TRINITY COLLEGE LONDON

Integrated Skills in English (ISE)

Classroom Activities – ISE I

Speaking & Listening

Contents

Topic Task	Page 1
Conversation Task	Page 4
Conversation Task	Page 8
Independent Listening Task 1	Page 12
Independent Listening Task 1	Page 19
Independent Listening Task 2	Page 26

Generating Ideas for the Topic

At a glance

Level: ISE I

Focus: Topic Task

Aims: To practise communicative skills in speaking, to practise forming questions using the language of the grade and to generate ideas for the topic phase

Objectives: Students ask and answer questions using the language of the grade and students consider the topic they would like to develop in the Topic Phase

Topic: Students' own choice

Language functions: Expressing preferences, describing events in the indefinite and recent past, giving reasons, stating the duration of events and describing past actions over a period of time

Grammar: Present perfect tense, connecting clauses using *because*, adjectives and adverbials of quantity, expressions of preference and past continuous tense

Lexis: Vocabulary related to topics chosen

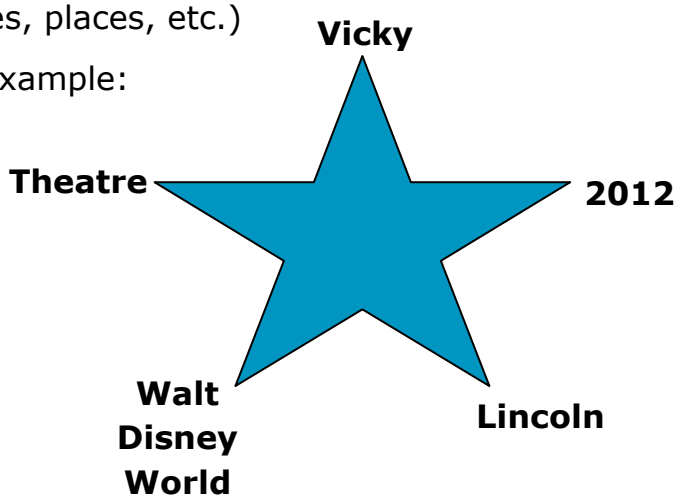
Materials needed: ISE I Specifications, whiteboard, paper and pens

Timing: 90 minutes

Procedure

Preparation

1. Draw a 5 point star on the board.
2. At each point, write something that is important to you (e.g. names, dates, places, etc.)
3. Here is an example:



In class

1. Remind students that the ISE I speaking exam starts with a 4-minute Topic phase. Explain that the Topic phase is not a presentation, but rather a discussion about a topic that the candidate has previously chosen and prepared. Tell students that in this lesson they will practise talking about different topics and generate ideas for their own topic for the exam.
2. Tell students that the five points of the star represent things that are important to you. Ask students to ask you questions to find out **why** these things are important to you. The students should not just ask "Who is Vicky?" but "Is Vicky your best friend?".
3. Write question forms on the board and drill if necessary.
4. Tell students you want them to ask you more information about each point, e.g. "How long have you known Vicky?". Elicit some example questions and write them on the board.
5. Ask students to take out their ISE I specifications and look at the language requirements. Ask them to write more follow-up questions using the language of the grade in pairs. Some possible questions are:
    a. *Have you been to Walt Disney World many times/recently?*
    b. *Do you prefer going to the theatre to the cinema? Why?*
    c. *How long did you live in Lincoln for?*
    d. *Where were you living in 2012?*
6. Elicit and answer one or two follow-up questions for each point from different pairs. Write up the questions on the board.
7. Now tell students that it's their turn to identify some important things. Ask students to draw their own star and write five things that are important to them.
8. In pairs, students take turns to ask and answer questions about each other's stars, as they did with you. Tell students to spend two minutes on each point of the star.
9. After 10 minutes, stop the students and tell them to write down the name of their partner and the point they found **the most interesting**.
10. Students repeat this activity with four different partners.

11. Circulate a piece of paper for each student (write their name at the top). Ask everyone who spoke to that student to write the point they found the most interesting on it.
12. Students take back the piece of paper with their name on, complete with a list of suggestions for interesting topics for the exam.
13. Whilst students are working in pairs, write up the errors you hear on the board. Once the students have completed the task, comment on their progress and then address the errors.

Extension activity

Students who produce their stars more quickly should be encouraged to anticipate questions that they may be asked about each point on their star.

Further support activity

The weaker students can be told to write example answers to the questions their partner asks them. You should then check their example answers.

After class

Ask students to consider the topic they would like to develop in the Topic Phase and write down 5 important things about that topic. In the next lesson, put the students in pairs and ask them to talk about their topic and to explain the 5 important things.

