TRINITY COLLEGE LONDON

Integrated Skills in English (ISE)

Classroom Activities – ISE I

Reading & Writing

Contents

Reading Task 1 Page 1

Reading Task 1 Page 11

Reading Task 2 Page 23

Reading Task 3 Page 31

Writing Task 4 Page 41

Skimming Techniques - Travel Information

At a glance

Level: ISE I

Focus: Reading Task 1

Aims: Reading comprehension practice

Objectives: Familiarity with reading comprehensions

Skill: Skimming

Topic: Travel

Language functions: Giving reasons, expressing obligation and necessity

Lexis: Travel

Materials needed: White board, one worksheet per student and pens

Timing: 1 hour

Procedure

Preparation

Print the worksheet (one per student). Be ready to write the questions below (see Stage 4) on the board.

In class

1. Explain to the students that they are going to practise some techniques to help them with the reading and writing exam, part 1, *reading comprehension* of the ISE I Test.
2. Write **READING** in large letters on the board, ask the students to tell you what words they think of when they see **reading**. Write some good examples on the board (e.g. *books, English, newspapers, computers, magazines, TV, etc.)*
3. Explain to the students that there are so many things around us that we read, reading is really important.

4. Write the following questions on the board:

   i) What do you read in (your language)
   ii) How fast do you read?
   iii) What do you usually do while reading?
   iv) What do you read in English?
   v) How fast do you read in English?
   vi) What would you like to read in English?
   vii) Why is reading important?

5. Put the students into pairs or small groups and ask them to discuss these questions for around 10 minutes.

6. Ask the students for feedback to the questions. Write some good answers on the board.

7. Now explain to the students that today they are going to work on their reading speed. Tell the students that this is important as in the exam they will need to read quickly.

8. Explain to the students that in Part 1 of the reading test, students will have to answer 5 questions. More specifically, students will have to label the paragraphs with appropriate headings. Tell the students that this uses skimming technique, which is a speed-reading technique. So, you read something very quickly and find out information.

9. Give each student one worksheet. Tell the students that they are going to focus today on skimming. Explain to the students what *skimming* is.

   <u>Skimming</u>

   This is when you read a text fairly quickly to get the general idea of it and the main points

10. Ask the students to *skim* Texts A-E on the worksheet and to give each text an appropriate heading. Give the students approximately 15 minutes. Go through the answers in open-class. Write up the correct answers on the board.

11. Now ask the students to skim texts A-F on the worksheet and to answer the questions. Give the students approximately 15 minutes. Go through the answers in open-class. Write up the correct answers on the board.

Extension activity

1. Tell the students to ask and answer questions about Text F (the temperature chart), for example

   Example: What is the temperature in December in C?

   What is the average rainfall in January in inches?

2. In their English books, the students can find a text to skim and explain the main points to their partner.

Further support activity

Weaker students can be given extra time to complete the worksheet or they can be asked to read and complete only one or two of the exercises.

After class

Ask students to practise their skimming techniques in their daily lives. Ask them to find a newspaper and practise finding the main events as quick as they can.

Skimming Techniques – Travel Information

Student Worksheet

Below are 6 texts which you are going to skim read. Once you have read the texts, give each one an appropriate heading, then answer the questions

Text A

1. Read the text and add an appropriate heading.
2. Answer the questions below.

Heading:_____

Today, many people prefer to travel independently. Firstly, they decide where they want to go and then think about the details, such as how long they want to stay, where they want to stay, how they will get there, how much it will cost, when they will go and what they need to take.

Answer the following questions

1. How do people like to travel these days? _____
2. What do they decide on first? _____
3. How many other details are mentioned in the text? _____

Text B

1. Read the text and add an appropriate heading.
2. Answer the questions below.

Heading:_____

The time you go depends on what you want to do. For example, if you want to do outdoor activities such as walking, cycling or canoeing then you need to choose a time when the weather is dry. If you prefer a more relaxed holiday spent sunbathing and swimming then the weather should not be too hot.

Answer the following questions.

1. What does the time you go depend on? _____
2. What are some examples of outdoor activities?_____
3. What do you do on a relaxing holiday? _____

Text C

1. Read the text and add an appropriate heading.
2. Answer the questions below.

Heading:_____

Most people take too much when they travel, travel light is the key! Remember you will have to carry it and heavy luggage soon becomes a nightmare. Take enough clothes (but not too many), a towel, soap, shampoo and your travel documents and money.

Answer the following questions

1. What do most people take when they travel?

   _____

2. What is the best solution? _____
3. Which six items should you take with you?_____

Text D

1. Read the text and add an appropriate heading.
2. Answer the questions below.

Heading:_____

Monalos is a lively, noisy place, suitable for young people and those who do not like peace and quiet. The information centre is in the main street (number 50, High Street), and their phone number is 324-5698. They are open every day from 10am to 8pm except Sundays when they are open from 1pm to 4pm.

