

ISE I Reading and writing exam

Task 3 introduction video transcript

00.06 Hello, I'm Tom Ottway and I offer academic support for Trinity. I'm going to help you prepare for the ISE I exams.

00.15 Right now we'll be looking at the reading and writing exam. Together we're going to look at an exam paper and then discuss examples of candidates doing the exam.

00.29 Don't forget, you can watch this video as many times as you like. You can also pause, rewind and repeat sections.

00.39 So, this is what a reading and writing exam paper looks like. In this video, we're going to look at task 3. Task 3 is reading into writing. And this is what the Reading into writing task looks like.

00.57 We recommend that you spend about 40 minutes on this task. So let's look at the task.

01.08 Task 3 asks you to write an article of 100 to 130 words. Here it's for a health and fitness magazine for young people about why more students should do exercise.

01.24 The most important thing is that you understand what type of text you are being asked to write. So here, you need to write an article for a health and fitness magazine.

01.40 An article can be quite informal and the language can be a bit like talking to a friend. Often, an article uses 'you' for example 'imagine you are on a beach'.

01.59 Articles often use questions to make people want to read them. For example: 'do you like going to the beach?'

02.09 Then, they often offer advice, for example 'you should go to Spain, the beaches are lovely'. Or, 'don't forget to put on suntan lotion, it's very hot'.

02.26 We know the tone, the sound of the voice we want to use, to write an article. But let's just check, who is the audience? Meaning, who we writing this article for? OK, it's a magazine for young people. So we definitely want an informal tone, we want the information that's interesting to young people.

03.00 What's our article about? It's about why students should do more exercise.

03.12 I'm sure students in particular are mentioned in one or two of the texts. So we should be able to find the information we need easily.

03.23 Let's look again at our four texts. Text A and B. Text C and D. So in Text A we have a student asking a doctor a question. The student says they are tired and the doctor's advice is to do – do you remember? – to do regular exercise to get more energy.

03.56 Brilliant – that's a good point to include, The doctor also says that even a 15 minute walk can help. Now I want you to pause the video and read Texts A, B, C and D again very quickly and look for information that maybe is useful for writing an article for young people.

04.29 OK, how was that? What about Text B? So Text B also mentions students. It's talking about complicated fitness routines such as a dance class or playing tennis as helping us to learn better. That's another great point, did you write that down?

05.00 It says that complicated physical activities help memory, attention, concentration and learning. So maybe these are key words. Have you noticed the word 'researchers', where you see this word, this means that someone has studied this. So we can say research shows that, in this case, research shows that complicated physical activities such as dance classes or playing tennis improves students' memory, attention, concentration and learning.

05.45 OK, let's look at Text C. Text C, this text doesn't mention students or young people, but it does give lots of reasons why exercise is good. So, what might be good to use in our article for young people is, well, maybe that some exercise is free. Students don't usually have much money. Maybe that's going to be useful. Maybe that it's fun and a great way to meet people and enjoy free time. So we have some good ideas for Text C.

06.29 But what about Text D? Text D is very quick to read, so maybe also very useful? We have a graphic that's a pyramid giving advice on how much time to spend on each activity. Can we use this in our article? Well, perhaps we can say that it's important to limit the amount of hours you spend at a screen. Or, that you should be as active as possible, that might be good to include.

07.10 Let's read the rest of the instructions for this task. It says: 'use the information you read in Task 2 (pages 4-6) to explain how exercise can improve student's lives, say how exercise can help them study and tell students how they can make exercise part of their daily life'.

07.44 OK, so we have three parts. We have to explain how exercise can improve students' lives. This sounds to me like we need the information from texts A and C for that part. Text A here and text C. We have to say how exercise can help them study, ok that's definitely text B.

08.20 And, how they can make exercise part of their daily life. Hmm, so perhaps we can take some information from Text D? Some of those dos and don'ts and then give some possible ways that they can do this.

08.43 Remember, the examiner will expect you to refer to text A, B, C and D, but they only expect you to use the important and relevant information from each text. So the information you choose must be the right information.

09.06 Also, you have some space on the paper to make notes. It's a really good idea to make notes and before you write your article, you should make some notes. There are no marks for this, but it will help you be really clear when you write your article.

09.31 So, now I want you to read the texts again and make some notes on the most relevant or important words and phrases. Do that now. Give yourself about ten to fifteen minutes. Pause this video and then I'll see you in the second video.