Developing Conversations – Rules and Regulations

At a glance

Level: ISE I

Focus: Conversation Task

Aims: Introducing students to making conversation in preparation for the ISE I examination and raising awareness of the language functions of the grade

Objectives: Students will brainstorm aspects of the sample topic of rules and regulations and think about how the language functions of the grade can be incorporated

Topic: Rules and regulations

Language functions: This activity is designed to use **all** language functions specified for ISE I (see student worksheet)

Grammar: Zero and first conditionals, using if and when, modals such as *must, need to, might and don't have to*

Lexis: Vocabulary connected to the topic of rules and regulations

Materials needed: Blackboard/whiteboard, flipchart or computer with projector to write up students' ideas during brainstorming session, student worksheet (one per student) and pens

Timing: 1 -2 hours

Procedure

Preparation

1. Read through the stages in the lesson and note down your own ideas about rules and regulations for the activities.
2. Print one student worksheet per student.

In class

1. Introduce the students to the topic and aim of the lesson. They will be talking about one of the exam topics - rules and regulations - and developing conversations using the language functions specified for the exam.

2. Give out the student worksheet and introduce the class to the functional language requirements of the exam. Provide examples of the functions and check any necessary grammar.
3. Divide the class into groups of three.
4. The first few activities can be carried out using the class's first language. Ask groups to think about a number of questions about rules and regulations. Some examples might be – *What rules and regulations can they think of? Where are such rules found? Are there too many rules and regulations? Why do people need rules and regulations?* Try to encourage students to be creative with their ideas. You could write some or all of the elicited questions on the board and ask the students to copy them down.
5. Brainstorm the topic of rules and regulations with the class on the whiteboard and develop vocabulary ideas. For example, you could discuss school rules, the rules for a sport, or legal requirements for driving. Aim at developing a list of different ideas.
6. Ask each group to choose one idea and write notes about it. Feedback in open-class to see what one of the groups has written.
7. Ask each group to choose a different topic related to rules and regulations and discuss it. Ask two members of the group to have a conversation about the topic while the third observes and makes notes. At this stage, students can still use their first language.
8. Ask the groups to write down key English words and phrases needed in the discussion.
9. Students now to continue/repeat the previous conversation using English. Two other students now carry on the conversation while a new student takes the role of observer.
10. After all members of each group have practised talking about the topic and acting as an observer, bring the class together and focus on the ISE I language functions (See Student Handout). If necessary review the grammar needed for some or all of the language functions – for example, *present perfect for describing events in the indefinite and recent past* or *modal verbs for expressing obligation and necessity.*

11. Finally, ask the groups to revisit their conversations about rules and regulations, now using language from the different language functions.

Extension activity

If one or more groups finish early, divide the members of the group into other groups and get them to share their ideas with their new groups.

Further support activity

Support weaker students by providing examples related to the topic of rules and regulations for each of the language functions.

After class

Set a short writing task –maybe ask students to list rules and regulations for a sport.

Note

To provide regular practice for the ISE exam listening phase, repeat this activity with classes regularly as they prepare for the exam. Each time select a new different ISE exam topic (see the Examination Information booklet for more information).

Developing Conversations – Rules and Regulations

Student Worksheet

ISE I - Language functions

- Describing the future — informing and predicting
- Expressing preferences
- Describing events in the indefinite and recent past
- Giving reasons
- Stating the duration of events
- Quantifying
- Expressing and requesting opinions and impressions
- Expressing intention and purpose
- Expressing obligation and necessity
- Expressing certainty and uncertainty
- Describing past actions over a period of time

Travel, Fashion, Money
A Board Game – ISE I Subject Areas

At a glance

Level: ISE I

Focus: Conversation Task

Aims: Becoming familiar with questions related to the ISE I topics

Objectives: Answering questions related to the ISE I topics

Topics: Travel, money, fashion, rules and regulations, health and fitness and learning a foreign language

Language functions: Expressing preferences, giving reasons and describing the future

Grammar: Present perfect, *will* for predicting the future and zero and first conditionals

Lexis: Vocabulary specific to the topics above

Materials needed: Board game, dice or coins, counters, board, board marker and ISE specifications

Timing: 60 minutes

Procedure

Preparation

1. Teacher prints off the attached board game (1 per group of 4-6 students).

In class

1. Explain to the class that today they are going to practise the conversation phase of ISE I using a board game with questions related to the ISE I topics.
2. Ask the class what the subject areas are for ISE I (travel, money, fashion, rules and regulations, health and fitness, learning a foreign language). Write them on the board.
3. Ask the class what the grammar areas are for ISE I (Present perfect tense, connecting clauses using *because*, *will* for

informing and predicting, adjectives and adverbials of quantity, e.g. *a lot (of), not very much, many,* expressions of preference, zero and first conditionals, present continuous tense for future use, past continuous tense, modals connected to the functions listed above and infinitive of purpose). Write some of these on the board.