Answer the following questions

1. What is the address of the information centre? _____
2. What is their phone number? _____
3. What time are they open on Fridays? _____
4. What time do they close on Sundays? _____

Text E

1. Read the text and add an appropriate heading
2. Answer the questions below

Heading: Some interesting _____

The area covers over 2,000 miles and has around 100,000 inhabitants. The coastline is over 500 miles long and there are 54 islands, 22 of which are inhabited. The highest mountain is 3,007ft, and the deepest lake is 700ft below sea level.

Answer the following questions

1. What is the area? _____
2. How many people live there? _____
3. How long is the coastline? _____
4. How many islands do people live on? _____
5. What is the highest point? _____
6. What is the lowest point? _____

Text F

Look at the following temperature chart and find the answers.

Average temperatures and rainfall

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Monalos												
C/F	6/43	7/45	9/48	11/52	14/57	16/61	17/63	17/63	15/59	12/5	9/48	7/45
mm	146	109	83	90	72	63	55	22	36	47	120	132
inches	5.8	4.3	3.3	3.5	2.8	2.1	1.8	.9	1.2	1.6	4.0	5.2

1. What is the average temperature in September in C? _____
2. How much rain falls in February in mm? _____
3. How many inches of rain do they receive in May? _____
4. What is the average temperature in August in F? _____

Skimming techniques, travel information - Answer key

Appropriate headings
Text A – Planning a trip.
Text B – When to go.
Text C – What to take.
Text D – Monalos information
Text E – *Possible answers – facts, information, details……..*

Answers to questions in texts

Text A
1. Independently
2. Where they want to go
3. How long they want to stay, where they want to stay, how they will get there, how much it will cost, when they will go, what they need to take. 6 other details are mentioned in the text.

Text B
1. What you want to do
2. Walking, cycling, canoeing
3. Sunbathing and swimming

Text C
1. Too much
2. Travel light
3. Clothes, a towel, soap, shampoo, travel documents, money

Text D
1. Number 50, High Street
2. 324-5698
3. From 10am to 8pm
4. 4pm

Text E
1. 2,000 miles
2. 100,000 people
3. 500 miles long
4. 22
5. 3,007ft
6. 700ft below sea level

Text F
1. 15
2. 109
3. 2.8
4. 63

The History of Modern Fashion

At a glance

Level: ISE I

Focus: Reading Task 1

Aims: Understanding information about the history of modern fashion

Objectives: To select the most suitable heading for paragraphs, to identify whether statements are true or false and select the most suitable word from the text to complete sentences

Skill: Skimming and scanning for key information about the history of fashion and understanding specific information about origins and developments in the industry

Topic: Fashion

Language functions: Processing and comprehending a straightforward factual text and selecting appropriate language to identify key details.

Lexis: Parts of the world, countries in Asia and Europe, historical names, fashion capitals of the world and adjectives

Materials needed: One student worksheet per student and dictionaries

Timing: 50 minutes

Procedure

Preparation

1. Insert images, as required, into the student worksheet.
2. Print one student worksheet per student.

In class

1. Introduce the topic of fashion. Ask the students to write down two words about their favourite kind of clothes. Then elicit their choices and ask them why they like them. Next ask students about their favourite perfumes, cosmetics and jewellery. Examples of questions could include: Why do you like it? Why do you prefer this designer brand to other brands?

2. Tell the students that in today's class they will be working on the ISE I Reading Task 1 and they will be reading for basic meaning (gist), specific meaning and specific detail.
3. Put students into pairs and ask them to give a list of 5 designer names and world fashion capitals. Ask for answers in open-class and write them on the board.
4. Give out one student worksheet per student. Tell the students that on the worksheet they can find a practice Task 1 reading exercise which they are going to do in lesson in exam conditions.
5. Before the students begin, explain to them how to read for basic meaning, read for specific meaning and read for specific detail.
6. Go through the different questions with the students and explain what is required from each question and demonstrate how to select the correct information.
7. Now give the students 20 minutes to complete the practice Task 1.
8. When the students have finished, ask the students to exchange answer papers. Ask students to give the answers in open-class and write the correct answers on the board. If necessary, show the students where the correct answers are in the text.
9. Once you have gone through the answers, ask the students to discuss how they found the task and what they think they can do in the future to prepare for Task 1 of the ISE I Reading test.

Extension activities

Task A – explain that students need to match key words to the definitions. Check answers and note correct answers on board.

Task B- explain that students need to complete the paragraph using the correct word from the box. Check answers and note correct answers on board.

