Classroom note: Students can use the same structure to practise short interactions from other everyday situations, helping them develop confidence speaking in routine social interactions.

Step 1: Provide a few example prompts to get started. Students should keep responses short and polite, focusing on using the same patterns from the main task.

Example prompts:

- ▶ You are late for class – ask your teacher if it's okay to come in.
- ▶ You didn't do your homework – explain why.
- ▶ You need to leave class early – ask permission and give a reason.

Step 2: In pairs, students come up with different scenarios outside of school.

Step 3: The pairs create two or three new short situations outside of school where they might need to ask for help or explain something politely. Encourage them to think of familiar, everyday contexts such as home, shops or community places.

Example ideas:

- ▶ You need to ask for help in a shop.
- ▶ You can't go to a friend's party – explain why.
- ▶ You want to borrow something from a neighbour or classmate.

Step 4: Pairs act out one or two of their new situations for the class or another pair, using the same polite expressions and short, clear responses.

Part 4: Summarising a talk or conversation

Rationale: These activities help students develop the listening and speaking skills needed to understand short conversations and share the main ideas with someone else. They focus on the key abilities assessed in Task fulfilment (answering all parts of the task and organising their ideas), Mediation of source text (including the most relevant information and rephrasing it in their own words) and Delivery (speaking clearly and naturally). The guided steps help students learn to identify important words in the task, listen for key points and report what they heard using short, connected sentences. They also practise giving a short personal response to a follow-up question, helping them move smoothly from comprehension to expression. These skills prepare learners not only for the test but also for real-life communication, where understanding and passing on information clearly is an essential part of interaction.

Focus: Students learn to understand the main ideas from a short talk or conversation and explain them clearly to another person using their own words.

Key skills developed:

- ▶ Listening for key points, facts and opinions in short spoken texts
- ▶ Identifying information that answers the question prompts
- ▶ Selecting and reporting only the most relevant ideas
- ▶ Using simple, connected sentences to explain what they heard
- ▶ Speaking clearly, at a natural pace and in their own words
- ▶ Giving a short personal response or opinion after the summary
- ▶ Building confidence in sharing information accurately in real-life communication

Activity 4.1: Understanding the task

Classroom note: A1-A2 learners need to understand who is speaking, what the conversation is about, who they are reporting to and what the bullet points ask them to include. The focus of this activity is on comprehension, not yet production.

Step 1: Write the task on the board and read it aloud slowly.

Your sister is thinking about joining a club in the summer holidays. Today you hear a conversation between two friends talking in a café about outdoor sports clubs.

Listen to the conversation, then tell your sister about what you heard.

- ▶ What do the speakers like about their clubs?
- ▶ What do you think the best summer activity is?

Step 2: Using *Appendix D: Summarising a talk or conversation*, ask students to underline or highlight important words and phrases. Guide them to notice:

- ▶ your sister (who they're talking to)
- ▶ two friends talking in a café (who they heard)
- ▶ outdoor sports clubs (topic)

- what they like about their clubs (what to listen for)
- best summer activity (opinion question)

Step 3: Ask these comprehension questions:

- Who is speaking in the conversation?
- Who are you talking to after listening?
- What will you tell your sister?

Step 4: Ask students to predict what they might hear – for example, different kinds of outdoor clubs people might talk about (football, cycling, swimming, etc).

Activity 4.2: Listening for main points

Classroom note: Students listen to the short conversation and identify the key ideas related to the bullet points. The goal is to capture what each speaker likes about their club, not every detail.

Step 1: Explain that they should listen for what the friends like about their clubs (eg being outside, meeting people, staying healthy).

Step 2: Provide a simple note-taking frame with two boxes:

Speaker 1 - Likes about their club

Speaker 2 - Likes about their club

Step 3: Play or read the short conversation. Students make notes of one or two things each speaker likes.

Conversation

Woman: What plans do you have for the summer break?

Man: My brother and I have joined a cycling club, so this summer we plan to go on cycling tours.

Woman: Cycling? Don't you do that enough already? We cycle from home to school and back almost every day.

Man: That's true, but cycling tours can be really fun. The tours go around the city, up to the hills and right the way to the beach. It's a great way to see the area around us. I guess we might make some new friends, too.

Woman: You're right, that sounds fun. I have a different plan though. I want to learn to swim, so I've joined a swimming club. I've already registered at the city's swimming pool. I'm in a beginners' group, but there are groups for strong swimmers, too.

Man: That's nice! I love swimming too.

Woman: It's a great sport to do in the heat. My friend said the swimming instructor organises a lot of fun games. Sometimes, there are prizes too!

Man: Oh that sounds fun. Well, maybe next year I'll try that club.

Step 4: Check together as a class - write model notes on the board, for example:

- ▶ Speaker 1 - likes being outdoors and making new friends
- ▶ Speaker 2 - likes the exercise and feels happy after training

Activity 4.3: Summarising to someone else

Classroom note: For this activity, students practise telling someone else about what they heard using their notes. The focus is on using simple linking phrases and short, complete sentences.

Step 1: Model a short summary.

Example summary:

I heard two friends talking about their sports clubs. One likes being outdoors and making new friends. The other likes the exercise and says it makes her happy. I think the best summer activity is swimming because it's fun and good for your health.

Step 2: Students practise giving their own summary using their notes from Activity 4.2. Encourage them to use linking phrases such as:

- ▶ They said that...
- ▶ One person likes...
- ▶ The other person thinks...
- ▶ I think the best activity is...

Step 3: Partners listen and give simple feedback using yes/no prompts:

- ▶ Did your partner mention both speakers?
- ▶ Did they answer both questions?
- ▶ Did they speak clearly?

Activity 4.4: Follow-up question

Classroom note: The follow-up question helps students make a personal connection to the topic.

Step 1: Ask the follow-up question aloud and model a short answer.

What do you like to do in the summer holidays?

Example answer:

In the summer, I like to go swimming with my friends.

Step 2: Students answer the question individually, then in pairs. Encourage them to use one reason:

- ▶ I like swimming because it's fun.
- ▶ I like going to the park because I can meet my friends.

Step 3: Ask a few volunteers to share their answers with the class.

Listening module

The Listening module of the ISE Digital test assesses a range of skills needed to understand and process spoken English in familiar, everyday contexts. The activities in this section are designed to help students prepare for the test while developing strategies to identify key information, understand main ideas and details, and interpret meaning in simple, authentic listening situations.

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 meaning and gist, and recognising meaning from context. Students practise identifying key factual information, understanding the main purpose of what they hear and distinguishing important information from supporting detail to form a clear understanding of the recording.

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 during a second hearing. These are valuable skills for success in the test and for real-world listening situations such as following simple instructions, understanding short explanations or participating in everyday conversations.

Teacher note: Some stages of the listening activities are designed to be teacher-led or carried out orally through whole-class or pair discussion. The worksheets in the appendices provide additional guidance and follow a more scaffolded approach, helping learners focus on key stages of the listening process. Teachers may use the appendices at their discretion. Note that not every stage is intended to be completed in written form.

Exam strategies

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

- ▶ Before listening, students should read the questions carefully and notice the key words that show what kind of information to listen for (for example, people, places, times or reasons).
- ▶ During the first listening, students should try to answer as they listen, marking the correct answers when they hear them or crossing out options they know are wrong.
- ▶ During the second listening, students should check their answers and focus on any questions they missed the first time. They can listen for key words or phrases that confirm their choices.

Part 5: Listening to a description

Rationale: These activities help students develop the listening skills needed to understand short spoken descriptions about familiar topics such as places, activities or daily routines. Students practise listening for key details like names, locations or times, and identifying the main idea or purpose of what they hear. They also learn to notice simple language clues – such as words that describe where something is, when it happens or what people do – which help them understand the whole message, not just find the answers to the questions. Through guided practice, learners build strategies for listening twice with purpose, confirming what they hear and connecting different pieces of information. These skills develop learners' confidence and support real-world listening, such as following directions, understanding short talks or recognising important details in everyday conversations.

Focus: Students learn to understand short spoken descriptions about familiar topics such as places, food and daily activities.

Key skills developed:

- ▶ Identifying who or what the speaker is describing
- ▶ Listening for key details such as names, places, times and activities
- ▶ Understanding main ideas and recognising when details are connected by time or location
- ▶ Using key words and question types to guide listening
- ▶ Building understanding of the whole message, not only the test answers
- ▶ Transferring listening skills to real-life contexts, such as following directions, listening to short talks or understanding everyday explanations

Activity 5.1: Understanding the questions (Favourite restaurant)

Classroom note: Before listening, help students read the questions carefully and notice the important words that show what kind of information they will need to listen for. Discussing these key words in pairs encourages learners to think about how questions guide listening.

Step 1: Write the listening questions on the board and read them aloud slowly.

- ▶ Where is Sally's favourite place?
- ▶ How does Sally's family like getting pizza?
- ▶ Who likes pizza with meat?
- ▶ What is the speaker talking about?

Step 2: Using *Appendix E: Listening to a description 1*, ask students to underline or circle the most important words in each question. Then, in pairs, compare which words they chose and explain why they think those words are important.

Example:

I underlined 'where' and 'favourite place' because it tells me I need to listen for a place.

After the pairs discuss, review the questions together as a class. Highlight the key words and explain that these words help listeners focus on the right information. Give a few quick examples of categories of words to notice:

- ▶ Question words - who, where, how, what
- ▶ Main nouns - favourite place, family, pizza
- ▶ Action words - get, like, talk

Step 3: As a class, discuss what kind of information they need to answer each question. Write the answers on the board.

Questions	Information type
Where is Sally's favourite place?	Place
How does Sally's family like getting pizza?	Preference (likes/dislikes)
Who likes pizza with meat?	Person
What is the speaker talking about?	Main idea

Step 4: Ask students to predict what they might hear. Encourage them to give short reasons.

Example:

Because the question says 'Who likes pizza with meat?', maybe we will hear the names of people and what kind of pizza they eat.

Activity 5.2: Question types and listening focus

Classroom note: This activity helps students understand that some questions ask for small facts (details), while others ask for the big idea (main idea) or what someone thinks (opinion). The focus here is on listening for facts versus opinions or main ideas in a short description.

Step 1: Write the three question types on the board and with the class fill in what they should listen for.

Type of question	What to listen for	Questions from this task
Detail (place, person)	Names, numbers, places, times	Where is Sally's favourite place? Who likes pizza with meat?
Preference (likes/dislikes)	What someone likes or prefers	How does Sally's family like getting pizza?
Main idea	What the talk is mostly about	What is the speaker talking about?

Step 2: Ask students to decide which type each question is (as shown above).

Step 3: Ask a few quick questions orally to check understanding:

- ▶ If the question asks who, what do you listen for? (a person)
- ▶ If the question asks what do they like, what do you listen for? (opinion or preference)

Activity 5.3: Listening and answering

Classroom note: This activity develops students' ability to listen actively and use both first and second hearings effectively. The focus is on listening for key words and confirming answers during the second listening.

Step 1: Give students the question sheet with all the answer choices. Ask them to skim the questions quickly and underline key words in both the questions and the answer choices (for example, on Wood Street, in a hotel, takeaway, ordering online).

Questions

Q1. Where is Sally's favourite place?

- a. in a hotel
- b. *on Wood Street
- c. in a supermarket
- d. on Green Road

Q2. How does Sally's family like getting pizza?

- a. getting a takeaway
- b. making own pizza
- c. *going to the restaurant
- d. ordering online

Q3. Who likes pizza with meat?

- a. *Maria
- b. Alberto
- c. David
- d. Sally

Q4. What is the speaker talking about?