4. Ask the class how long the conversation lasts in the exam (2 minutes), and how many questions they think they will be asked in that time (4 or 5 usually).
5. Divide the class into groups of 4 (or 6 or 8, depending on student numbers). Give each group a subject area to focus on and ask them to brainstorm questions they could ask related to their subject, using the grammar of the level. Elicit an example, e.g. "Have you ever been to London?" or "Do you think you will go to London in the future?". Give the students 5-10 minutes to complete this task.
6. Now give each group a number (1, 2, 3, 4, 5, etc.) and tell them to ask another group their questions. For example, groups 1 and 2 ask and answer their questions etc.
7. Explain to the class that now they are going to play a game involving answering questions related to ISE I conversation subject areas.
8. Give out one board game per small group, one dice and enough counters for one per student (or students can use coins).
9. Demonstrate how the game should be played. For example, a student throws a "5" and moves forward 5 squares and answers the question "Have you ever helped your friends to choose their clothes?" Ask the students to talk about their question for 30 seconds.
10. Monitor the groups, checking for understanding and helping where necessary.

Extension activity
More advanced students can think of additional questions to ask related to the subject areas, using the grammar of the level

Further support activity
Weaker students can be asked to answer the questions as a whole group, for example, for the first question "What would you wear to a fashionable party?" Everyone answers this as a team effort, helping each other and becoming familiar with this question.

After class
Ask students to work in groups of 4 to design their own board game, using different questions.

START →	1. What would you wear to a fashionable party	2. What things do people buy when they have a lot of money?	3. How do people travel in your country?	4. What do you do to keep healthy?	5. Have you ever helped your friends choose their clothes?	6. How can people benefit from travelling abroad?	7. What healthy activities would you like to try in the future?	8. What is a crazy rule in your opinion?
29. Do people spend too much money on fashion?								9. In your country, is fashion important?
28. Rich or intelligent? Which is better?								10. Why do you like learning languages?
27. What kinds of clothes do you like now?								11. Have you ever spoken a foreign language? Where?
26. What is difficult about learning foreign languages?								12. Name a rule at school you agree with
25. Do teenagers always disagree?								13. Can money buy you love?
24. Does money change people?								14. Is it easy to do healthy activities where you live?
23. What happens when people break the rules?								15. How much exercise is enough?
22. Who chose clothes for you when you were younger?	21. What will be the most popular way to travel in the future?	20. Which language would you like to learn in the future?	19. Describe your healthiest meal	18. In the future, will there be more or less international travel?	17. What did you learn at school about being healthy?	16. What are 10 important words to learn when travelling in another country?		ASK A QUESTION

ISE I TOPICS

BOARD GAME

Instructions: Decide who is going to play first. The first player rolls the die and moves their marker to the number they roll. They have to answer the question on that square. All players take turn rolling the die and moving their markers until the end of the board.

New Year's Eve Listening

At a glance

Level: ISE I

Focus: Independent Listening Task 1

Aims: Students practise listening to a factual text and completing a form representing notes from the recording.

Objectives: Students report facts that are partly derived from understanding whole utterances and partly inferred from content words recognised.

Topic: Special occasions

Language functions: Describing the future (informing and predicting), expressing preferences describing events in the indefinite and recent past, giving reasons, stating the duration of events, quantifying, expressing intention and purpose and describing past actions over a period of time.

Grammar: Present perfect tense, connecting clauses using *because*, *will* referring to the future for informing and predicting, adjectives and adverbials of quantity, expressions of preference, zero and first conditionals using *if* and *when*, past continuous tense and infinitive of purpose.

Lexis: Vocabulary related to special occasions

Materials needed: Whiteboard, paper and pens, recording of tape script or tape script for teacher to read from, one copy of worksheet per student and copies of tape script for weaker students

Timing: 45 minutes

Procedure

Preparation

1. Pre-record the audio using three different speakers if possible. If not possible, you will need to read the audio script yourself in class at a normal pace.
2. Make one copy of the worksheet per student.