Task C – explain that students need to find the word from the text which matches the synonym. Check answers and note correct answers on board.

Further support activities

Task A – explain to students that they need to choose the correct word from the box and write it under the picture.

Task B – explain to students that they need to read the opening paragraph and put the sentences in the order that they appear in the text.

Task C- explain to students that they need to complete the sentences using the correct words from the box.

After class

Ask students to find pictures of their favourite designer fashion labels and make a poster saying why they chose them and when they wear these clothes.

The History of Modern Fashion

Student worksheet

Reading Comprehension

Read the text about fashion and answer the questions below.

Fashion – the World Over	
1	Today, dedicated followers of fashion look to cities such as New York City, London, Paris and Milan for their inspiration and to buy the latest trends. The fashion scene changes with every season and in many countries, this means that there are four collections – one each for spring, summer, autumn and winter. The concept of fashion trends developed in the 14th century in Europe, but what about fashion in the rest of the world?
2	Early Western travellers going to the East noted that fashion styles did not change rapidly in countries such as Persia, India, China and Japan. However, this was not always the case as there was also evidence uncovered during the dynasty of Ming China of rapidly changing fashions in Chinese clothing. History shows us that changes in costume often took place at times of economic or social change, which occurred in ancient Rome and the medieval Arabian Peninsula. Then a long period without major changes would follow.
3	At this time, most weaving, embroidery, cutting and stitching was hand-crafted by skilled craftsmen and seamstresses. Many textiles originated in countries such as China, where exquisite silks were produced and Turkey with its rich history of embroidery and clothing styles influenced by Central Asia and the Far East. Until the mid-nineteenth century, in Europe and America most clothing was therefore custom-made by skilled dressmakers and tailors. This meant that following fashion trends was clearly an expensive past-time.
4	In the twentieth century, mechanised production of textiles and the introduction of the sewing machine dramatically changed the way fashionable garments were produced. It led the development of *haute couture* and, much later, affordable branded clothing which was the offshoot of *haute couture.* Mass production meant that clothing became much cheaper and more widely available, yet at the same time was easily adapted to meet the designers' demands. As economies grew and people became more affluent, more people could afford to buy designer clothing across the world.
5	To sum up, fashion is closely interlinked with the history of the world. Periods of rapid change and movement of people influenced the textiles and styles that people chose to wear. Nowadays, people are still extremely conscious about the way they dress for various occasions. Adolescents and young adults feel very strongly about the brands they wear, whether it is for college, partying or sportswear. Their parents feel the same about their own designer labels. There are designer or boutique brands all over the world. In many Asian countries, local designers can charge a small fortune for exclusive bridal wear, wedding attire and other formal wear.

Questions 1-5 (1 mark per question)

The text on 'Fashion – the World Over' has 5 paragraphs (1,2,3,4 and 5). Choose the best title for each paragraph from A-F below and write the letter in the numbered box. There is one more title than you need.

Questions 1-5 (1 mark per question)

A. Origins of textiles
B. Industrialisation
C. Designer companies
D. Modern approach to fashion
E. General information about fashion in Europe.
F. History of clothing in the Orient

Example	
10	Z
Paragraph	Letter
1	
2	
3	
4	
5	

Questions 6-10 (1 mark per question)

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

A	Fashion designers can be found almost everywhere in the world.	True statement
B	Many people wear expensive sports gear.	6.
C	Mass production has not made designer brands accessible to more people.	7.
D	Bridal wear is more often than not exclusively designed.	8.
E	Changes in clothing did not coincide with economic and social movement.	9.
F	Following fashion trends has not always been easy.	10.
G	There were generally few fashion trends in China.	
H	Many processes were done by machine during the early 20th century	

Questions 11-15 (1 mark per question)

Complete sentences 11-15 with a word, phrase or number from the text (maximum 3 words). Write the word, phrase or number in the space provided.

11. Early travellers to the Far East believed that fashion changed _____.

12. Dressmakers and tailors had to be very _____.

13. *Haute couture* was very _____.

14. Designer clothing became more _____.

15. People are still particularly _____ about the way they dress.

Extension Activities

Task A: Vocabulary

Match the key words to the definition.

