

Task 3 – Reading into Writing: Jobs and Times

At a glance

Level: ISE Foundation

Focus: Task 3 – Reading into writing

Aims: To develop writing skills by writing a short summary based on three short reading texts about jobs

Objectives: To write a summary of approximately 100 words by selecting relevant information from three texts

Skill: Selecting and summarising information from the input texts

Topic: Jobs and times

Language functions: Expressing simple comparisons

Lexis: Jobs and times

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

Timing: Approximately one hour

Procedure

Preparation

Print one student worksheet per student.

In class

1. Explain to the class that today they will be doing a writing activity based on three articles and that this will help them to prepare for Task 3 - Reading into writing in the ISE Foundation Reading & Writing exam.
2. Tell the students that today's topic is jobs. Write on the board:
Postman, cashier, petrol station attendant and pilot
Ask students to discuss their meaning in pairs. Carry out group feedback.
3. Ask the students if there are any of the jobs on the board that didn't exist 30 years ago and which jobs may not exist anymore 30 years from now. Elicit a possible reason for why jobs disappear.

Suggested answer: *advances in technology, Internet.*

4. Write the following words on the board and tell students that these words will be in the texts they are going to read later:

Self-service tills, doing his rounds, groceries, cockpit, fill up your car.

Ask students to discuss the meaning in pairs by linking the words to the jobs introduced in step 2. Allow the use of a dictionary. Carry out group feedback.

Answer key:

doing his rounds / postman, self-service tills, groceries / cashier, cockpit / pilot, fill up your car / petrol station attendant.

5. Give each student one student worksheet. Tell the class they are first going to read about jobs that may not exist anymore in the near future. Ask students to carry out Task A. Tell the students to read very quickly and find out whether advances in technology are indeed the main reason why jobs may disappear. Carry out feedback as a class.

Answer key: Yes.

6. Ask the students to read text B and complete Task B to find out what the author thinks about jobs disappearing. Ask students to compare their answers in pairs and then feedback as a group.

Answer key: *The author doesn't like it that some jobs disappear because he likes human contact.*

7. Ask students to look at the jobs in the infograph (text C) and discuss, in pairs, the meaning of the jobs. Allow the use of a dictionary. Carry out feedback as a group.

8. Ask students to complete Task C. Tell them to discuss, in pairs, which jobs may disappear, which jobs didn't exist 30 years ago and which jobs will always exist. Ask the students to also give possible explanations. Carry out feedback as a group.

9. Ask students, in pairs, to discuss their opinion about the three texts they have read. Carry out feedback as a group.

10. Tell students that they are now going to look at the language used more closely. Tell the class that text A has two examples of comparisons. Write on the board:

Less important than, and easier than.

Elicit use and form based on the two examples.

Answer Key:

We use comparisons to compare two things. If the adjective has more than one syllable we use 'less' or 'more' before the adjective. If the

adjective has more than one syllable but ends in -y the suffix -er is added.

11. Write *summaries* on the board and elicit what a summary is. Tell the students that they are often asked to write summaries of the texts they read in the ISE F exam. Give students the model answer and tell them that this is a summary of the three texts they have read. Ask the students to read the model summary quickly to find what the author's opinion is about jobs disappearing. Ask students to compare answers in pairs and then carry out feedback as a group.

Answer key:

The author thinks it is normal that jobs disappear. He also thinks that technology creates new jobs and that some jobs will never disappear.

12. Elicit from the students the different parts of the summary.

Answer key: *introduction, body, conclusion.*

13. Give each student a blank piece of paper. Ask the students to write a short summary of the three texts. Tell them that the summary should be 100 words long and that they should use the model answer as an example but without copying it. Ask the students to include one comparison in their summary. While the students are completing this task, monitor the progress of the students and once they have finished and give open-class feedback on any errors that arose.
14. Ask students to swap their texts with their partner. They should then read it, correct where possible and give feedback.
15. Write five sentences with errors on the whiteboard (these could be sentences you have seen while monitoring) and ask the students to correct the errors in each sentence.

Extension activity

Let the stronger students look up other new words from the reading in a dictionary. Then ask the students to write sentences using them.

Further support activity

1. Ask the weaker students to summarise only two texts.
2. Ask the weaker students to write in small groups.

After class

Ask the students to look online or in a book for jobs that existed 100 years ago but now have disappeared completely. Ask the students to report back in the next class.

Student Worksheet

Task 3: Reading into Writing
Jobs and Times

Text A

Times change. Jobs as well. Some jobs that still exist today may no longer exist tomorrow. The postman, for example, was once someone you could see every day in any street anywhere around the world. Today because of email and the internet the postman is less important than before. The daily visit to the supermarket may change too. A number of supermarkets already have self-service tills. The cashier who helps you pay for your groceries may soon be a thing of the past. Advances in technology are the main reason. The travel experience has also changed a lot because of this. Booking tickets and hotels online is a lot easier than going to a travel agent. In some modern airports you check in your own luggage without anyone helping you. Most people know that airplanes have computer systems. However, I guess that a lot of people don't like flying on a plane with an empty cockpit.

Text B

I watched a clip online of a driverless car and it made me feel uncomfortable. Taxi drivers and bus drivers are jobs that may disappear. I have no problem with filling up my car without the help of a petrol station attendant. I love driving but when I don't drive myself, I like talking to a taxi driver or a bus driver. I also like talking to a cashier, travel agent or a postman doing his rounds. Technological advances come at a price.

Text C

Infograph on jobs that were common 30 years ago but may disappear in the near future.

Jobs	Common 30 years ago	May disappear in several years from now
Postman	✓	✓
Doctor	✓	
Software developer		
Dentist	✓	
Lift operator	✓	✓
Pilot	✓	✓
Bus driver	✓	✓
App developer		
Cashiers	✓	✓
Travel agent	✓	
Nurse	✓	
Petrol station attendant	✓	✓
Policeman	✓	

1. **Read text A quickly.** Are advances in technology indeed the main reason why jobs disappear?

2. **Read text B.** What does the author think about jobs disappearing?

3. **Talk to your partner. Read text C and discuss:**
 - Which jobs may disappear? Why?
 - Which jobs didn't exist 30 years ago? Why?
 - Which jobs are of all times? Why?

4. **Use the information from the three texts you have read and the model answer to write a short summary (100 words) with an introduction, a body and a conclusion.**

Answer Key:

1. Yes.
2. *The author doesn't like it that some jobs disappear because he likes talking to people.*

Model Answer:

Summary

Jobs disappear mainly because of technological advances. It might not be something to be that sad about.

Jobs such as postmen, cashiers, and taxi drivers may become less common than before. They may even disappear because of advances in technology. However, a number of jobs such as nurses, doctors and policemen will always be important. Technology often also means that new jobs are created such as, for example, software developers and app developers.

Jobs come and go and this is normal. There is nothing to be sad about as some jobs will always be needed and thanks to technology new jobs can replace the old ones.