In class

1. Tell the students that they are going to practise listening to a factual text and completing a form representing notes from the audio, like in part 1 of the ISE I listening exam. Tell them the audio is about New Year's Eve.
2. Elicit the date of New Year's Eve and ask a strong student how they celebrated it last year. Ask questions to elicit more information, such as where they spent it, who with, what they ate, what they wore, and whether they respected any traditions. Write the questions on the board if necessary.
3. In pairs, tell the students to ask each other about their last New Year's Eve. Encourage them to talk for 5 minutes.
4. Tell the students they are going to hear about New Year's traditions in 3 different countries. Ask the students the first time they listen to write the 3 countries. Play the recording or read the audio script. Repeat if necessary, and then elicit the answers in open-class. Write answers on the board.
5. Give out a worksheet to each student. In pairs, ask the students to try to complete as much of the worksheet as possible from memory. If they don't know an answer, encourage them to make a logical guess.
6. Play the recording again and students complete the worksheet. Ask the students to compare their answers with their partner.
7. Go through the answers as a class, repeating any parts of the audio that were problematic.
8. Write the following discussion questions on the board:
   a) Which of the 3 countries would you rather spend New Year's Eve in? Why?
   b) Which of the traditions do you like the most/ least? Why?
   c) Do you know any New Year's traditions from any other countries?
9. Put students into small groups and encourage them to talk for 10 minutes answering the discussion questions on the board. Whilst students are speaking, write up errors on the board. Once the students have completed the task, briefly elicit some answers, comment on their progress and then address the errors.

Extension activity

Students who are able to complete the work sheet after listening just once can be asked to write down as many extra details as possible during the second listening.

Further support activity

Students who struggle during the first listening can be provided with the audio script during the second listening.

After class

Ask the students to research other countries' New Years' traditions on the internet. Tell the students to prepare three interesting facts about the country of their choice which they can then share with the class in the next lesson.

Teachers Notes

Examiner Rubric:

You're going to hear three people talk about how the New Year is celebrated in their countries. As you listen, complete the notes on this worksheet. Write one or two words in each space. The recording is about 1 minute. You'll hear the recording twice. Now you have 15 seconds to read the worksheet. [Wait 15 seconds] Are you ready?

Tape script:

Hanna from Denmark

In Denmark we usually spend New Year's Eve with friends. A typical dish at New Year is boiled fish. One tradition is to throw plates at our friends' doors. If you have a lot of broken plates outside your door it shows you are very popular. Another tradition is to jump off chairs at midnight.

Jack from the Philippines

In the Philippines, we believe that round objects bring good luck. That is why people eat a lot of round fruits on New Year's Eve, such as grapes and oranges. Some people wear clothes covered in circles. We also throw coins at New Year to increase wealth and prosperity.

Gustavo from Mexico

On New Year's Eve in Mexico, we usually have dinner at home with the family. We eat twelve grapes as the clock strikes midnight on the 31st. As we eat each grape, we make a wish for the New Year. Some people believe that if you carry a suitcase around the block, you will do a lot of travelling the following year.

New Year's Eve Listening

Student worksheet

Whilst listening, fill in the gaps.

Speaker 1 - Hanna	
Country	Denmark
Food	Boiled **1)**
Traditions	Throw **2)** at friends' doors
	3) chairs
Speaker 2 - Jack	
Country	The Philippines
Food	Round fruits, such as grapes and **4)**
Traditions	Wear clothes covered in **5)**
	Throw coins
Speaker 3 - Gustavo	
Country	Mexico
Food	**6)** grapes
Traditions	Carry **7)** around the block

Answers:

Speaker 1 - Hanna	
Country	Denmark
Food	Boiled **1) *fish***
Traditions	Throw **2) *plates*** at friends' doors
	3) *Jump off* chairs
Speaker 2 - Jack	
Country	The Philippines
Food	Round fruits, such as grapes and **4) *oranges***
Traditions	Wear clothes covered in **5) *circles***
	Throw coins
Speaker 3 - Gustavo	
Country	Mexico
Food	**6) *12*** grapes
Traditions	Carry **7) *suitcase*** around the block

Websites used:

http://www.travelandleisure.com/articles/worlds-strangest-new-year-traditions

http://www.123newyear.com/newyear-traditions/.

http://communities.washingtontimes.com/neighborhood/world-our-backyard/2013/dec/31/11-unusual-new-years-traditions-around-world/#ixzz2wKd8I3pu
http://www.mediaite.com/online/the-most-unique-and-unusual-new-year%E2%80%99s-eve-traditions-from-around-the-world/

http://denmark.dk/en/meet-the-danes/traditions/

http://tagaloglang.com/Filipino-Culture/Holiday-Celebrations/new-years-eve-in-the-philippines.html

http://gomexico.about.com/od/festivalsholidays/a/new_years_eve.htm

Listening Practice about Money

At a glance

Level: ISE I

Focus: Independent Listening Task 1

Objectives: To practise answering questions based on a listening and to talk about money

Aims: To practise listening, to deal with gist questions and more detailed questions and to learn vocabulary connected to money

Topic: Money/spending money

Language functions: Expressing certainty and uncertainty

Grammar The past simple, present perfect and first conditional

Lexis: Money and work

Materials needed: The audio script (one copy), one worksheet per student, an audio copy of the Abba song "Money, Money, Money" (This can be accessed via YouTube), lyrics to the song (if possible), dictionaries, pens, and paper.