Key Word	Answers	Definition
1. Weaving	1-k	**a)** A lot of clothes made at the same time
2. Embroidery		**b)** Something constructed by hand
3. Cutting		**c)** People who made suits for men
4. Stitching		**d)** A machine used at home or in industry to make clothes
5. Dressmakers		**e)** Sewing designs using needle and thread
6. Tailors		**f)** Using scissors on fabric
7. Wool		**g)** Women who made dresses for women
8. Hand-made		**h)** The process of joining fabric pieces with needle and thread
9. Mechanised		**i)** A fabric made from sheep
10. Sewing machine		**j)** Processes using machines.
11. Mass production		**k)** Making fabric from yarn

Task B: Grammar

Complete the paragraph with the correct form of the verb. There is one verb you do not need.

begin - mean – alter – purchase – look - run

Followers of fashion **1.** _____ to cities such as New York City, London, Paris and Milan for their inspiration and to **2.** _____ the latest trends. The fashion scene **3.** _____ with every season and this **4.** _____ that there are four collections – one each for spring, summer, autumn and winter. Fashion trends **5.** _____ in the 14th century in Europe.

Task C

Using a dictionary, find suitable words used in the text to match the synonyms.

Synonym		**Word used in text**
1. costly		***a) expensive***
2. related to		***b)***
3. changed		**c)**
4. wealthy		**d)**
5. a lot of money		**e)**
6. fast; quick		**f)**
7. specially made		**g)**

Further support activities

Task A

Match the words to the correct picture.

mechanised sewing – factory-production- dressmaker – weaving- cutting - sewing machines - embroidery – tailor – hand-stitching

1 **Insert image of dressmaker**	**2** **Insert image of sewing machine**	**3** **Insert image of hand-stitching**
4 **Insert image of mechanised sewing**	**5** **Insert image of weaving**	**6** **Insert image of embroidery**
7 **Insert image of cutting**	**8** **Insert image of tailor**	**9** **Insert image of factory production of clothes**

Task B

Read paragraph 1 and put these sentences in the correct order.

1.	But what happens in fashion across the rest of the world?	
2.	The concept of fashion trends developed in the 14th century in Europe,	
3.	This means that there are four collections – one each for spring, summer, autumn and winter.	
4.	The fashion scene changes with every season and in many countries,	
5.	Today, dedicated followers of fashion look to fashion capitals to buy the latest trends.	**1**

Task C

Complete the sentences with the correct word. There is one word that you do not need.

labels - interlinked – influenced – rapid

brands -clothes –boutique

1. Fashion is closely _____ with the history of the world.
2. Periods of _____change and movement of people _____ the clothes that people chose to wear.
3. Adolescents and young adults feel very strongly about the _____they wear.
4. Their parents feel the same about their own designer _____.
5. There are designer or _____ brands all over the world.

Answers

Fashion – the World Over

1. E
2. F
3. A
4. B
5. D
6. A
7. B
8. D
9. F
10. H
11. Slowly (or suitable alternative)
12. Skilled
13. Exclusive or expensive
14. Affordable
15. Conscious

Answers - Extension Activities

Task A

1.	**K**
2.	**E**
3.	**F**
4.	**H**
5.	**G**
6.	**C**
7.	**I**
8.	**B**
9.	**J**
10.	**D**
11.	**A**

Task B

1)	**look**
2)	**purchase**
3)	**alters**
4)	**means**
5)	**began**
The verb form and tense should be correct.	

Task C

a)	expensive
b)	interlinked to
c)	adapted
d)	affluent
e)	a small fortune
f)	rapid
g)	custom-made

Answers - Further Support Activities

Task A

1.	dressmaker
2.	sewing machines
3.	hand-stitching
4.	Mechanised sewing
5.	weaving
6.	embroidery
7.	cutting
8.	tailor
9.	factory-production

Task B

1.	but what happens in fashion across the rest of the world?	**5**
2.	The concept of fashion trends developed in the 14th century in Europe,	**4**
3.	This means that there are four collections – one each for spring, summer, autumn and winter.	**2**
4.	The fashion scene changes with every season and in many countries,	**3**
5.	Today, dedicated followers of fashion look to fashion capitals to buy the latest trends.	**1**

Task C

1. Fashion is closely **interlinked** with the history of the world.
2. Periods of **rapid** change and movement of people **influenced** the clothes that people chose to wear.
3. Adolescents and young adults feel very strongly about the **brands** they wear.
4. Their parents feel the same about their own designer **labels**.
5. There are designer or **boutique** brands all over the world.

Original Sources:
http://en.wikipedia.org/wiki/Ming_Dynasty
http://en.wikipedia.org/wiki/Hanfu
http://en.wikipedia.org/wiki/Ancient_Rome

Greeting Cards

At a glance

Level: ISE I

Focus: Reading Task 2

Aims: Students practise reading four texts and matching statements to the relevant text

Objectives: Students can read a text for gist and look for specific information

Skill: Skimming and scanning

Topic: Special occasions

Language functions: Describing events in the indefinite and recent past, giving reasons, quantifying, expressing and requesting opinions and impressions

Lexis: Vocabulary used to talk about text types, special occasions and greeting cards

Materials needed: An example greeting card (this can be made by the teacher), whiteboard, paper and pens and one student worksheet per student

Timing: 40 minutes

Procedure

Preparation

1. If possible, find a greetings card to take to the lesson. If not, you can make a very simple card by folding a thin piece of card in half, writing "Happy Birthday" and drawing a flower on the front, and writing a short greeting inside, e.g. "To Maria, Wishing you a very happy birthday, Lots of love, Grandma".
2. Photocopy one worksheet for each student.