- a. advertising a place
- b. *describing a place
- c. ordering food
- d. giving directions

Step 2: Play or read the description once. Ask students to listen for the main idea first (for example, it is about Alberto's and why we like it) and circle any answers they are sure about.

Description

Hi, I'm Sally. My favourite place to eat is Alberto's on Wood Street. It is near the supermarket and the hotel. It's very big and modern, and many people eat there. It is always busy. We often go there to eat. My family lives on Green Road. Alberto's is near. It is very easy for us because we can walk from our house in five minutes. They can also bring food to your home when you phone them or use the internet and order on their website.

They make great pizzas. I love pizza with cheese and tomato. My brother, David, likes vegetable pizza. My sister, Maria, always has pepperoni or chicken. We drink coffee or coke, and sometimes we drink tea. During the week, Alberto's is open from Monday to Friday. At the weekend it's open on Saturday but not Sunday. You can have a good time there and eat great food.

Step 3: Play or read the description a second time. This time, tell students to listen carefully for the detail clues that match the answer choices and confirm or change their answers.

Step 4: In pairs, students compare answers and explain what words helped them decide. Provide sentence starters to support them:

- ▶ I heard ____, so I chose ____.
- ▶ I changed my answer because I heard ____.

Activity 5.4: Real-world connection

Classroom note: This activity helps students connect the description to everyday experiences and understand that good listeners pay attention to all useful information in the recording - not only the words that give the test answers.

Step 1: Ask the class:

- ▶ Was this description about a place you might visit?
- ▶ Have you ever heard someone describe a restaurant, shop or café to you?

Step 2: In pairs, students take turns describing a place they like to eat. Encourage short, simple sentences, for example, 'My favourite restaurant is on Main Street. I go there with my family.'

Step 3: Ask volunteers to share one or two sentences with the class. Highlight good use of place, time and food words.

Step 4 (Reflection): Ask students what words helped them understand the description. Encourage students to mention words that gave them a clearer picture of the story, not just the answer choices. Write examples on the board:

- ▶ near the supermarket (helps them imagine where the restaurant is)
- ▶ order on the website (shows one way the family gets food)
- ▶ open from Monday to Friday (tells when it's possible to go)
- ▶ we can walk there in five minutes (gives a clue about how close it is)

Explain to students that some of these words don't give the answers, but they help them understand the whole story. When they understand the whole talk, it's easier to find the right answers and enjoy listening in English.

Activity 5.5: Understanding the questions (Haxby Park)

Classroom note: Before listening, help students read the questions carefully and notice the important words that show what kind of information they will need to listen for. Discussing these key words in pairs encourages learners to think about how questions guide listening.

Step 1: Write the listening questions on the board and read them aloud slowly.

- ▶ Where is the hot drink van located?
- ▶ What does the speaker do at Angelo's?
- ▶ When can visitors give food to ducks?
- ▶ What is the speaker talking about?

Step 2: Using *Appendix F: Listening to a description 2*, ask students to underline or circle the most important words in each question. Then, in pairs, compare which words they chose and explain why they think those words are important.

Example:

I underlined 'when' and 'give food to ducks' because I need to listen for a time or day.

After the pairs discuss, review the questions together as a class. Highlight the key words and explain that these words help listeners focus on the right information. Give a few quick examples of categories of words to notice:

- ▶ Question words - what, when, where
- ▶ Main nouns - hot drink van, speaker, visitors
- ▶ Action words - do, give, talk

Step 3: As a class, discuss what kind of information they need to answer each question. Write the answers on the board.

Questions	Information type
Where is the hot drink van located?	Place
What does the speaker do at Angelo's?	Inference
When can visitors give food to ducks?	Day season
What is the speaker talking about?	Main idea

Step 4: Ask students to predict what they might hear. Encourage them to give short reasons.

Example:

Because the question says 'Where is the hot drink van located?', maybe we will hear names of places in the park.

Activity 5.6: Question types and listening focus

Classroom note: This activity helps students connect question words with the information they should listen for – especially place and time details. It also encourages them to imagine the park as they listen, which helps with understanding descriptions.

Step 1: Write the three main question types on the board with examples from this task.

Type of question	What to listen for	Questions from this task
Detail (place, person)	Names, places or times	Where is the hot drink van located? When can visitors give food to ducks?
Inference	What people do	What does the speaker do at Angelo's?
Main idea	What the talk is mostly about	What is the speaker talking about?

Step 2: Ask students to label each question with its type (detail, inference, main idea).

Step 3: Write listening tips on the board and discuss them:

- ▶ For places: Listen for prepositions (next to, near, in the middle)
- ▶ For times: Listen for seasons or days (spring, summer, autumn, winter)
- ▶ For actions: Listen for verbs (go, eat, visit, walk)

Step 4: Have students work in pairs to guess what kind of words they might hear for each question type.

Example:

For the question 'When can visitors give food to ducks?', students might predict spring, summer, weekend, morning.

Step 5 (optional extension): Ask students which type of question is easiest to answer and which is hardest. This helps students reflect on what they find challenging before listening.

Activity 5.7: Listening and answering

Classroom note: In this activity, students practise listening for location and time clues and using both listenings effectively. Encourage them to picture the park as they listen and to link what they hear to the question types they identified earlier.

Step 1: Give students the question sheet with all answer choices. Ask them to underline key words in both the questions and the options (for example, entrance, centre, next to the lake, near the restaurant).

Questions

Q1. Where is the hot drink van located?

- a. in the centre
- b. next to the lake
- c. near the restaurant
- d. *at the entrance

Q2. What does the speaker do at Angelo's?

- a. go to work
- b. *eat the food
- c. meet friends
- d. go shopping

Q3. When can visitors give food to ducks?

- a. *spring
- a. summer
- b. autumn
- c. winter

Q4. What is the speaker talking about?

- a. a town
- b. a shop
- c. *a park
- d. a road

Step 2: Play the recording once. Students listen and imagine the park, circling any answers they are sure about. After listening, ask students what places or times they heard.

Description

Let me tell you about my local park. It's called Haxby Park, and it's in the north of the town. It's near my children's school, so we often go there after school. The park is really big. There's a hot drink van as you enter the park. It sells tea, coffee and hot chocolate. In the middle of the park there's a café called Angelo's. They do amazing food. My children like the pizza, and I love the pasta there. The park also has a lake; it's a five-minute walk from the café. In spring, you can see ducks on the lake and buy bread to feed them. In summer, you can have picnics by the lake, but the ducks hide in their nests. I don't know what it is like in winter because I haven't been there then. The same lake becomes so beautiful in autumn, when it rains a lot. I think Haxby Park is lovely. It's a wonderful place to enjoy nature and spend time with friends and family.

Step 3: Play the recording again. Students check or change their answers and focus on the words that helped them decide.

Step 4: In pairs, students compare answers and explain what words helped them decide. Provide sentence starters to support them:

- ▶ I heard 'as you enter', so the van is at the entrance.
- ▶ I heard 'in spring you can feed the ducks', so the answer is spring.

Step 5 (optional focus): Ask students to listen again for describing words (big, beautiful, near, busy). Discuss how these words help them imagine the place – even if they don't change an answer.

Activity 5.8: Real-world connection

Classroom note: This activity helps students connect the description to everyday life and understand that good listeners pay attention to all the details in a description – not just the ones that answer the test questions. Listening for place, time and activity words helps them picture the situation more clearly.

Step 1: Ask the class:

- ▶ Have you ever listened to someone describe a park or a place to visit?
- ▶ What kinds of things did they tell you?

Step 2: In pairs, students describe a local park or outdoor place they know. Encourage them to include two or three place or time words, for example:

- ▶ There's a café next to the lake.
- ▶ In summer, many people have picnics.

Step 3: Ask a few volunteers to share one or two sentences with the class. Highlight clear descriptions that use words for where or when.

Step 4 (Reflection): Ask students what words helped them understand the description. Explain that these words might not give the answers, but they help listeners understand the whole story and imagine the park. Write examples on the board, such as:

- ▶ as you enter the park (shows where something is)
- ▶ in spring you can see ducks (shows when something happens)
- ▶ five-minute walk from the café (gives distance and helps picture the park)
- ▶ it's near my children's school (connects the place to real life)

Explain to students that these details help them understand what the speaker is talking about and makes the picture in their head clearer. When they understand the whole talk, finding the answers is much easier.

Part 6: Listening to a conversation

Rationale: These activities help students build the skills needed to understand short, familiar conversations between two speakers. They focus on recognising who is speaking, what the conversation is about and identifying key information such as opinions, suggestions or shared ideas. Students also learn to follow the flow of the exchange by listening for tone, agreement and expressions that show attitude or feeling. In addition to finding the correct answers, learners practise understanding the whole conversation – noticing how ideas connect and how one speaker responds to another. By practising how to listen for details, reasons and common conversational phrases, students become more confident in following everyday spoken interactions such as brief discussions with classmates, friendly chats or service encounters. These activities also encourage good listening habits: predicting content, noticing clue words and confirming understanding during a second hearing – supporting both test success and real-world communication.

Focus: Students learn to follow short, familiar conversations between two speakers and recognise the relationship between speakers and ideas.

Key skills developed:

- ▶ Identifying who is speaking and the main topic of discussion
- ▶ Listening for opinions, suggestions and shared ideas
- ▶ Recognising tone, feeling and agreement between speakers
- ▶ Using key words and question types to focus on detail, opinion and inference
- ▶ Listening strategically - predicting content, noticing clue words and confirming understanding on a second hearing
- ▶ Connecting classroom listening to real-life communication, such as friendly chats, classroom discussions or conversations at work or school

Activity 6.1: Understanding the questions (New Spanish class)

Classroom note: Before listening, help students understand what each question is asking and what kind of information they should listen for. Encourage them to notice the important words and talk about why those words matter.

Step 1: Write the questions on the board and read them aloud slowly.

1. What time does the new Spanish class start?
2. What does Lena suggest Bobby should do?
3. Why does Lena think the Spanish class will be good?
4. What do both speakers agree on?

Step 2: Using *Appendix G: Listening to a conversation 1*, ask students to underline or circle the most important words in each question. Then, in pairs, compare which words they chose and explain why they think those words are important.

Example:

I underlined 'suggest' and 'do' because I need to listen for an idea or advice.

After discussion, review as a class and highlight the key words on the board. Give examples of the kinds of words that often show what to listen for:

- ▶ Question words - what time, why, what
- ▶ Action words - suggest, think, agree
- ▶ People's names - Lena, Bobby

Step 3: Ask students what kind of information they need for each question. Write the answers together.

Question	Information type
What time does the new Spanish class start?	Detail/time
What does Lena suggest Bobby should do?	Suggestion
Why does Lena think the Spanish class will be good?	Opinion/reason
What do both speakers agree on?	Agreement/shared idea

Step 4: Ask students to make a short prediction about what they might hear. Encourage short answers, such as 'Maybe they talk about a new class on Saturday morning.'

Activity 6.2: Question types and listening focus

Classroom note: This activity helps students learn to match question types with what to listen for in a conversation. It focuses on identifying time, opinion and agreement clues, which are common in spoken exchanges.

Step 1: Write these question types on the board with examples from this task.

Question type	What to listen for	Example
Detail (time)	Facts like times, places or numbers	What time does the new Spanish class start?
Detail (suggestion)	Advice or ideas about what to do	What does Lena suggest Bobby should do?
Evaluation (opinion)	What someone thinks or believes	Why does Lena think the Spanish class will be good?
Agreement	Something both speakers think or feel the same about	What do both speakers agree on?

Step 2: Ask students to label each question as detail, opinion, suggestion or agreement.