Timing: 45 minutes

Procedure

Preparation

1. Access the Abba song "Money, money, money" and if possible print the lyrics to the song from: http://www.azlyrics.com/lyrics/abba/moneymoneymoney.html
2. Print one student worksheet per student.

In class

1. If possible, play the Abba song "Money, Money, Money!" as a warmer and introduction to the topic or have it on in the background as the students enter the classroom. Ask the students if they have heard this song before and to tell you what it is about. Tell the students that in today's lesson they are

going to focus on Independent Listening Task 1 of the ISE I Speaking & Listening test.

2. Give each student one worksheet. Draw the students' attention to Task A. Put the students in pairs and tell them to write down definitions of words that they know. Tell the students to look up any unknown words in a dictionary. Give the students approximately 8-10 minutes. Once they have completed this task, open-class feedback. Write up the answers on the board, if necessary.
3. Now write on the board:
   - Why do people work?
   - Why do people need to earn money?
   - Why do you go to school/college/university (delete as appropriate)?

   Try to encourage the students to say "to earn money" or "to pass exams" so they practise the infinitive of purpose.
4. Tell the students you are going to read a text to them and you would like them to tell you what the text is about. This is to practise for gist understanding and also to encourage the students to see that even if they don't understand everything, they can get a general idea. You can help them if they have real difficulties by asking: "What words did you hear?", "What's 'the lottery'?" etc.
5. Now tell the students that you are going to read the text again and whilst you are reading, ask the students to answer the questions in Task B on the student worksheet. Once you have finished reading, give the students one minute to complete Tasks B and ask the students to check their answers with their partner. Give feedback in open-class. Write up the correct answers on the board.
6. Ask the students to look at Task C (Summary Completion) and see if they can complete the gaps before listening for a third time. Read the text again. Once you have finished reading the text, ask the students to quickly compare their answers. Please note that in the exam, they will not hear the recording three times but it's better to build the student's confidence by allowing them to hear the text an extra time.

7. Carry out feedback on Task C in open-class. Put the correct answers on the board. Ask the students why they gave that answer? What words did they hear which helped them to choose their answer?
8. To bring the class to an end, play the Abba song again and give or show the students (on the whiteboard) the lyrics to the song and ask the students to sing along.

Extension activity

Ask the stronger students to complete Tasks D & E on the student worksheet. Group the stronger students together and do the first one as an example with them. You may need to revise the first conditional.

Further support activity

Give the weaker students a copy of the audio script and ask them to underline the answers to the questions.

After class

Tell the students to write a paragraph about what they would and wouldn't do if they won a lot of money.

Audio script

Money

Do you think money can buy happiness? Perhaps you don't but a lot of people do. You hear it all the time. If I win the lottery I'll buy a new house, a bigger house, a new car, a better car. If I win the lottery I'll be happy. But they already have a house and a car and have spent the last few years going abroad for their holidays to all sorts of exotic places like The Maldives and the Bahamas. Why do they want more?

Let's think about the people who have won the lottery, who've won huge sums of money, millions and millions. What's happened to them? Yes some of them are happy but some of them are far from it now, they are desperately unhappy and desperately poor. They spent it all in just a few years. They bought everything they wanted. They bought crazy things like yachts, gold telephones even islands, small ones but they were still islands. And they stopped working of course so now they have nothing, no job, maybe they are even homeless. They are in a worse situation than they were before they won the money.

And then there's the case of footballers. Some of them earn more than the president of the country! They earn that money for playing a game, a game that a lot of people play as a hobby. They are paid for having fun and then spending the money living the good life; parties, restaurants, nightclubs. They are party animals. But are they happy?

Listening Practice about Money

Student Worksheet

A. Vocabulary definitions

What do these words mean?

lottery	
pocket money	
salary	
designer clothes	
party animal	
part time job	
earn	
homeless	

B. True or False?

1. Everybody thinks money can buy happiness.
2. Some people who won the lottery now don't have a house.
3. People who spent all their lottery winnings may now be poor but are still happy.
4. The president of a country doesn't always earn more than other people.
5. Footballers sometimes behave like animals.

C. Summary Completion

Many people think money can buy **(1)** _____ but is this really true? A lot of lottery winners spent the money in a very short time and now are very **(2)** _____and **(3)** _____. They were actually in a **(4)** _____situation before they won the money.

Footballers sometimes earn more than the **(5)** _____of the country. They are paid for doing what is a **(6)** _____for a lot of people. And how do they spend that money? They spend it on **(7)** _____out and **(8)** _____ themselves.