In class

1. Tell the students that they are going to do a "Which text? Multiple Matching" task which is similar to Reading Task 2 of the ISE I reading test. Tell them that the reading texts are about greeting cards. Hold

your example greetings card up in front of the class. Ask students if they know what it is. If not, explain that it is something that people in the UK and the USA like to send to their friends and family on special occasions.

2. Write "Special occasions" on the board. Elicit one special occasion from the class. Put students into small groups, and tell them they have one minute to list all of the special occasions they can think of. Stop them after one minute, elicit all of their answers, and write them on the board. Add the following if they are not already on the list: birthdays, Christmas, graduation, new home, engagement.
3. Tell students they are going to read four different texts about greetings cards. Give each student one worksheet. Put the students in pairs and ask them to discuss what kind of text they think text A, B, C or D is and where they would expect to find it. After 2 minutes, discuss as a class.

   Example answers:
   - Text A - A description of the tradition of sending greeting cards. It could be found in a school textbook.
   - Text B – Infographics on greetings cards. It could be found in a magazine.
   - Text C – An explanation of how e-cards work. It could be found on the homepage of a website selling e-cards.
   - Text D - An example greetings card verse. It could be found inside a Mother's Day card.
4. Now ask the students to complete the *Which text? Multiple Matching* questions on the worksheet. Give students 10 minutes to answer the questions individually. Then ask the students to compare their answers in pairs.
5. Go through the answers with the class. Explain any vocabulary the students do not understand.
6. Draw the students' attention to Task B on the worksheet. Ask students to discuss in pairs. Monitor and provide help where necessary. After 10 minutes, briefly elicit some answers from the class.

Extension activity

1. Early finishers during the reading activity can write their own *Which text?* questions.
2. Early finishers during the speaking activity can talk about other special occasions.

Further support activity

Weaker students can be given a choice of two texts for each *Which text?* question.

After class

For homework, students can be asked to write an email to a friend describing the tradition of sending greeting cards.

Greeting Cards

Student Worksheet

Aim: To practice Which text? Multiple Matching (Part 2 of the ISEI Reading Test)

Read the following texts about greetings cards, then answer the questions below.

Text A

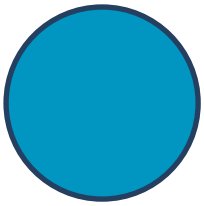
Over 2 billion greeting cards are sold in the UK each year. People in the UK send more cards per capita than any other nation. The greetings cards industry is also big in the US, but the custom is not consistently observed anywhere else.

Cards are sent to celebrate many types of occasion such as birthdays, Christmas, graduation, new home, engagement, and even divorce. Greeting cards come in different shapes, sizes and styles, including humorous cards, photo cards, artistic cards, and handmade cards.

Even in the age of social media, greeting cards continue to play a significant role in UK culture. People still want to celebrate special occasions with their loved ones and to mark many of life's important moments by sending a card.

Text B

Greeting Cards - Facts and figures



£1372 million

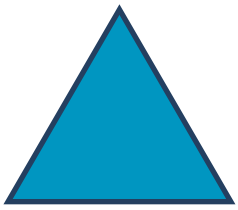
Total market value

£1.42

Average retail price of a card

£42.5 million

Amount spent on Valentine's Day cards



3% Rise in sales in 2012 compared to 1993

Text C

Welcome to ecards 4 u!

We have 100s of greeting cards that can be easily personalised by changing the text or uploading a photo. You'll find a wide variety of cards, including Birthday Cards, Christmas Cards, Congratulations Cards, Good Luck Cards, Thank You Cards, and Sympathy Cards.

Ecards 4 u is the perfect place to create and send thoughtful, funny and custom-made cards. You can also set reminders for special occasions.

Ecards cost £1.50 to send by email and £3.50 to send by post. Cards are sent by email within 3 hours, and by post the next working day.

Text D

My darling mum, you're everything to me.

Thanks to you I am happy and free.

You've made me who I am today,

by supporting me in every way.

Together we have laughed and cried,

you've always been there by my side.

I'll be there for you until the end

because you're my mum and my best friend.

Questions

A. Read questions 1-5 first and then read the four texts again. As you read each text, decide which text each question refers to. You can use any letter more than once.