Step 3: Write simple listening tips on the board:

- ▶ Detail: Listen for numbers or times
- ▶ Opinion: Listen for why someone likes or dislikes something
- ▶ Suggestion: Listen for words like should, could, maybe you can
- ▶ Agreement: Listen for words like yes, you're right, me too, that's true

Step 4: Give short oral practice. Say one or two new sample questions (for example, 'Why do you like studying in the morning?' or 'What does your friend suggest?') and have students call out which type it is.

Step 5 (optional extension): Have pairs write one example question of each type for a classmate to answer aloud.

Activity 6.3: Listening and answering

Classroom note: This activity develops students' ability to listen for both facts and opinions in a conversation. It introduces listening for tone and speaker attitude as well as for factual clues like times and reasons.

Step 1: Give students the question sheet with all answer choices. Ask them to read the questions quickly and underline key words in both questions and options (for example, 9am, rest at the weekends, experienced, small class sizes).

Questions

Q1. What time does the new Spanish class start?

- a. 8am
- b. *9am
- c. 10am
- d. 11am

Q2. What does Lena suggest Bobby should do?

- a. *change his daily routine
- b. find a different job
- c. rest at the weekends
- d. study Spanish on Wednesdays

Q3. Why does Lena think the Spanish class will be good?

- a. The class is on Saturdays.
- b. Her friends will be there.
- c. The class is at the university.
- d. *The teacher is experienced.

Q4. What do both speakers agree on?

- a. Spanish grammar is difficult.
- b. *Small class sizes are better.
- c. Morning classes are convenient.
- d. Getting up early is important.

Step 2: Before listening, ask:

- ▶ Who do you think is speaking?
- ▶ What might they be talking about?

Write a few predictions on the board to focus students' attention.

Step 3: Play the recording once. Students listen for the main idea and circle any answers they are sure about.

Conversation

Lena: Hi, Bobby. Are you coming to the new Spanish class? It starts next Saturday.

Bobby: Hi, Lena. New Spanish class? On Saturday, though?

Lena: Well, it's better than 6 till 8 on a Wednesday like the previous class. The new class is from 9 till 11. In the morning, of course.

Bobby: Well, that's early for me on a weekend. I'm always really tired after working all week. And there's my Friday night 10 o'clock TV.

Lena: Hmm, you could go to bed a bit earlier... I always feel better if I get up and do something useful on a Saturday morning.

Bobby: Well, that's not easy. I'm not usually up until after 11.

Lena: You could try. I'm really looking forward to this new Spanish class.

Bobby: And why's that?

Lena: Well, first, the teacher. A friend of mine told me she's really good.

Bobby: Really?

Lena: That's right! She's an expert on teaching language for use in real life. And, apparently, she knows the answers to everyone's questions. She never has to check in a book or online.

Bobby: That's really good in a teacher. Where did she work before?

Lena: She was teaching at a university in London for many years. And it's a small class, Bobby. That's another good thing. You get lots of personal help in smaller classes.

Bobby: I know that. I really don't like it when there are too many people in the class. How many are in this class?

Lena: Maximum eight. And it's a speaking and listening class. That's another good reason for joining.

Bobby: Yes, you're right. Not so much focus on grammar. I don't know. Maybe I can go to bed earlier on a Friday night.

Lena: Go on, give it a try. If you like I'll call you in the morning before the class to help you wake up.

Bobby: OK. Let me think about it, and I'll let you know.

Step 4: After the first listening, briefly ask students what they understand about the people (for example, they are friends, they talk about a Spanish class).

Step 5: Play the recording a second time. Ask students to focus on the reason and opinion questions – what Lena thinks and suggests, and what both speakers agree on.

Step 6: In pairs, students compare answers and explain what words helped them decide. Provide sentence starters to support them:

- ▶ I heard 'from 9 till 11', so the class starts at 9.
- ▶ I heard 'you're right', so they agree about small class sizes.

Step 7 (optional challenge): Play short sections again and ask how Lena sounds when she talks about the class (for example, happy, excited, positive).

Activity 6.4: Real-world connection

Classroom note: This activity helps students connect the conversation to real-life listening situations. They practise listening for key words and responding naturally – showing understanding, giving opinions or agreeing with someone.

Step 1: Ask the class:

- ▶ When you talk to friends, how do you show that you are listening?
- ▶ What words do you use to agree or to give advice?

Write a few short examples on the board, such as 'yes', 'really?', 'you're right', 'me too', 'you should...', 'maybe you could...'

Step 2: Play a few short sentences from the conversation again (for example, 'you could go to bed a bit earlier' or 'That's another good reason for joining'). After each one, pause and ask students to react naturally – for example, 'Good idea', 'I agree', 'Really?' or 'That's true'.

Repeat this as a quick reaction drill to build listening and speaking confidence.

Step 3: In pairs, students create and act out a mini-conversation about learning or classes (2-3 lines each) where one person gives an opinion or suggestion and the other person responds with agreement or another reaction.

Examples:

- ▶ Student A: You should try the new Spanish class.
- ▶ Student B: Maybe I will! Saturday is a good day.
- ▶ Student A: I don't like early classes.
- ▶ Student B: Me neither. I prefer afternoon lessons.

Step 4 (Reflection): Ask students what words helped them understand when people agreed or gave advice in the listening. Collect examples such as:

- ▶ should/could (shows suggestions)
- ▶ you're right/me too (shows agreement)
- ▶ I'm really looking forward to it (shows interest or excitement)

Explain to students that these words don't just give them the answers – they help them follow how people feel and react to each other. That's how real conversations work.

Activity 6.5: Understanding the questions (Hotel receptionist)

Classroom note: Before listening, help students identify what kind of information each question asks for. Discussing key words encourages them to think about who is speaking, what they might say and why.

Step 1: Write the listening questions on the board and read them aloud slowly.

1. When did the man start working at the hotel?
2. According to the man, what should receptionists be?
3. What fact about the hotel do the man and woman both find interesting?
4. What does the man want to do in the future?

Step 2: Using *Appendix H: Listening to a conversation 2*, ask students to underline or circle the most important words in each question. Then, in pairs, they compare which words they chose and explain why they think those words are important.

Example:

I underlined 'should' and 'be' because it tells me the question is about an opinion.

After discussion, review as a class. Highlight the types of words that help students understand what to listen for:

- ▶ Question words - when, what, according to
- ▶ Action words - start, should be, find interesting, want to do
- ▶ Topic words - receptionists, hotel, future

Step 3: Ask students what kind of information they need for each question. Write the answers on the board.

Question	Information type
When did the man start working at the hotel?	Time/past event
According to the man, what should receptionists be?	Opinion/reason
What fact about the hotel do the man and woman both find interesting?	Shared idea
What does the man want to do in the future?	Future plan

Step 4: Ask students to make a short prediction about what they might hear. Encourage short, concrete ideas, such as 'Maybe they talk about working in a big hotel or helping guests.'

Activity 6.6: Question types and listening focus

Classroom note: This activity helps students understand that different questions need different listening strategies. It focuses on recognising when something happened, what someone thinks, and what both speakers agree (or disagree) about.

Step 1: Write these question types on the board with examples from this task.

Question type	What to listen for	Example
Detail (time/fact)	When or how something happened	When did the man start working at the hotel?
Opinion/reason	What someone thinks or believes	According to the man, what should receptionists be?
Agreement	Something both speakers find interesting	What fact about the hotel do the man and woman both find interesting?
Future plan	What someone wants to do later	What does the man want to do in the future?

Step 2: Ask students to label each question with its type (detail, opinion, agreement, future plan).

Step 3: Write simple listening tips for each type:

- ▶ Detail: Listen for time expressions (a week ago, last month, 10 years ago)
- ▶ Opinion: Listen for should or need to
- ▶ Agreement: Listen for 'me too', 'really?', 'yes', 'I think so', 'that's true'
- ▶ Future plan: Listen for want to, plan to, hope to, in the future

Step 4: Give students a few short examples from other familiar topics (for example, 'I want to travel next year, 'You're right, that's interesting'). Ask them to identify which type it is (future plan, agreement).

Step 5 (optional extension): In pairs, have students write one short question of each type and ask their partner to answer it aloud.

Activity 6.7: Listening and answering

Classroom note: This activity helps students use both listenings effectively – first to understand the situation and second to confirm specific answers. It focuses on listening for time clues, opinions and shared facts.

Step 1: Give students the question sheet with all answer choices. Ask them to skim the questions and underline key words (for example, a month ago, organised, famous guests, learn other languages).

Questions

Q1. When did the man start working at the hotel?

- a. this week
- b. *a month ago
- c. 10 years ago
- d. last weekend

Q2. According to the man, what should receptionists be?

- a. talkative
- b. adaptable
- c. *welcoming
- d. organised

Q3. What fact about the hotel do the man and woman both find interesting?

- a. *It was built a long time ago.
- b. It has had famous guests.
- c. It has been on television.
- d. It is the biggest local hotel.

Q4. What does the man want to do in the future?

- a. get a full-time hotel job
- b. learn other languages
- c. study in another country
- d. *find employment abroad

Step 2: Before listening, ask:

- ▶ Who do you think the speakers are?
- ▶ What kind of work do they do?

Step 3: Briefly discuss predictions (for example, 'They both work in a hotel'). Then play the recording once. Students listen for the main idea - who the speakers are and what they're talking about - and circle any answers they're sure about.

Conversation

Woman: Hi Ben. Great to finally meet you this morning. I think you started working here about four weeks ago. Is that right?

Man: Hi Sally. Yeah, but only on Saturdays because I'm at college. What about you?

Woman: About 10 years now. I started working here after I left school.

Man: And have you always worked on the check-in desk?

Woman: Yes. I love being a receptionist!

Man: OK. What do you like about it?

Woman: Every day's different, and I enjoy chatting with our guests.

Man: Me too! Receptionists need to be great at greeting people, don't they? But it's difficult when lots of people check in at the same time!

Woman: Definitely! So, what else do you like about working here?

Man: Well, there are no hotels as big as this one in the city. And I like working in this historic building. It's amazing!

Woman: It certainly is! I can't believe it's three hundred years old! I also love it when we get well-known visitors. Once a film crew came and made a documentary about the hotel. That was fun!

Man: Really?

Woman: Yes! So, do you think you'll carry on working here?

Man: Yes, but only part-time until I finish college. My dream is to live and work in other countries.

Woman: Really?

Man: Yeah, that's why I'm working here. I think the experience will help me get work anywhere. I'm taking courses in Spanish and Cantonese as well as business and tourism. I think they'll help too.

Woman: Good plan! Oh, look, it's 12 o'clock already! Everyone has checked in, and the telephone lines are quiet. You're probably starving. The menu looks good today, and it's your turn to go on a break first.

Man: OK. Thanks Sally. See you in an hour!

Step 4: After the first listening, ask:

- ▶ What kind of jobs do the people have?
- ▶ What did you learn about the hotel?

Step 5: Play the recording again. Students confirm or change their answers and focus on time, opinion and future clues.

Step 6: In pairs, students compare answers and explain what words helped them decide. Provide sentence starters to support them:

- ▶ I heard 'four weeks ago', so the answer is a month ago.
- ▶ He said 'receptionists need to be welcoming', so that's the answer.
- ▶ They both said 'it's amazing', so they agree the hotel is interesting.

Step 7 (optional): Ask students what words showed future plans (for example, want to live and work in other countries, I'm taking courses).

Activity 6.8: Real-world connection

Classroom note: This activity helps students connect the conversation to real-life conversations about work, study or future plans. They practise using short, natural phrases for giving opinions, showing interest and agreeing politely.

Step 1: Ask the class:

- ▶ What do people often talk about when they meet at work or school?
- ▶ What can you say to show interest or agreement?

Write a few examples on the board, such as 'That's great!', 'Really?', 'I agree', 'Me too', 'That's interesting', 'Good idea!'