D. Gap Fill

Fill in the gaps in the following sentences using the first conditional

Example: If it (to be) hot tomorrow *I (go) to the beach*

Answer: If it is hot tomorrow I'll go the beach.

1. *If my friend (to arrive) soon, we (to go) to the cinema.....*
2. *He (to play) football this afternoon if it (not rain).....*
3. *If I (to go) to bed very late tonight I (to wake up) late tomorrow*
4. *I (to swim) in the sea if we (to go) to the beach next weekend.*

E. Extra Practice
Complete the sentences

If I wake up late tomorrow I won't go to school

If I don't go to school I.....

If I don't go to the class I.....

If I miss the lesson I.....

If don't know the answers in the test I....

If I fail the test .....

Answers

A

Lottery - a way to try and win money by buying a ticket with numbers on it,.

Pocket money - money children/ young people receive from their parents every week /month

Salary - the money a person receives for doing his or her job.

Designer clothes - clothes produced by a famous fashion designer e.g. Gucci / Valentino. They are often very expensive.

Party animal - someone who loves gong to parties.

Part time job - a job that people do for only some hours a week not every day, all day.

Earn - to work for money

Homeless - not having a house / home, living on the streets.

B

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

C

1. happiness
2. unhappy
3. poor
4. better
5. president
6. hobby
7. going
8. enjoying

D (possible answers)

1. If my friend arrives soon, we'll go to the cinema.
2. He'll play football this afternoon if it doesn't rain.
3. If I go to bed very late tonight, I'll wake up late tomorrow.
4. I'll swim in the sea if we go to the beach next weekend.

Listening - Learning a Foreign Language

At a glance

Level: ISE I

Focus: Independent Listening Task 2

Aims: To understand and talk about reasons for learning a foreign language, opinions about language learning and give reasons for opinions

Objectives: To identify an opinion about learning a foreign language and give at least 4 reasons to explain why

Topic: Learning a foreign language

Language functions: Asking and giving reasons, asking for and giving opinions with reasons

Grammar: Asking questions about the reasons for doing something, answering questions about the reasons for doing something

Lexis: Aspects of language e.g. grammar, spelling, pronunciation, script, vocabulary, idioms, phrasal verbs, numbers and percentages, quantities, expressing opinions and reasons.

Materials needed: Vocabulary list, recording of audio script, audio device, copy of audio script for teacher reference, copies of answer sheet to be used for each student.

Timing: Approximately 50 minutes

Procedure

Preparation

1. Prepare vocabulary lists about 'Learning a Foreign Language' by using the audio script to select the words students will need to understand and use.
2. Prepare a pie chart showing percentages *50% 35% 20% 15% 10%*
3. Print one worksheet per student.
4. If possible, record another teacher reading the audio script. If you are unable to do so, you will have to read the audio script to

the class. When you read the audio script, make sure you do not face the class. Read slowly and clearly.

In class

1. Tell the class about the aims of today's lesson which are to understand why people learn a foreign language, the problems they have with learning a new language and their opinions.
2. Ask the students the following three questions (write up on the board if necessary):
    i. What languages can you speak?
    ii. Why do you need to speak another language?
    iii. What do you find difficult about learning English?
3. Introduce the students to the key vocabulary that they will need for the activity (see 4 & 5 below).
4. **Aspects of language:** e.g. *grammar, spelling, pronunciation, script, vocabulary, idioms and phrasal verbs.* First ask students if they can define these words and give examples of them. Then, if necessary, explain the words to the class. Once the students are aware of the meanings, conduct choral, group and individual repetition to improve fluency and pronunciation. Put students into pairs so they ask each other to give a rank according to how difficult they find these aspects of language and to give reasons.
5. **Numbers and percentages** Show students a pie chart with the basic percentages to the class to introduce, for example: *50% 35% 20% 15% 10%* **and Quantities -** *all, many, a lot of, some others.* Conduct choral, group and individual repetition to improve fluency.
6. Carry out an activity with the students to practise these words and phrases. For example, you could do True or False activities, sequencing activity - organising percentages from low to high and quantities from low to high or jumble the words up to revise word-order.
7. Introduce the topic of **Expressing Opinions.** Write these phrases on the board and ask if students *agree or disagree* with the opinions. For example:
    i. I think it is really difficult to learn new words

ii. *I feel it is really tough to pronounce words correctly in English*
iii. *I find it is really challenging to speak to native speakers*

Conduct choral, group and individual repetition to improve fluency and pronunciation.