Which text…

a) advertises cards that can be sent electronically?

b) tells you how many cards are bought annually in the UK?

c) shows the kind of text that can be found inside a greeting card?

d) gives the price of personalised greeting cards?

e) compares the sales of greeting cards in two different years?

B. Discussion Questions

Discuss the following questions in pairs.

a) Have you ever sent or received a greeting card? Who was it to/ from? For what occasion?

b) Did anything that you learnt about greeting cards today surprise you? What?/Why?

c) Do you think that divorce cards are a good idea? Why?/Why not?

d) What is your favourite special occasion and how do you usually celebrate it?

Answers

A.

a) C
b) A
c) D
d) C
e) B

Websites used:

http://www.greetingscards.co.uk/helpdesk/additional-information/the-history-of-greetings-cards

http://www.greetingcardassociation.org.uk/resources/for-publishers/the-market/facts-and-figures

http://www.bbc.co.uk/news/magazine-18020006

http://www.moonpig.com/uk/

http://www.craftsuprint.com/card-verses/

Best Ways to Learn a Language – Writing an Essay

At a glance

Level: ISE I

Focus: Reading Task 3

Aims: Writing a planned essay of 100-130 words based on 3 reading texts

Objectives: Finding important information, writing a plan based on given information and writing an essay step-by-step

Skill: Understanding and identifying specific information, writing notes and formulating an essay using notes

Topic: Learning a foreign language and essay writing

Language functions: Describing, explaining and making suggestions based on short reading texts in written form

Lexis: Learning a foreign language

Materials needed: One worksheet per student

Timing: 1 hour

Procedure

Preparation

Print one worksheet per student.

In class

1. Explain to the class that they are going to learn some techniques for helping them with the "Reading into Writing" task (3) of the ISE I Writing Test. Tell students that they are going to read 3 short texts about learning a foreign language and then write a 100-130 word essay about what they have read.
2. Ask the students about how *they* feel about learning a foreign language. What do they find easy or difficult? What are the best ways to learn?
3. Ask the class to read Text 1 which offers advice, suggestions, tips and techniques for learning a foreign language. Give the students 3 minutes to read the text.

4. Now, with a partner or in a small group of up to 4 students, ask the students to find and write down 1 important word from each of the 5 points made in the text.

   Possible answers: Vocabulary, grammar, apps, friend, films

5. Now ask the students to remember as much as they can about each point and tell their partner.
6. Now ask the class to read Text 2 which shows the different stages of learning to speak a second language. Give the students approximately 5 minutes to do this.
7. With a partner or in a small group of up to 4 students, ask the students to find and write down some important information from each of the 5 categories (6 months, 1 year, 1-2 years, 2-4 years, 5 years)

   Possible answers: 6 months – silence: very few words understood or spoken; 1 year – few words spoken and used; 1-2-years – sentence use; 2-4 years – good sentence use; 5 years – advanced, very good use of sentences

8. Now ask the students to do the same with Text 3. Find and write down an important piece of information from each of the 5 students.

   Possible answers: Pablo – some English every day, Silvia – reading, Tom – Skype, Anna – vocabulary, Darius – films.

9. Now with their partner or in a small group ask the students to discuss what they wrote down and try to remember as much as they can.
10. Now explain to the students that they are going to practise writing notes, then writing an essay step-by-step, using the texts they have read.
11. Tell the students to read the exam question and discuss exactly what they need to do with their partner.
12. It is important for students to practise how to write a plan and think carefully about the writing process. With this in mind, work your way through the different Exam question stages (on the worksheet) with the students.

Extension activity

The more advanced students can write the essay by themselves.

Further support activity

The weaker students can practise making their own sentences using the key words from the texts. They can also be given the keywords to help them with this.

After class

Ask students to research the best ways to learn a foreign language and to write a short essay on the information they have found.

Best Ways to Learn a Language – Writing an Essay

Student Worksheet

Text 1

1. Read text 1 in 3 minutes. Find and write down 1 important word from each of the 5 points.
2. Now read it again and try to remember as much as you can about it and tell your partner.

Learning a Language – Advice, Suggestions, Tips and Techniques

Apps, films, friends and Skype

1. Vocabulary: try to remember around 2,000 basic words and phrases. Make it fun with 5 to 10 minutes of memorisation each day. You will improve rapidly, try it with a friend!
2. Learn the grammar, take it step-by-step and practise forming sentences.
3. Find free language learning apps on your phone, you can learn the language anywhere you are.
4. Find a friend to practise with. You can speak together which will improve your confidence and ability, and will also encourage you to…. You can also do this over Skype.
5. Learn from films, find a film you want to watch and watch it in English. You can learn a lot from this.

Text 2

Read Text 2 in 5 minutes. Find some important information from each of the 5 categories (6 months, 1 year, 1-2 years, 2-4 years, 5 years) and write it down.