Step 2: Play a few short sentences from the conversation again (for example, 'It's amazing!', 'I can't believe it's three hundred years old!', 'My dream is to live and work in other countries.'). After each one, pause and ask students to react naturally - for example, 'Wow!', 'That's great!', 'Really?'

Step 3: In pairs, students make short role-play exchanges about work or study experiences. Encourage a friendly tone and short, natural reactions.

Example prompts:

- ▶ Student A: I started my new job last week.
- ▶ Student B: That's great! Do you like it?
- ▶ Student A: I want to work abroad one day.
- ▶ Student B: Me too! That sounds exciting.

Step 4 (Reflection): Ask students what words helped them understand the conversation. Collect examples such as:

- ▶ four weeks ago (shows when something happened)
- ▶ should be welcoming (shows an opinion)
- ▶ it's amazing (shows emotion or agreement)
- ▶ I want to live and work in other countries (shows future plan)

Explain that small words and expressions can help them understand the interaction between the two people - who is speaking, how they feel and what they mean - not just to find the answers for the questions.

Reading module

The Reading module of the ISE Digital test assesses the ability to understand short written texts in everyday contexts. The activities in this section help students prepare for the test while developing strategies to find key information, understand main ideas and interpret meaning in both written and visual materials.

These activities focus on a range of reading skills needed to perform well in the module: identifying specific details, recognising the main idea or overall purpose, understanding vocabulary and expressions in context, and making simple inferences and evaluations about what is stated or implied. Students also learn to notice how text structure, headings and visuals support understanding, and to link information across short paragraphs or sentences to form a complete picture.

Through guided practice, learners build confidence in reading authentic materials such as notices, adverts, webpages and short articles. They develop strategies to skim for general meaning, scan for key details and check their answers by linking evidence in the text to the task. These essential reading skills help learners succeed in the test and manage everyday reading situations such as following instructions, understanding short messages or finding information online.

Teacher note: Reading activities combine silent reading, discussion and strategy-focused guidance. The worksheets in the appendices provide additional guidance and follow a more scaffolded approach, helping learners to identify question types, locate information and reflect on reading strategies. Teachers may use the appendices at their discretion. Note that not all stages are intended to be completed in written form, and opportunities for oral prediction, checking and reflection should be included to support comprehension.

Exam strategies

- ▶ Before reading, look at the questions and answer choices. Notice key words so you know what to look for.
 - First reading: skim the text quickly to understand the topic and main idea.
 - Second reading: read again to find specific details (names, places, numbers).
 - Final check: read carefully to confirm your answers and think about what the writer means or feels (inference and opinion).
- ▶ Spend about 20 minutes on the Reading module.

Part 7: Reading a visual text

Rationale: This task helps students practise understanding short, highly visual texts such as posters, leaflets, signs or webpages. The focus is on finding and understanding key information shown through a combination of words and images. Students learn to scan for specific details, identify the main message or purpose and recognise how layout and visuals help communicate meaning. They also begin to make simple inferences about opinions, preferences or attitudes that are suggested rather than directly stated.

By developing these skills, learners become more confident in processing everyday written information they may encounter outside the classroom, such as timetables, advertisements or public notices. These skills also support success in the test by helping students read quickly and accurately, using both written and visual clues to find the right answer.

Focus: Students learn to understand short, visual texts that combine written and graphic information, identifying key details, main ideas and opinions or preferences that may be suggested by the text.

Key skills developed:

- ▶ Understanding the purpose and main message of a visual text
- ▶ Scanning for specific information such as dates, times, names or prices
- ▶ Recognising how images, layout and headings support meaning
- ▶ Making simple inferences about opinions, preferences or attitudes
- ▶ Understanding vocabulary and symbols in context to interpret key information
- ▶ Linking written and visual elements to form a complete understanding
- ▶ Using reading strategies such as prediction, skimming and elimination to find answers efficiently

Activity 7.1: Understanding the questions (Balloon flight)

Classroom note: Before reading, students should learn to identify the key words in each question so they know what kind of information to look for. Discussing these words helps learners predict what part of the poster may contain the answers.

Step 1: Display the questions on the board and read them aloud slowly.

1. What type of text is this?
2. In the 'About our flights' section, what does unique mean?
3. In the 'Choose a flight' section, which flight may be best for first-time passengers?
4. In the 'How to book' section, what could stop a balloon from flying?

Step 2: Using *Appendix I: Reading a visual text 1*, ask students to underline or circle important words in each question (for example, type of text, unique, best for first-time passengers, stop a balloon). Then, in pairs, discuss:

- ▶ What kind of information do we need (a word, an idea, a place, a reason)?
- ▶ Which part of the poster will help us (title, section, picture, small print)?

Step 3: Review together and highlight how different questions ask for different things:

- ▶ Q1 = main idea/purpose
- ▶ Q2 = vocabulary
- ▶ Q3 = evaluation/best choice
- ▶ Q4 = specific detail

Step 4: Ask students to predict what the poster is about. Encourage simple answers like:

- ▶ It's about going on hot air balloon flights.
- ▶ Maybe it tells you how to book or choose a flight.

Activity 7.2: Question types and reading focus

Classroom note: This activity helps students understand how to approach different kinds of questions. By connecting question types with reading strategies, they become more aware of how to read efficiently.

Step 1: Write these question types on the board with examples from this task.

Question type	What to look for	Example
Main idea	What the whole text is about	What type of text is this?
Word meaning	Clues near the word	What does <i>unique</i> mean?
Evaluation/opinion	Clues about feelings or advice	Which flight may be best for first-time passengers?
Detail	Numbers, times, facts	What could stop a balloon from flying?

Step 2: Give simple strategy tips for each:

- ▶ Main idea: Read the title and headings first
- ▶ Language: Look at the words around it for clues
- ▶ Evaluation: Think about what would be good, safe or best
- ▶ Detail: Find exact information (numbers, times, reasons)

Step 3: Ask students to look briefly at the layout of the poster – the title, sections, pictures and small notes at the bottom. Then, for each question, guide them to predict where they might find the answer by thinking about what kind of information it asks for.

Example:

- ▶ Where would you find information about the type of text? - Probably in the title or main heading.
- ▶ Where would you find the meaning of 'unique'? - In the 'About our flights' section, near the word itself.
- ▶ Where would you find which flight is best for first-time passengers? - In the 'Choose a flight' section with the list of flight types.
- ▶ Where would you find what could stop a balloon from flying? - In the 'How to book' or small note section at the bottom.

Activity 7.3: Reading and answering

Classroom note: Students now apply their predictions and strategies to answer the questions. The focus is on reading with a purpose, finding clear evidence and checking answers after a second read.

Step 1: Give students the full set of multiple-choice questions with the 'Balloon Adventures' visual. Ask them to look quickly at the poster (10-15 seconds) and ask:

- ▶ What kind of text is it?
- ▶ What do you notice first?

Questions

Q1. What type of text is this?

- a. *an advert
- b. a menu
- c. a notice
- d. a fact sheet

Q2. In the 'About our flights' section, what does 'unique' mean?

- a. fun
- b. safe
- c. *different
- d. enjoyable

Q3. In the 'Choose a flight' section, which flight may be best for first-time passengers?

- a. the noon flight
- b. the afternoon flight
- c. the sunset flight
- d. *the sunrise flight

Q4. In the 'How to book' section, what could stop a balloon from flying?

- a. *too much wind
- b. very dry weather
- c. very cold weather
- d. too much sunshine

Balloon Adventures

Have fun flying in a hot air balloon!

About our flights

Each flight is for an hour

Every flight is unique! Where we go depends on the wind

Safety talk before take-off

Wear suitable clothing for either hot or cold weather

Choose a flight

- **Sunrise flight:** Usually the smoothest flight because there is little or no wind
- **Noon flight:** Enjoy a snack and juice for lunch
- **Afternoon flight:** Enjoy some tea or coffee
- **Sunset flight:** Enjoy the views and take amazing photographs

How to book

Go to: balloonadventures.com

Flights take place from April to November*

*Note: We do not fly if it is raining or very windy.

Step 2: Students read the poster carefully once and choose answers for all four questions. Encourage them to underline or point to where they found each answer.

Step 3: Check the answers together as a class. Ask:

- What part of the text helped you find this?
- Did you use a picture, a heading or a word clue?

Step 4: Play a short evidence challenge - students explain how they know their answer is correct. For example, I know the answer is too much wind because it says, 'We do not fly if it is very windy'.

Step 5: Encourage students to underline helpful clue words in the text: unique, smoothest, windy, take photographs, etc.

Activity 7.4: Real-world connection

Classroom note: This activity helps students connect the reading task to real-life reading they might do outside class and understand how similar skills can help them in everyday situations. If using the worksheet, students can first tick examples of everyday visual texts and then discuss where they have seen similar texts in real life.

Step 1: Ask students where they can see texts like this in real life. Possible answers: posters, travel websites, advertisements, event leaflets.

Step 2: Show (or describe) a few examples of everyday visual texts - a cinema poster, a menu or a holiday brochure. Ask:

- What information do you usually look for first?
- How do you know what is important?

Step 3: In pairs, students create a short list of reading tips for visual texts.

Example:

- ▶ Read the title first.
- ▶ Look at pictures for meaning.
- ▶ Find key words like times or prices.
- ▶ Check for rules or notes at the bottom.

Step 4: Discuss why these tips are useful not only for the test but also for real-world reading - for example, understanding signs, travel posters or online adverts.

Activity 7.5: Understanding the questions (Aron Island)

Classroom note: Before reading, students learn to focus on the key words in each question. This helps them understand what type of information to look for and where they might find it on the poster.

Step 1: Display and read the questions aloud slowly.

- ▶ Who would most enjoy a boat trip to 'Aron Island'?
- ▶ What does the writer suggest about the boat trip to 'Aron'?
- ▶ Which of these statements are true in the text?
- ▶ What type of text is this?

Step 2: Using *Appendix J: Reading a visual text 2*, ask students to underline or circle the most important words (for example, enjoy, writer suggests, true in the text, type of text). Then, in pairs, discuss:

- ▶ What kind of answer do we need – a fact (detail), an opinion (evaluation) or a suggestion (inference)?
- ▶ Where in the poster might we find this information?

Step 3: Elicit answers as a class and write a simple guide on the board.

Question	Focus	Likely location
Who would most enjoy a boat trip to 'Aron Island'?	Evaluation	Whole poster
What does the writer suggest about the boat trip to Aron?	Inference	Sentences about the trip
Which of these statements are true in the text?	Detail	Facts or numbers
What type of text is this?	Main idea	Title or layout

Step 4: Ask students to predict what the text might be about. Encourage simple statements such as:

- ▶ It's about a trip for tourists.
- ▶ Maybe it's a boat trip to an island.

Activity 7.6: Question types and reading focus

Classroom note: This activity helps students practise recognising question types and using simple strategies for each. The focus is on connecting what the question asks with how to find the answer.

Step 1: Write the following question types on the board with examples from this task.

Question type	What to look for	Example
Evaluation	Who would like it/what's best	Who would most enjoy a boat trip?
Inference	Hidden meanings/what is suggested	What does the writer suggest about the boat trip?
Detail	Facts and numbers	Which statements are true?
Main idea	What kind of text it is	What type of text is this?

Step 2: Teach short strategies for each:

- ▶ Evaluation: Look for positive or descriptive words
- ▶ Inference: Think about what the writer means, not just says
- ▶ Detail: Find exact facts or phrases
- ▶ Main idea: Read the title and overall layout

Step 3: Ask students to look briefly at the layout of the poster (title, sections, pictures, notes). Then, for each question, have them predict where they might find the answer by thinking about the kind of information it asks for.