8. Give each student one worksheet. Put students into pairs and ask them to practise Tasks A & B (dialogues asking and responding to questions about learning a foreign language).
9. Set up a mini survey using Task C about learning a foreign language. Put students into **groups of 4.** Tell one student in each group to ask the questions to one student at a time and write the answer to practise reasons for learning a foreign language and what people find difficult about language learning. Feedback in open-class and write up common reasons and things people find difficult.
10. With the results of the mini survey on the board, you could ask the students to report on the class findings e.g. all of the students find grammar difficult, a lot of students find X difficult, some students find listening difficult, etc.
11. Now set up the listening activity. Tell the students they are going to listen to a recording about a survey in a language centre about learning a foreign language. Give each student an answer sheet and tell them they will need to identify the different reasons for learning a foreign language, for example, what participants thought was the most difficult and the reasons for their opinion.
12. Tell the students you will play the recording twice. They should answer the questions with as many details as they can. Tell students that they need a minimum of 6/10 to pass.
13. Go through the answer sheet with the students and show them how to complete it.
14. Read the teacher rubrics. Allow the students 15 seconds to look at the answer grid.
15. Play the audio recording once and then wait 15 seconds. Then play again.
16. Ensure the students have written their answers.

17. Put students in pairs and ask them to mark each other's answers. Go through the answers in open-class and write the answers up on the board.

Extension activity

Use the Extension Activity worksheet to conduct examination practice.

Notes for Extension Activity

Teacher marking procedure:

Conduct the activity as if it was an examination to familiarise students with the procedure.

- When the candidate is giving answers, **tick (✓)** or **cross (✗)** the box next to the details he or she has given.
- After completing the task, choose 4 questions about the audio script from the follow-up questions on the worksheet.

Further support activity

The following three tasks have been designed to provide further support for weaker students and can be found on the student worksheet:

Task A – Students should complete the questions and answers about the survey using words from the box.

Task B – Students need to read the questions and match them to the correct answer.

Task C- Students need to put the words in the sentences in the correct order

After class

Ask the students to research and write about reasons why people learn the language of their own or another country. They could include a table of information or statistics or design a poster.

Listening – Learning a Foreign Language

Student Worksheet: SPEAKING PRACTICE

Practise asking and answering questions about learning a foreign language.

Task A
Student A asks the questions and Student B gives the answers.

Student A	**Student B**
Hello, can I ask you some questions about learning another language?	Yes, of course. How can I help?
What language are you learning?	I am learning English.
Why do you need to learn English?	I am learning English because I need it to find a job.
What do you find difficult about learning English?	I find it challenging to understand the grammar.
Why do you find the grammar challenging?	Because it's very different from my own language.
Thank you for answering my questions.	You're welcome.

Task B
Now write your own questions and answers in the spaces below.

Student A	**Student B**
Hello, can I ask you some questions about learning another language?	Yes, of course. How can I help?
What language are you learning?	I am learning English..
•	•
•	•
•	•
Thank you for answering my questions.	You're welcome.

Speaking and Listening Practice

Task C

GROUP SURVEY – 4-5 students

One student must ask the other students in the group about their feelings about learning English. Each person must use a different reason for learning English, an opinion about learning a foreign language and reason for that opinion.

Use the dialogue above to help conduct this survey on learning a foreign language.

Question	Language	Reason for learning a foreign language	Opinion about learning a foreign language	Reason for opinion
1. What foreign language (s) are you learning?				
2. Why are you learning English?				
3. What do you find difficult about learning English?				
4. Why do you find this challenging?				

Task D

ANSWER SHEET FOR LISTENING ACTIVITY
Survey on Learning English

Answer these questions on the audio script	**Your answer – GIVE SHORT ANSWERS**
1. Why do people learn English?	
2. Where does the survey take place?	
3. How many people learn English to find jobs?	
4. How many participants need English to go to college or university?	
5. How many participants need English qualification for a visa?	
6. How many students think learning English is difficult?	
7. Why do a lot of them think that grammar is challenging?	
8. How many students consider spelling and grammar to be problematic?	
9. Why do 25% think that vocabulary is hard?	
10. Why do some others believe that the English script is really tough?	

Extension Activity – Examination Practice

Name of candidate: -

_____

_____

Mark sheet

Task 2	**Student reported**	**✓ or ✘**	**Follow-up question**	**✓ or ✘**
1.	Learning English for different reasons		Why do people learn English?	
2.	Survey at language centre		Where is the survey taking place?	
3.	50% - help with jobs and living in an English speaking country		How many people learn English to help with jobs?	
4.	30% need to learn English for college or university		How many participants need English for college or university?	
5.	Many need English language qualifications for a visa		How many participants need English language qualifications for a visa?	
6.	All students think that learning English is difficult		How many students think learning English is difficult?	
7.	A lot of them think grammar is challenging as it is very different from their own language		Why do a lot of them think that grammar is challenging?	
8.	Many consider spelling and pronunciation to be problematic as there is no regular pattern		How many students consider spelling and grammar to be problematic?	
9.	25% think that vocabulary is hard as idioms and phrasal verbs are confusing		Why do 25% think that vocabulary is hard?	
10.	Some others believe that English script is really tough as it is not like their own script.		Why do some others believe that the English script is really tough?	