Stages of Learning to Speak a Second Language

6 months	**1 year**	**1-2 years**	**2-4 years**	**5 years**
Silent stage	Can speak a little	Starting to speak in sentences	Can speak in sentences well, Intermediate level	Can speak very well, Advanced level
Uses very few words	Uses a few words	Uses basic sentences	Uses a range of sentences	Uses a wide range of sentences
Can understand some words	Can understand and respond a little	Can understand and respond, making mistakes, but this is good as it means there is improvement	Uses the language to communicate well	Can communicate very well

Original source:

http://en.wikipedia.org/wiki/Second-language_acquisition

Text 3

1. Read text 3 in 5 minutes. Find and write down an important piece of information from each student (Pablo, Silvia, Tom, Anna, Darius)
2. Discuss what you wrote down with your partner or in a small group, try to remember as much as you can!

Advice from language learners

I asked some successful students for their suggestions on how to improve language learning. This is what they said:

- @Pablo - Speak or listen to some English every day, listen to some English music and sing the words!
- @Silvia - I think reading is the best way, look online for something you're interested in
- @Tom - I use Skype, sometimes I message my friends, sometimes we talk
- @Anna – I think learning vocabulary is the most important, I sit with my dictionary and write down new words, and then I try to remember them. Often, I do this with my friends, it's fun!
- @Darius – I love English films, I listen carefully to them and try to remember the pronunciation of the words and sentences!

Exam Question

Read the following exam question

Your school is doing a project on the best ways to learn English and you have been asked to write a short essay for your English teacher (**100-130** words) about some useful suggestions, how long learning a language takes and how students can improve. Use the information you read in the previous exercises to:

- Describe some of the techniques given to improve your English.
- Explain approximately how long it takes to learn a foreign language
- Suggest how you think students can best improve their learning of a foreign language

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

Writing a plan

It is important to organise your ideas, this will make your writing good and clear. You need to spend around 10 minutes writing notes in the box given.

1. Write notes on the first part of the question (spend only 3 minutes on this)
   - Describe some of the techniques given to improve your English.

Planning notes:

2. Now decide which are the important ideas.

3. How many ideas are good to use for around 40 words?

4. Write the first part of the essay

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

5. Now write notes on the second part of the question. Spend only 3 minutes on this

   - Explain approximately how long it takes to learn a foreign language

Planning notes

6. How many ideas do you have?

7. Which ones are you going to use?

8. Now write the second part of the essay

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

9. Now write notes on the third part of the essay. Spend only 3 minutes on this
   - Suggest how you think students can best improve their learning of a foreign language

Planning notes

10. How many ideas do you have?

11. Which ones are you going to use?

12. Now write the third part of the essay

_____
_____
_____
_____
_____
_____
_____
_____
_____

Model answer for best ways to learn a foreign language

Some of the useful suggestions about how to learn a foreign language are learning vocabulary, learning grammar step-by-step, use language apps on phones, practise with a friend and watch films in English.

It takes around 5 years to learn to speak a second language to an advanced level. At 6 months very few words are used, at 1 year, more words are used, from 1-2 years sentences are used with mistakes. From 2-4 years is Intermediate level, a range of sentences are used.

My own suggestions are to speak some English every day, or listen to some music you like. You can find a friend to practise with and have fun with vocabulary memory games. I also like to watch films in English and copy the words and sentences.

Writing about a Seasonal Celebration

At a glance

Level: ISE I

Focus: Writing Task 4

Aims: To write about a celebration in a season of the year and give your opinion about it

Objectives: To read two short paragraphs, to focus on the content and language of the paragraphs, to talk about a seasonal celebration and how people celebrate, to write about a seasonal celebration, to express opinion and to evaluate

Skill: To write discursively

Topic: Seasonal celebrations

Language functions: Describing activities, giving opinions, evaluating and speculating

Lexis: Verbs related to enjoyment and relaxation

Materials needed: Worksheet, a picture of a maypole and dancers/a map of Europe

Timing: 65 minutes

Procedure

Preparation

Copy the work sheet. Get a map of Europe and pictures of a maypole and dancers. This link will help:
http://www.bing.com/images/search?q=swedish+maypole+at+midsummer

In class

1. Tell the class they are going to prepare for and practise the writing part of the ISE examination. First, they are going to talk about celebrations in summer in Sweden then read two paragraphs and write their own paragraphs like they will do in the examination.