Examples:

- ▶ Where would you find information about who would enjoy the trip? → Probably in the pictures or descriptions of what you can see or do.
- ▶ Where would you find facts about the boat? → Likely in the section with the boat picture or short factual sentences.
- ▶ Where would you find the main idea? → In the title or heading.

Activity 7.7: Reading and answering

Classroom note: Students now apply strategies to the 'Aron Island' poster. Encourage them to read both words and pictures carefully, as visuals contain important clues.

Step 1: Give students the 'Aron Island' poster and question sheet. Ask them to look quickly and say what they notice first – pictures, colours or main title – then guess the purpose of the text.

Questions

Q1. Who would most enjoy a boat trip to 'Aron Island'?

- a. people who like water sports
- b. people who grow plants
- c. people who go fishing
- d. *people who enjoy birdwatching

Q2. What does the writer suggest about the boat trip to Aron?

- a. It is scary.
- b. It is slow.
- c. *It is cold.
- d. It is new.

Q3. Which of these statements are true in the text?

- a. *The boat was built less than five years ago.
- b. Puffins are a rare sight on the island's rocks.
- c. The captain has recently finished his training.
- d. People on the boat trip will see sharks.

Q4. What type of text is this?

- a. a leaflet for tourists
- b. *a page on a website
- c. a person's travel blog
- d. a magazine article

Visit Aron Island with Aron Boat Tours 

Do you love nature? Come and see Aron!



Boats leave Padston harbour on weekdays.
Please check daily as times change.

There is a special price
for large groups.

Please bring warm clothes!

Aron has many puffins.



They look beautiful next to flowers and on the rocks.
They fly there to eat the fish.

SeaCat is very fast.
It's under five years old.
Our captain has worked on boats for many years.
You'll feel very safe.



You might see a 'cetorinhus maximus'!

Do you know its other name?




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   YouTube

Step 2: Students read the text once and choose the best answer for each question. Remind them to underline or point to where they found the information.

Step 3: After the first read, have students check in pairs:

- ▶ What helped you choose your answer?
- ▶ Did you use a word, picture or section of the poster?

Step 4: Read again for confirmation. Ask guiding questions such as:

- ▶ Which sentence shows the boat is new?
- ▶ How do you know it might be cold?
- ▶ Who would enjoy seeing puffins?

Step 5: Students share answers and explain their evidence using short phrases like:

- ▶ It says the boat is under five years old, so it's new.
- ▶ It says please bring warm clothes, so it's cold.
- ▶ It says Aron has many puffins, so people who like birds would enjoy it.

Step 6: As a class, confirm answers and highlight the clues in the words or images that helped.

Activity 7.8: Real-world connection

Classroom note: This activity helps students connect reading a visual text to everyday purposes, such as understanding posters, travel adverts or webpages. If using the worksheet, students can first tick examples of posters and then discuss where they have seen similar posters in real life.

Step 1: Ask students where they would see posters like this in real life (for example, train stations, airports, travel agencies, websites).

Step 2: Discuss why it's important to understand key information in these texts - safety instructions, weather advice, times.

Step 3: In pairs, students write three short reading tips for travel posters.

Examples:

- ▶ Look for titles and pictures first.
- ▶ Read small notes for important details.
- ▶ Find advice or rules about what to bring or do.

Step 4: As a class, make a short list titled 'How to read posters and adverts' and display it for future lessons.

Part 8: Reading a single text

Rationale: This task helps students develop the skills needed to understand short written texts such as messages, notices, short articles or webpages. The focus is on recognising the main idea, identifying important details and understanding how ideas connect across sentences and paragraphs. Students also practise making simple inferences – for example, noticing opinions, reasons or feelings that are implied rather than stated directly – and basic evaluations, such as deciding whether information is positive, negative or useful.

Through these activities, learners build confidence in reading short, everyday texts and using context to work out meaning. They learn to read with a clear purpose, looking for evidence in the text to support their answers and checking their understanding carefully. These skills strengthen both test performance and real-world literacy, helping students manage practical reading tasks, such as understanding short messages, following instructions or reading brief news stories.

Focus: Students learn to understand short written texts by identifying key information, main ideas and opinions, and by connecting ideas to form a clear understanding of the overall message.

Key skills developed:

- ▶ Recognising the main idea and purpose of a short, written text
- ▶ Scanning for specific details such as names, times or facts
- ▶ Understanding how sentences and ideas connect across the text
- ▶ Making simple inferences about reasons, feelings or attitudes
- ▶ Identifying evaluative meaning, such as whether something is positive or negative
- ▶ Using context clues to understand unfamiliar words or phrases
- ▶ Reading strategically by skimming for gist and checking answers against evidence in the text

Activity 8.1: Understanding the questions (Scottish island)

Classroom note: Before reading, students learn to focus on key words in each question. This helps them understand what to look for and which part of the text may contain the answer.

Step 1: Display and read the questions aloud slowly.

- ▶ How many children study in the 'Barra School'?
- ▶ How do the students travel to school?
- ▶ What does Dominic like about Barra?
- ▶ Which statement about Barra is true?

Step 2: Using *Appendix K: Reading a single text 1*, ask students to underline or circle the most important words (for example, how many, travel, like about Barra, true about Barra). Then, in pairs, students discuss:

- ▶ What kind of answer do we need – a fact/detail, a meaning or something that is true but not said directly?
- ▶ Where might we find it – beginning, middle or end of the story?

Step 3: Elicit ideas as a class and write a simple guide on the board.

Question	Likely location	Likely location
How many children study in the 'Barra School'?	Number/detail	Middle (school paragraph)
How do the students travel to school?	Transport	Same paragraph
What does Dominic like about Barra?	Opinion/feeling	Last paragraph
Which statement about Barra is true?	Fact check/inference	Whole text

Step 4: Ask students to predict what kind of text it is. Encourage simple statements such as:

- It's about a teacher's life on an island.
- It might describe what his school and students are like.

Activity 8.2: Question types and reading focus

Classroom note: This activity helps students recognise what kind of thinking each question requires - detail, language/meaning or inference - and choose the best reading strategy. By linking question types to strategies, students learn that they do not need to read every word in the same way.

Step 1: Write the following questions on the board with short examples from this task.

Question type	What to look for	Useful strategy
Detail	Numbers, names, places, facts	Scan quickly
Language	The meaning of a word or phrase	Read the sentence before and after
Inference	What is true but not said directly	Read carefully and think about meaning

Step 2: Discuss which reading strategy fits each type:

- Detail: Scan for numbers, names or clear facts
- Language: Read the sentence before and after the word
- Inference: Think about what the whole paragraph means, not only one word

Step 3: Ask students to label each question with its type and share answers.

- Q1 = detail
- Q2 = detail
- Q3 = opinion/feeling
- Q4 = inference

Step 4: Check answers as a class. Ask students to explain briefly why they chose each strategy (for example, 'It asks how many, so I should scan for numbers.').

Activity 8.3: Reading and answering

Classroom note: Students now read the full text twice, using strategies for different question types. Encourage them to underline clue words and talk about how they found each answer.

Step 1: Give students the text 'Teach Scotland'. Ask them to look at the title and first paragraph. Ask:

- ▶ Who is Dominic?
- ▶ Where does he work?
- ▶ What kind of text is this?

Single text

Teach Scotland

Dominic McAlpine teaches on a Scottish island. Here he tells his story:

I studied to be a teacher in Glasgow, Scotland's biggest city. At the end of my course, I looked for a teaching job. Most people on my course got jobs in Glasgow. I got a job on Barra, a small island in the Atlantic Ocean. Barra is 200 kilometres from the Scottish coast and can be reached by car ferry or plane. It is part of a group of islands called the Hebrides. It has beautiful beaches and hills which are perfect for exploring. It rains a lot, but it is not as cold as Glasgow.

The schools here are very different. In Glasgow, schools usually have over 1,000 students and many teachers. The Barra school has fewer than 100 students who come from all over the island. They come by bus or on bicycles. Each class has no more than 15 kids. I teach mathematics. I'm the only maths teacher, so I teach every student in the school. I live in Castlebay, the biggest village on Barra. I see students every time I leave my house. Everybody knows me here. It's very friendly. They also work hard here. Some of my students are now studying in Scottish universities.

My maths lessons are all in English, but at home many people here speak Gaelic. When I was new here, my students taught me some Gaelic words. I have lived here three years now and speak it a little better. Well, **that** might be because I got married last year, and my wife is the Gaelic teacher at the school I teach at!

I take the boat to Glasgow two or three times a year. When I am in Glasgow, I go to the cinema. There are no cinemas on Barra but there are no beaches in Glasgow. I think I prefer this quiet life by the sea!

Are you interested in teaching in the Scottish islands? Go to teachscotland.co.uk/islands

Step 2: Students read the text once quickly to get the main idea. Then, read the questions again and match each one to a part of the text.

Questions

Q1. How many children study in the 'Barra School'?

- a. about 1,000
- b. fewer than 15
- c. *around 100
- d. more than 200

Q2. How do the students travel to school?

- a. by plane
- b. by car
- c. by ferry
- d. *by bus

Q3. What does Dominic like about Barra?

- a. It is dry.
- b. *It is peaceful.
- c. It is empty.
- d. It is large.

Q4. Which statement about Barra is true?

- a. There is one language.
- b. There is one village.
- c. *There is one school.
- d. There is one cinema.

Step 3: Students read a second time, this time carefully scanning for answers. Encourage them to underline or highlight the words that helped, for example:

- ▶ fewer than 100 students - Question 1
- ▶ They come by bus or on bicycles - Question 2
- ▶ I think I prefer this quiet life by the sea - Question 3
- ▶ There are no cinemas on Barra - helps with Question 4

Step 4: Check answers in pairs. Ask:

- ▶ What word helped you find it?
- ▶ Did you have to read the sentence before or after?

Step 5: As a class, confirm the correct answers and write the clue phrases on the board to show evidence.

Activity 8.4: Real-world connection

Classroom note: This activity connects classroom reading practice to real-world reading situations where learners might encounter short articles or online stories. If using the worksheet, students can first tick examples of where they might see short texts like this outside school, then discuss what kind of information people look for in these texts.

Step 1: Ask students where they would see short texts like this outside school (for example, social media posts, online articles, school website, school magazines, travel blogs).

Step 2: Discuss what kind of information people look for when reading such texts - facts, opinions, reasons or personal stories.

Step 3: In pairs, students write two or three short tips for reading real articles quickly.

Example:

- ▶ Read the first sentence to find out the main idea.
- ▶ Look for numbers and names for important facts.

Activity 8.5: Understanding the questions (An amazing bird)

Classroom note: Students first learn to look carefully at the questions before reading. This helps them focus on what information they need, for example, facts, times or meanings.

Step 1: Read the questions aloud slowly while students follow along.

1. According to paragraph 3, how do albatrosses find food?
2. According to paragraph 4, how long has Suzy known her mate?
3. What is the meaning of 'hatches' in paragraph 4?
4. According to the last paragraph, what danger do albatrosses face?

Step 2: Using *Appendix L: Reading a single text 2*, ask students to underline or circle the most important words in each question (for example, find food, known her mate, hatches, danger). Then, in pairs, students discuss:

- ▶ What kind of answer do we need - a number, a word or an idea?
- ▶ Where in the text might we find it - beginning, middle or end?

Step 3: Elicit class ideas and complete a quick chart together.

Question	Focus	Likely location
How do albatrosses find food?	How birds find food	Paragraph 3
How long has Suzy known her mate?	Relationship/time	Paragraph 4
What does 'hatches' mean?	Vocabulary/meaning	Paragraph 4
What danger do albatrosses face?	Danger/problem	Last paragraph

Step 4: Ask students to predict what they think this story might be about, based on the title and questions. For example, it might be about a special bird and what it does or how it lives.