Marks out of /20

Support Activity

Task A:

Read the questions and answers in the survey. Complete them with the correct words from the box.

questions – find - can – language - from – learning - challenging - need - difficult -because

Student A	**Student B**
Hello, can I ask you some (1)_____ about learning another language?	Yes, of course. How (2)_____ I help?
What (3) _____are you learning?	I am (4) _____English.
Why do you (5) _____to learn English?	I am learning English (6) _____ I need it to (7)_____ a job.
What do you find (8) _____ about learning English?	I find it (9) _____ to understand the grammar.
Why do you find the grammar challenging?	Because it's very different (10) _____my own language.
Thank you for answering my questions.	You're welcome.

Task B:

Match the questions to the correct answers

#	Student B	Answers	*	Student A
1.	Hello, can I ask you some questions about learning another language?		**a)**	I am learning English because I need a qualification to go to university.
2.	What language are you learning?	**2f**	**b)**	You're welcome.
3.	Why do you need to learn English?		**c)**	Because there is no regular pattern of spelling and pronunciation.
4.	What do you find difficult about learning English?		**d)**	Yes, of course. How can I help?
5.	Why do you find the spelling and pronunciation problematic?		**e)**	I consider the spelling and pronunciation to be the most problematic.
6.	Thank you for answering my questions.		**f)**	I am learning English.

Task C: Put these sentences in the correct word – order.

• Example: *Yes, How of course. I help can?*
• *Yes, of course. How can I help?*
1. English. learning I am
2. I am to go to university. because I need a learning English qualification
3. to be the most problematic. the spelling and I consider pronunciation
4. of spelling and is no regular pattern pronunciation. Because there

Answers to support activity

Task A

1. questions
2. can
3. language
4. learning
5. need
6. because
7. find
8. difficult
9. challenging
10. from

Task B

1.	**1d**
2.	**2f**
3.	**3a**
4.	**4e**
5.	**5c**
6.	**6b**

Task C

1. I am learning English.
2. I am learning English because I need a qualification to go to university.
3. I consider the spelling and pronunciation to be the most problematic.
4. Because there is no regular pattern of spelling and pronunciation.

Learning a Foreign Language - Teachers Handout

ISE I – Listening Task D

Teacher Rubric:

TELL THE STUDENTS

"You're going to hear a talk about language. As you listen, write down some key information. The talk is about 1 minute. You will hear the talk twice. Are you ready?"

(Students listen to the talk) – Play audio script

"Now listen to the talk again. Then I'll ask you to tell me six pieces of information about the reasons why people learn a foreign language, their opinions and the reasons for their opinions. Are you ready?"

(Students listen to the talk) – Play audio script

"Now tell me six pieces of information about the reasons why people learn a foreign language, their opinions and the reasons for their opinions."

AUDIO SCRIPT

This is a talk about the reasons for learning English, what people find difficult and the reasons for their opinions.

People learn **English** for **many different reasons**. A **survey** at a **language centre** shows that **50% of students** are learning **English** because they believe it will help them with their **jobs and lives in an English speaking country**. Around **30%** study **English** because they want to go to **college or university. Many** acquire **English** language skills as they need a **qualification** to get **a visa to go to an English speaking country. All the students** in the survey think that it is **difficult** to learn **English**. **A lot of them** think that understanding the **grammar** is the most **challenging** because it is very **different from their own language**. **Many** consider **pronunciation and spelling** to be the most **problematic** for them since pronunciation and spelling **do not have regular patterns**. Almost **25%** feel that **English vocabulary** is **hard** as there are many **idioms and phrasal verbs** which **are confusing**. **Some** of the **others** believe that **writing** is **really tough** as the **English** script **is completely unfamiliar to them.**

Answers to Task D

Answer these questions on the audio script	Your answer – GIVE SHORT ANSWERS	Marks
1. Why do people learn English?	For different reasons	1
2. Where does the survey take place?	In language centre	1
3. How many people learn English to find jobs?	50%	1
4. How many participants need English to go to college or university?	30%	1
5. How many participants need English qualification for a visa?	Many	1
6. How many students think learning English is difficult?	All	1
7. Why do a lot of them think that grammar is challenging?	Because it is different from their own language	1
8. How many students consider spelling and grammar to be problematic?	Many	1
9. Why do 25% think that vocabulary is hard?	Because idioms and phrasal verbs are confusing	1
10. Why do some others believe that English script is really tough?	Because it is unfamiliar to them	1