2. Tell the class they are going to read about a celebration that is celebrated in Sweden in summer. Show students the map of Europe and ask them where Sweden is on the map. Point to Sweden on the map. Look at its position in Northern Europe. Ask the class what kind of weather they think Sweden has. Tell the class that Sweden has many hours of daylight in summer but in winter there are many hours of darkness because it is so far north. Ask the class what they think Swedish people might do in the middle of summer when there are many daylight hours. The students could answer: *'Go outside for most of the day and night, eat something special, do some sport or play some special games'*. Put their answers on the board.
3. Give out the worksheet. Tell the class to read the text and see if what they suggested about Midsummer in Sweden is what happens. Get answers from the class about the paragraphs they have read. The students could say*: 'Swedes go outside and sail boats, they eat special food and drink, they dance'*. Point to the picture of the maypole and dancers. *'They have some special belief about girls who are not yet married'.*
4. Now ask the students to read the text again and do Exercise A. Give them 5 minutes to do this. In pairs, get the students to check their answers for Exercise A. Then in open-class, check the answers, write up the correct answers on the board. Teach some new vocabulary, for example 'bays', 'cottages' and 'spicy'.
5. Ask the students to do Exercise B. Give them 5 minutes to do this. In pairs, get the students to check their answers for Exercise B. Then in open-class, check the answers, write up the correct answers on the board.
6. Now ask the class which celebrations they have in their country and in which seasons. Write two or three on the board. Then put the students into groups of four and get them to talk together about when the celebration is and what they do, eat and drink at each celebration and the reasons why they like the celebrations or not.
7. Get some feedback and write some of their ideas on the board.
8. Tell the class to look at the first paragraph again and find the verbs that show what people do at the celebration. Get the answers (drive, sail, dance, eat) on the board.
9. Then ask the class if it is true or only possible that the girl will dream of her husband. Ask the students what language they can use to say that something might happen in the future but we are not sure. Put '*The girl <u>will dream</u> of her husband <u>if she puts</u> the flowers under her*

pillow.' on the board. Make another similar sentence about a celebration in your country, for example: '*I will enjoy Carnival a lot if the weather stays calm*'.

10. Then ask the class to tell you again and underline which phrases in the second paragraph help us express our opinion. They should look at the answers to question 6 on the worksheet.
11. Tell the class they have 15 minutes to write between 150 and 180 words about a celebration in a season in their country. They can use the paragraphs and the language on the work-sheet as models. In the first paragraph they should describe what happens at the celebration. In the second paragraph they should give their opinion about the celebration.
12. Give the class 10 minutes to write. Then ask pairs to exchange their work and to read their partner's work and tell them if they have the same opinion or not.
13. Take in the work for correction.

Extension activity

Fast finishers can write about a second celebration and give their opinions.

Further support activity

Less able students should use the prompts on the board to write about the celebration that you have discussed as a class. Help them by writing up more full sentences and the phrases to express opinion.

After class

Students can ask their parents or friends in different classes about seasonal celebrations and what their opinion is about the celebration. They can report back in class.

A Seasonal Celebration

Student Worksheet

Read the text below and answer the questions

Celebrating Midsummer in Sweden

This festival is as close as possible to 24th June, the longest day of the year. It is a very old celebration and modern Swedes drive to summer cottages to stay, or sail to bays on the coast to celebrate. People in traditional dress dance around a maypole- a tall pole decorated with flowers. After the dancing, people eat marinated fish with a strong, spicy drink. It is thought that if a girl who isn't yet married picks different flowers and puts them under her pillow at Midsummer she'll dream about her future husband.

I think that the festival allows people in Sweden to relax and enjoy themselves outside during the long light days of Midsummer. It also means that the traditional dances, food and drink are remembered. In my opinion this festival also helps keep families in touch with one another and it helps Swedes know how their great grand-parents lived. However, I believe that thinking a girl will dream about her future husband if she puts flowers under her pillow is a rather silly idea.

1. **Which paragraph describes the festival?**
2. **Which paragraph gives the writer's opinion?**
3. **What order does the following information appear in the text?**
   i. Food that people eat
   ii. The date of the festival
   iii. A belief that people share
   iv. What people do nowadays at Midsummer
4. **Why does the writer have the opinion that the Midsummer Festival is positive?**
5. **Does the writer have any negative opinion of the Midsummer Festival?**
6. **What phrases does the writer use to express her/ his opinion?**
7. **How does the writer talk about a possible future event?**

Answers for teacher

1. First paragraph
2. Second paragraph
3. ii, iv, i, iii
4. Because he/ she thinks that families can spend time together, know how their great grand-parents lived and remember what people used to eat and drink many years ago
5. Because he/ she thinks that the belief about putting flowers under your pillow to dream about a future husband is not clever.
6. I think that…. In my opinion…… I believe……

The girl will dream if she puts… (Subject + will + base verb) if + (present simple

http://www.timeout.com/stockholm/features/338/festivals-events-in-stockholm