Activity 8.6: Question types and reading focus

Classroom note: This activity helps students practise choosing the best reading strategy for each question. Students learn to scan for key facts, use context to understand vocabulary and read carefully when they need overall meaning.

Step 1: Explain that different questions need different reading strategies. Write these strategies on the board:

- ▶ Scan for facts (numbers, names, short details)
- ▶ Guess meaning from context (words before and after)
- ▶ Read for overall meaning (understand the paragraph, not just one sentence)

Step 2: Ask students to decide the best strategy for each question and complete the table.

Question	Type	Strategy	What to look for
How do albatrosses find food?	Detail	Scan	How albatrosses find food
How long has Suzy known her mate?	Detail	Scan	How long Suzy has known her mate
What does 'hatches' mean?	Language	Guess from context	Words before and after 'hatches'
What danger do albatrosses face?	Detail	Scan for key word + match details	The last paragraph to see what problems albatrosses have

Step 3: Elicit answers and discuss why each strategy fits. Encourage students to use simple reasoning such as:

- ▶ 'It asks how long, so I scan for a number.'
- ▶ 'It asks what a word means, so I read around it.'
- ▶ 'It asks about danger, so I read the paragraph about dangers they face.'

Activity 8.7: Reading and answering

Classroom note: Students now read the passage twice – first for general meaning, then for details. They underline clues and discuss how they found each answer.

Step 1: Before reading, ask:

- ▶ Who is Suzy?
- ▶ What kind of bird is she?
- ▶ Where does she live?

Then, read the first paragraph aloud together to model pronunciation and rhythm.

Single text

An Amazing Bird

by Mary Jane Smith

Suzy is a very special bird. She is one of the oldest birds in the world. She is a Laysan Albatross. This is a big seabird species. Scientists think that Suzy was born in 1951. She is over 70 years old. Suzy lives on Midway Atoll. This is a small island in the Pacific Ocean. Only a few people live there. There is a science base there. A small group of scientists study albatrosses and other large sea birds.

Scientists learn about these birds by putting electronic rings on their legs. Scientists looked at the information from Suzy's rings. They discovered that she had flown at least 4.5 million kilometres in her whole life. That is almost like flying six times to the moon and back. Albatrosses like Suzy also fly very quickly. They can fly up to 90 kilometres per hour.

Suzy likes to eat fish. Albatrosses fly over the ocean looking for fish. They can fly for over 800 kilometres when looking for food. They fly alone. Once a year, they return to land to meet up with other albatrosses. They do this to find a mate. When an albatross finds a mate, they usually stay together for life.

Suzy has been with her mate for 30 years. She has had at least 35 chicks. Her first one was born in 1956. Her youngest chick was born in 2017. She always builds her nest in the same place. Suzy and her mate look after the egg until the young chick **hatches**. This takes about two months. Then the parents take turns to fly off and return with food for the chick. They do this until the young bird learns to fly.

Albatrosses are big, powerful birds. They have few enemies. However, they face many dangers. Other animals sometimes eat their eggs. Plastic in the ocean is also dangerous. Young birds think it is food. Fortunately, Suzy and other albatrosses in the area are monitored by scientists. They help them when they get into danger. This is why Suzy has lived for such a long time.

Step 2: Students read the full text once quickly for the main idea - What is special about Suzy? Then read a second time, focusing on the questions.

Questions

Q1. According to paragraph 3, how do albatrosses find food?

- a. by hunting in groups
- b. *by flying long distances
- c. by staying close to land
- d. by swimming in the sea

Q2. According to paragraph 4, how long has Suzy known her mate?

- a. *30 years
- b. since 1956
- c. 35 years
- d. since 2017

Q3. What is the meaning of 'hatches' in paragraph 4?

- a. cares for
- b. goes away
- c. comes back
- d. *comes out

Q4. According to the last paragraph, what danger do albatrosses face?

- a. Other animals eat their food.
- b. Bigger birds try to hurt them.
- c. *There is pollution in the water.
- d. Humans fail to protect them.

Step 3: As they read again, students underline or highlight clue words or short phrases.

Examples:

- ▶ They can fly for over 800 kilometres when looking for food - Q1
- ▶ Suzy has been with her mate for 30 years - Q2
- ▶ until the young chick hatches - Q3
- ▶ Plastic in the ocean is also dangerous - Q4

Step 4: In pairs, students compare answers and explain how they found each one. Encourage them to say things like:

- ▶ I found it in the middle.
- ▶ I looked for the word 'mate'.
- ▶ The word before helped me guess the meaning.

Step 5: Check the correct answers as a class. Ask:

- ▶ Which strategy helped you most?
- ▶ Which question was hardest to answer? Why?

Activity 8.8: Real-world connection

Classroom note: This activity helps students connect classroom reading to real-life reading experiences, such as short science or news stories online. If using the worksheet, students can first tick where they find animal or nature stories and then use the written prompts to support pair or group discussion.

Step 1: Ask students where they can see stories about animals or nature (for example, websites, magazines, news, TV shows, children's books).

Step 2: Students work in small groups to talk about an animal they know something about. Ask them to share one fact, one interesting behaviour or one danger that animal faces.

Step 3: Each group writes two sentences in simple English (for example, Dolphins live in the sea. They eat fish and help each other.). Groups share their sentences with the class.

Step 4: End with reflection questions:

- ▶ What new word did you learn?
- ▶ How did you find the answers in the text?
- ▶ What strategy will you use next time you read a story?

Writing module

The Writing module of the ISE Digital test assesses the ability to communicate clearly and appropriately in short written online texts. The activities in this section help students prepare for the test while developing their ability to express their ideas appropriately in writing.

These activities focus on developing the core writing skills assessed in the Writing module: Content (writing that answers the task fully and stays on topic), Language (using simple, accurate grammar and vocabulary to express ideas) and Style (choosing a tone and level of formality suitable for the situation and audience).

Through guided practice, students learn to plan and write short, meaningful messages for everyday digital contexts. They practise greeting and closing an email politely, responding to questions or posts in a forum and expressing basic opinions or feelings clearly. These skills support not only success in the test but also confidence in real-world written communication, such as online discussions, class messages and personal correspondence.

Teacher note: Writing activities move through planning, drafting and reviewing stages. The worksheets in the appendices provide additional guidance and follow a more scaffolded approach, helping learners to generate ideas and organise their writing. Teachers may use the appendices at their discretion. Please note that written stages can be adapted or shortened, and greater emphasis may be placed on discussion, modelling or shared feedback where appropriate.

Exam strategies

- ▶ Read the prompt carefully.
- ▶ Read the texts and identify relevant ideas.
- ▶ Be sure to address both bullet points.
- ▶ Write 70-90 words.
- ▶ Allow up to 20 minutes per task (time for planning, writing and checking).

Part 9: Written online communication

Rationale: In this task, students write short, purposeful online messages, such as a contribution for an online discussion board or direct communication, for example, an email or a group chat. The focus is on clear, meaningful communication that fits the context and audience. Assessment focuses on three main areas: Content (answering all parts of the task), Language (using simple and accurate grammar and vocabulary) and Style (choosing the right tone and level of formality).

Through these activities, students learn to express simple opinions, share ideas and respond appropriately to others in writing. They practise writing in a polite, friendly style that is suitable for different online situations, such as messages to classmates or teachers. By planning, writing and checking their work, students develop confidence in producing short, effective digital communication that reflects real-world use of English in school, work and daily life.

Focus: Students learn to write short, purposeful online messages – such as emails and online discussion boards – using clear, polite and appropriate language for the audience and situation.

Key skills developed:

- Understanding the purpose and audience of a short, written message
- Selecting key information from the task prompt and covering all required points
- Writing with clear organisation – including a greeting, main message and closing
- Using simple, accurate vocabulary and expressions common in digital communication
- Adjusting tone and formality to match the context (classmate, teacher or public post)
- Reviewing and editing short texts to improve clarity, accuracy and politeness

Activity 9.1: Understanding the task (email)

Classroom note: This activity helps students understand exactly what they need to write about and how to respond appropriately to the situation. Identifying key words ensures that learners include all the required points and understand who they are writing to.

Step 1: Display the task on the board and read it aloud slowly.

Your classmate is asking for your opinion. Write an answer to say:

- where to have the picnic
- what food to bring

You should write about 70 words (maximum 90 words).

Hi everyone

Let's plan a picnic to celebrate the end of the school year! What do you think?

Sara

Step 2: Using *Appendix M: Written online communication 1*, ask students to underline or circle key words in the task (for example, picnic, where, food, your opinion). In pairs, students discuss:

- ▶ What do you need to include in your answer?
- ▶ Who are you writing to?
- ▶ What kind of tone should you use (formal/informal)?

Step 3: Elicit answers as a class and summarise on the board:

- ▶ Audience - Classmates (so use friendly, polite tone)
- ▶ Content - Place and food suggestions
- ▶ Purpose - To give your opinion and share ideas

Step 4: Ask students to brainstorm a few words they might use for this topic (for example, park, beach, sandwiches, fruit, drinks, games). Record ideas on the board for later use.

Activity 9.2: Building ideas and useful language

Classroom note: This activity helps students develop ideas and collect useful vocabulary and expressions before writing. They learn to express opinions politely and suggest ideas naturally in an informal written style.

Step 1: On the board, write three headings:

1. Places for a picnic
2. Food and drinks
3. Useful starters

Step 2: In small groups, students brainstorm and add examples under each heading.

Examples:

- ▶ Places: park, river, school garden, beach
- ▶ Food and drinks: sandwiches, pizza, fruit, juice
- ▶ Useful starters: Let's go to..., I think we should..., How about bringing..., It would be fun to...

Step 3: Model one or two short sentences using these ideas:

- ▶ I think we should have the picnic in the park because it's quiet and big.
- ▶ Let's bring sandwiches, fruit and juice.

Step 4: Students work in pairs to write two short suggestions each, using their own ideas. Encourage friendly tone and clear language.

Activity 9.3: Writing and review

Classroom note: Students now write their full response using the ideas from Activity 9.2. The self-check step helps them review their work for clarity and completeness.

Step 1: Ask students to write their answer (about 70 words). Remind them to include:

- ▶ Greeting (for example, Hi Sara)
- ▶ Answers to both bullet points
- ▶ Closing (for example, See you soon, [Name])

Step 2: When finished, students check their writing using this checklist:

- ▶ I answered both bullet points.
- ▶ My message is clear.
- ▶ I used simple, polite language.
- ▶ I wrote a complete message (not too short).
- ▶ I checked spelling and punctuation.

Step 3: Students exchange their writing with a partner and give one positive comment and one suggestion for improvement.

Activity 9.4: Extension - Comparing contexts

Classroom note: This activity helps students notice how tone and style change depending on the audience. They reflect on why polite, friendly language is important in digital communication.

Step 1: Ask students to imagine writing a short message about the same picnic to different people. Write two examples on the board:

- ▶ A message to a classmate
- ▶ An email to a teacher

Step 2: In pairs, students discuss:

- ▶ What would be the same?
- ▶ What would be different? (tone, formality, greeting, closing)

Examples:

- ▶ Classmate: Hi Sara! Let's have the picnic in the park near school. We can bring sandwiches and fruit.
- ▶ Teacher: Dear Ms. Smith, We're planning a class picnic. We thought the park near school would be a good place.

Step 3: Elicit ideas and write examples of polite but natural expressions on the board (for example, Hi, Let's, I think, Dear, We thought).

Step 4: Conclude by reminding students that good writing is not only correct but also appropriate for the reader and situation.

Activity 9.5: Understanding the task (online discussion board)

Classroom note: This activity helps students identify what they need to do and who they are writing to. At this level, learners benefit from clear awareness of audience and tone, as well as understanding that both opinions (from Ms Lang and Carmen) must be addressed.

Step 1: Display and read the task aloud slowly.

Read these messages from an online discussion. Write an answer and respond to **both** your teacher **and** Carmen.

You should write about **70 words** (maximum 90 words).

Ms Lang:

Hello class! Here is the topic we are discussing this week:

Many young children watch television every day. Is this good or bad?

Please write your opinion below.

Carmen:

I think children learn new things from TV. For example, they can learn a new language.

Step 2: Using *Appendix N: Written online communication 2*, ask students to underline or highlight important words in the task and posts (for example, good or bad, children, television, respond to both).

Step 3: In pairs, students discuss:

- ▶ Who are you writing to?
- ▶ What do you need to include?
- ▶ What tone should you use?

Step 4: Elicit answers and summarise:

- ▶ Audience: Teacher and classmate (polite, friendly tone)
- ▶ Content: Say if it's good or bad, give a reason, respond to Carmen's idea
- ▶ Purpose: Share your own opinion clearly

Step 5: Write key planning questions on the board:

- ▶ What do I think about children watching TV?
- ▶ What reason can I give?
- ▶ What can I say to Carmen? (agree or disagree politely)

Activity 9.6: Building ideas and useful language

Classroom note: This activity helps students generate ideas and practise short expressions for giving opinions, agreeing or disagreeing politely, and giving reasons.

Step 1: Write three headings on the board:

- ▶ Giving an opinion
- ▶ Agreeing or disagreeing
- ▶ Giving reasons or examples

Step 2: Elicit examples and build a mini phrase bank together.

Function	Useful phrases
Opinion	I think..., In my opinion..., I believe...
Agreeing	I agree with Carmen..., That's true..., You're right...
Disagreeing (politely)	I see your point, but..., I don't completely agree because...
Reasons/examples	because..., for example..., that's why..., such as...

Step 3: Give short model sentences, for example:

- ▶ I think it's good for children to watch TV because they can learn new things.
- ▶ I agree with Carmen that TV can help you learn, but too much is not good.

Step 4: In pairs, students write one opinion sentence and one polite response to Carmen using the phrases from the board.

Activity 9.7: Writing and peer review

Classroom note: Students now write their online post. The self-check and peer feedback steps help them review tone, content and clarity.

Step 1: Ask students to write their post (70–90 words). Remind them to include:

- ▶ Greeting or short opening (for example, Hi everyone or Hello Ms Lang and Carmen)
- ▶ Their opinion about the topic (good or bad)
- ▶ A reason or example
- ▶ A comment to Carmen (agree or disagree politely)
- ▶ A closing line (for example, Thanks for reading!)

Step 2: After writing, students check their post using this checklist:

- ▶ I answered the teacher's question.
- ▶ I responded to Carmen.
- ▶ I gave at least one reason.
- ▶ I gave an example.
- ▶ My writing is polite and clear.
- ▶ I checked spelling and punctuation.

Step 3: Students exchange posts in pairs and give one positive comment and one suggestion for improvement, for example:

- ▶ I liked your reason.
- ▶ Maybe add a sentence to reply to Carmen.

Activity 9.8: Extension - Real-world connection

Classroom note: This activity helps students recognise how online discussions work in real life and practise keeping a respectful tone, even when people disagree.

Step 1: Ask students where people write opinions online. Possible answers might be: school forums, social media, blogs, class chats.

Step 2: Discuss why polite language is important in online writing. Elicit answers such as:

- ▶ Because many people can read it.
- ▶ Because we want to be respectful.

Step 3: Provide two short example posts with different tones:

- Post A: I think TV is great! Kids can learn a lot.
- Post B: That's wrong. TV is bad for children.

Ask students:

- Which sounds more polite? Why?
- How can we make Post B better? (for example, I don't agree because too much TV is not healthy for children.)

Step 4: Give students some examples of impolite or incomplete online posts. Students work in pairs to rewrite one post into a better version.

Step 5: Finish with a short reflection:

- What words help make your post friendly and polite?

Appendix A: Responding to Questions | Activity 1.1-1.3

Name: _____

Part 1: Read the questions

Read the questions carefully.

1. What is your favourite animal?
2. Why do you like it?
3. How do you get ready to go to sleep at night?
4. Is it important to go to bed early? Why or why not?

Part 2: Important words

Underline the most important words in each question. These words help you understand what to talk about.

Part 3: What kind of information do I need?

Tick (✓) the best answer.

Question	Personal information	Opinion	Reason
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 4: Planning my answer

Choose one question and write two ideas for your answer.

Question number: _____

▶ Idea 1: _____

▶ Idea 2: _____

Part 5: Peer feedback

- ▶ Did your partner speak for about 30 seconds for each question?
- ▶ Did they answer all parts of the question?
- ▶ Did they give a reason or example?

Part 6: Write your own question set

Write two or three linked questions on personal or familiar topics. Practise answering questions with your partner.

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Appendix B: Delivering a prepared talk | Activity 2.1-2.2

Name: _____

Part 1: Choosing a topic

You will give a short talk about a topic you choose. Choose a topic that you enjoy and know something about. You should talk about your topic clearly and give some details or examples.

Part 2: Evaluating the topic

What is my topic?

Why do I like it or think it's interesting?

What can I say about it? (3-4 ideas)

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

How will I start and finish my talk?

Part 3: Useful words and phrases for my talk

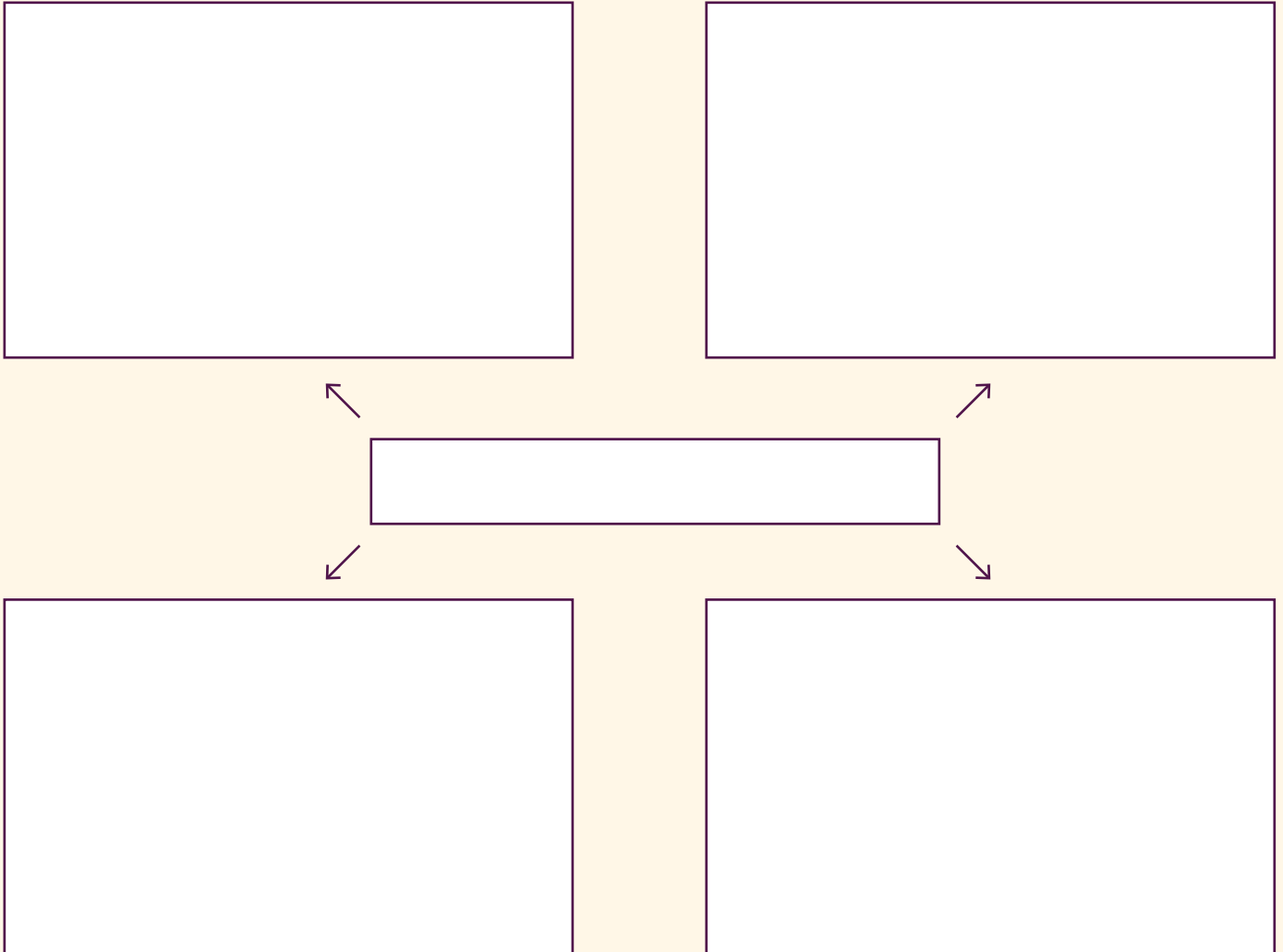
Words

Example sentences

Words	Example sentences

Part 4: Planning my talk

On the mind map, write your topic in the middle and the three or four points you will include. For each point, include one specific detail or example.



Appendix C: Interacting | Activity 3.1-3.4

Name: _____

Part 1: Read the prompt

Read the situation carefully.

You need to miss a lesson at school or college.
Talk to your teacher and

- ▶ ask if you can miss the lesson
- ▶ tell your teacher why you need to miss the lesson

Part 2: Important words

Underline the most important words for the situation and the two things you need to do.

Part 3: Planning my response

Write short notes.

- ▶ My request: _____
- ▶ My reason: _____

Part 4: Follow-up

Now you must respond to the follow-up from the teacher.

Okay, but it's an important lesson, so you'll need to catch up.

- ▶ My response: _____

Part 5: New situations

Write two other familiar, everyday situations outside of school. Include the description and the two points that must be covered. You can use situations such as asking for help, explaining a problem or asking permission. Act out the interaction with your partner and listen carefully to the follow-up question and respond.

Situation 1

Situation 2

Appendix D: Summarising a talk or conversation | Activity 4.1-4.4

Name: _____

Part 1: Read the prompt

Read the situation carefully.

Your sister is thinking about joining a club in the summer holidays. Today you hear a conversation between two friends talking in a café about outdoor sports clubs.

Listen to the conversation, then tell your sister about what you heard.

- ▶ What do the speakers like about their clubs?
- ▶ What do you think the best summer activity is?

Part 2: Important words

Underline the most important words for the situation and what you need to do.

Part 3: Evaluate the prompt

Who is speaking in the conversation? _____

Who are you talking to after listening? _____

What information will you tell your sister? _____

Part 4: Listen and take notes

Speaker 1

What they like about their club

Speaker 2

What they like about their club

Part 5: Peer feedback

- ▶ Did your partner mention both speakers?
- ▶ Did they answer both questions?
- ▶ Did they speak clearly?

Part 6: Follow-up

Answer the follow-up question with two or three specific examples.

What do you like to do in the summer holidays?

- ▶ Example 1 _____
- ▶ Example 2 _____
- ▶ Example 3 _____

Appendix E: Listening to a description 1 | Activity 5.1-5.4

Name: _____

Part 1: Read the questions

Read the questions carefully.

1. Where is Sally's favourite place?
2. How does Sally's family like getting pizza?
3. Who likes pizza with meat?
4. What is the speaker talking about?

Part 2: Important words

Underline the most important words in each question. Why are these words important?

Look at the questions and key words. What do you think the description is about?

I think the description is about _____

Part 3: Question types

Tick (✓) the best answer.

Question	Main idea	Preferences (likes/dislikes)	Person	Place
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 4: Clues for listening

Fill in words or phrases you might hear for each type of question. Use the questions to help you.

Type of question	What to listen for
Detail (person, place)	_____
Preference (likes/ dislikes)	_____
Main idea	_____

Part 5: Description

Write a few words or phrases to describe a place you like to eat.

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Appendix F: Listening to a description 2 | Activity 5.5-5.8

Name: _____

Part 1: Read the questions

Read the questions carefully.

1. Where is the hot drink van located?
2. What does the speaker do at Angelo's?
3. When can visitors give food to ducks?
4. What is the speaker talking about?

Part 2: Important words

Underline the most important words in each question. Why are these words important?

Look at the questions and key words. What do you think the description is about?

I think the description is about _____

Part 3: Question types

Tick (✓) the best answer.

Question	Place	Day/Season	Inference	Main idea
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 4: Clues for listening

Fill in words that you might hear for each question. Identify which question fits each type.

Type of question	What to listen for
Detail (place, day/season)	_____
Inference (suggested, not stated directly)	_____
Main idea	_____

Part 5: Description

Write a few words or phrases to describe a local park or outdoor place.

Appendix G: Listening to a conversation 1 | Activity 6.1-6.4

Name: _____

Part 1: Read the questions

Read the questions carefully.

1. What time does the new Spanish class start?
2. What does Lena suggest Bobby should do?
3. Why does Lena think the Spanish class will be good?
4. What do both speakers agree on?

Part 2: Important words

Underline the most important words in each question. Why are these words important?

Look at the questions and key words. What do you think the conversation is about?

I think the conversation is about _____

—

Part 3: Question types

Tick (✓) the best answer.

Question	Opinion/Reason	Detail/Time	Suggestion	Agreement
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 4: Clues for listening

Fill in words or ideas you might hear.

Type of question	What to listen for
Opinion/reason	_____
Detail/time	_____
Suggestion	_____
Agreement	_____

Part 5: After listening

Answer these questions

- ▶ Which speaker gave advice? _____
- ▶ Did the speakers agree on everything? Yes No

Part 6: Ask another question

Write one more question for each type of information (opinion, detail, suggestion, agreement).

Type of information	Question
Opinion/reason	
Detail/time	
Suggestion	
Agreement	

Part 7: Mini-conversation

Write two sentence starters for a conversation about learning or classes, to give an opinion or make a suggestion (for example, I think..., You could...). With your partner, use these phrases to start a short conversation.

Appendix H: Listening to a conversation 2 | Activity 6.5-6.8

Name: _____

Part 1: Read the questions

Read the questions carefully.

1. When did the man start working at the hotel?
2. According to the man, what should receptionists be?
3. What fact about the hotel do the man and woman both find interesting?
4. What does the man want to do in the future?

Part 2: Important words

Underline the most important words in each question. Why are these words important?

Look at the questions and key words. What do you think the conversation is about?

I think the conversation is about _____

Part 3: Question types

Tick (✓) the best answer.

Question	Opinion/Reason	Detail/Time	Future plan	Agreement
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 4: Clues for listening

Fill in words or ideas you might hear.

Type of question	What to listen for
Opinion/reason	_____
Detail/time	_____
Future plan	_____
Agreement	_____

Part 5: After listening

Answer these questions

- ▶ Who works at the hotel? _____
- ▶ Do both speakers like the hotel Yes No

Part 6: Ask another question

Write one more question for each type of information (opinion, detail, future plan, agreement).

Type of information	Question
Opinion/reason	_____
Detail/time	_____
Future plan	_____
Agreement	_____

Part 7: Mini-conversation

Write two short phrases or sentences about work, study or future plans (for example, I'm studying ... at the moment, In the future, I'd like to...). With your partner, use these phrases to start a short conversation

Appendix I: Reading a visual text 1 | Activity 7.1-7.4

Name: _____

Part 1: Read the questions

Read the questions carefully.

1. What type of text is this?
2. In the 'About our flights' section, what does 'unique' mean?
3. In the 'Choose a flight' section, which flight may be best for first-time passengers?
4. In the 'How to book' section, what could stop a balloon from flying?

Part 2: Important words

Underline the most important words in each question. Why are these words important?

Look at the questions and key words. What do you think the text is about?

I think the text is about _____

Part 3: Question types

Tick (✓) the best answer.

Question	Detail	Language	Evaluation	Main idea
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 4: Clues for reading

Write what kind of information you need for each question type.

Type of question	What to listen for
Detail	_____
Language	_____
Evaluation	_____
Main idea	_____

Appendix J: Reading a visual text 2 | Activity 7.5-7.8

Name: _____

Part 1: Read the questions

Read the questions carefully.

1. Who would most enjoy a boat trip to 'Aron Island'?
2. What does the writer suggest about the boat trip to Aron?
3. Which of these statements are true in the text?
4. What type of text is this?

Part 2: Important words

Underline the most important words in each question. Why are these words important?

Look at the questions and key words. What do you think the text is about?

I think the text is about _____

Part 3: Question types

Tick (✓) the best answer.

Question	Inference	Detail	Evaluation	Main idea
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 4: Clues for reading

Write what kind of information you need for each question type.

Type of question	What to listen for
Inference	_____
Detail	_____
Evaluation	_____
Main idea	_____

Part 5: Where to find a poster like this

Tick (✓) the best answers.

- | | |
|--|-------------------------------------|
| <input type="checkbox"/> train station | <input type="checkbox"/> school |
| <input type="checkbox"/> airport | <input type="checkbox"/> website |
| <input type="checkbox"/> travel agency | <input type="checkbox"/> café |
| <input type="checkbox"/> hotel | <input type="checkbox"/> a bus stop |

Part 6: Why is it important to understand this type of text?

Tick (✓) the best answers.

- to understand times and prices
- to follow safety advice
- to know what to bring or wear
- to choose the best option
- to learn grammar rules
- Other _____

Part 7: Reading tips

Write three short reading tips for travel posters and adverts.

1.	<hr/> <hr/>
2.	<hr/> <hr/>
3.	<hr/> <hr/>

Appendix K: Reading a single text 1 | Activity 8.1-8.4

Name: _____

Part 1: Read the questions

Read the questions carefully.

1. How many children study in the 'Barra School'?
2. How do the students travel to school?
3. What does Dominic like about Barra?
4. Which statement about Barra is true?

Part 2: Important words

Underline the most important words in each question. Why are these words important?

Look at the questions and key words. What do you think the text is about?

I think the text is about _____

Part 3: Question types

Tick (✓) the best answer.

Question	Inference	Detail	Language
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 4: Clues for reading

Write what kind of information you need for each question type and the best strategy for each.

Type of question	What to look for	Useful strategy
Inference (true but not said directly)		
Detail (numbers, names, places)		
Language (read words before and after)		

Part 5: Where to find short texts outside school

Tick (✓) the best answers.

- | | |
|---|---|
| <input type="checkbox"/> social media posts | <input type="checkbox"/> travel blogs |
| <input type="checkbox"/> online articles | <input type="checkbox"/> news websites |
| <input type="checkbox"/> school website | <input type="checkbox"/> information leaflets |
| <input type="checkbox"/> school magazine | <input type="checkbox"/> tourist websites |

Part 6: What kind of information do people look for?

Tick (✓) the best answers.

- facts
- opinions
- reasons
- personal stories
- advice/suggestions
- Other _____

Part 7: Reading tips

Write three short tips for reading real articles quickly.

1.	<hr/> <hr/>
2.	<hr/> <hr/>
3.	<hr/> <hr/>

Appendix L: Reading a single text 2 | Activity 8.5-8.8

Name: _____

Part 1: Read the questions

Read the questions carefully.

1. According to paragraph 3, how do albatrosses find food?
2. According to paragraph 4, how long has Suzy known her mate?
3. What is the meaning of 'hatches' in paragraph 4?
4. According to the last paragraph, what danger do albatrosses face?

Part 2: Important words

Underline the most important words in each question. Why are these words important?

Look at the questions and key words. What do you think the text is about?

I think the text is about _____

Part 3: Question types

Tick (✓) the best answer.

Question	Detail	Language
1	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>

Part 4: Clues for reading

Write what kind of information you need for each question type and the best strategy for each.

Type of information	What to look for	Useful strategy
Detail (numbers, facts, actions)		
Language (read words before and after)		

Part 5: Where to find stories about animals or nature

Tick (✓) the best answers.

- | | |
|--|---|
| <input type="checkbox"/> websites | <input type="checkbox"/> children's books |
| <input type="checkbox"/> magazines | <input type="checkbox"/> school books |
| <input type="checkbox"/> news websites | <input type="checkbox"/> social media posts |
| <input type="checkbox"/> TV shows | <input type="checkbox"/> Other _____ |

Part 6: Talk about an animal

Choose an animal you know. Write one idea for each category.

Animal _____

- ▶ One fact: _____
- ▶ One interesting behaviour: _____
- ▶ One danger they face: _____

Part 7: Write two sentences

Write two simple sentences about your animal.

Appendix M: Written online communication 1 | Activity 9.1-9.4

Name: _____

Part 1: Read the prompt

Read the task carefully.

Your classmate is asking for your opinion. Write an answer to say:

- where to have the picnic
- what food to bring.

You should write about 70 words (maximum 90 words).

Hi everyone

Let's plan a picnic to celebrate the end of the school year! What do you think?

Sara

Part 2: Important words

Underline the most important words in the prompt.

Part 3: Brainstorming

Write 3-4 ideas for each heading.

Places for a picnic

Food and drinks

Useful starters (eg, I think we should..., It would be fun to...)

Part 4: Planning ideas

Write two short sentences using the ideas above.

Part 5: Write your message

Write your message here (70-90 words).

Part 6: Review

Check your writing using this checklist.

- I answered both bullet points.
- My message is clear.
- I used simple, polite language.
- I wrote a complete message (not too short).
- I checked spelling and punctuation.

Part 7: Considering your audience

You are writing a short message about the same picnic to two different people:

- ▶ A message to a classmate
- ▶ An email to a teacher

With your partner, discuss what would be the same and what would be different (for example tone, formality, greeting, closing).

Appendix N: Written online communication 2 | Activity 9.5-9.8

Name: _____

Part 1: Read the prompt

Read the task carefully.

Read these messages from an online discussion. Write an answer and respond to **both** your teacher **and** Carmen.

You should write about **70 words** (maximum 90 words).

Ms Lang:

Hello class! Here is the topic we are discussing this week:

Many young children watch television every day. Is this good or bad?

Please write your opinion below.

Carmen:

I think children learn new things from TV. For example, they can learn a new language.

Part 2: Important words

Underline the most important words in the prompt.

Part 3: Brainstorming

Write three or four examples for each heading.

Function

Useful phrases

Giving an opinion (I think...)

Agreeing or disagreeing
(That's a good point, but I think...)

Giving reasons or examples
(because..., for example...)

Part 4: Planning ideas

Write one opinion sentence and one polite reply to Carmen using the ideas above.

Part 5: Write your message

Write your message here (70-90 words).

Part 6: Review

Check your writing using this checklist.

- I answered the teacher's question.
- I responded to Carmen.
- I gave at least one reason.
- I gave an example.
- My writing is polite and clear.
- I checked spelling and punctuation.

Part 7: Online etiquette

With a partner, discuss where people write opinions online. Why is polite language important?