

## Task 2 – Multi-text reading: Reading about time

Level: ISE I

Focus: Task 2 – Multi-text reading

Aims: Reading for gist and specific information

Objectives: To think about 'time', learn new words about 'time', read short texts for main ideas and read short texts to find true and false information

Skill: Skimming and scanning

Subject area: Travel – Time

Language functions: Describing past actions in the indefinite and recent past

Lexis: Related to 'time'

Materials needed: One worksheet per student, a map of the world with time zones, a picture of the date line on a map, an actual clock or a picture of a clock, and a picture of a sundial

Timing: 45 minutes

### Preparation

1. Get a map of the world which shows the world divided into time zones and put it on the board.
2. Get a picture of the date line on a map.
3. Draw a picture of a clock or a sundial on the board or show a real clock and a picture of a sundial.
4. Print or copy one worksheet per student.

### In class

1. Tell the class that in today's lesson they are going to read about 'time' and that the aim of the lesson is to read different texts to find out key information about the topic. Tell the class that this is an essential skill for completing task 2 of the Reading & Writing exam. Tell the students that they are also asked to talk about the topic in detail.
2. Now ask the class:
  - ▶ *'How can we find out what time it is?'* Point to the clock.
  - ▶ *'We can use a clock and...?'* The students could respond with: *'a watch, a phone, the internet, the radio, the TV'*. Write the vocabulary on the board.
3. Ask the class:
  - ▶ *'Did people always have watches and clocks in the past?'* The students might respond: *'No, they used the sun/the stars'* or they might describe some other instrument like a sundial.
4. Show the class the picture of the sundial and write the word **'sundial'** on the board. Ask the class:
  - ▶ *'How can you tell the time with a sundial?'* (Answer: Because it has hours marked on it and the sun makes a shadow on the correct hour.)
5. Ask the class:
  - ▶ *'What's the time in our town/city now?'* Show them the map with the time zones.
6. Now ask:
  - ▶ *'Is it the same time in the UK (or USA) now?'* (Answer: No, different countries have different times and sometimes even different days.) Tell the class what time it is in the UK (or the USA).
7. Show the class the date line map and explain that the day changes from one side of the date line to the other. Tell the class a country that is on a different day to the day in your country. Write up **'time zones'** and **'date line'** on the board.
8. Hand out the worksheet (one per student). Tell the class to read questions 1-5 about 'time' on the worksheet. Then tell the class to read the texts and try to find the answer for question 1 only. Give the class time to read and check their choice of answer with their partner. Check the answer in open-class. Tell the class that the answer to question 1 is text D. It is about 'a line that separates two consecutive calendar days.' Point to the date line picture again.

## Preparation activities for ISE I Reading & Writing

9. Tell the class to read and find the answers for the other questions. Give them about 10 minutes. When they have finished, ask them to check their answers with their partner.
10. Ask the class for the answers and write up the correct answers on the board. '2 = A, 3 = C, 4 = B, 5 = D'. Ask the class to show you the line(s) in the text where they found the answers.
11. Tell the students that they are now going to complete exercise 2. Look at number 1 together as a class. Ask the students to find out if number 1 in exercise 2 is true or false. Then tell the class that number 1 is true because the time converter can tell you past times.
12. Give the students five minutes to complete the rest of exercise 2. Tell the students to check their answers with their partner and then write up the answers on the board and check the lines/texts where the students found the answers.
13. Tell the class that underlining key words and phrases in the text will help them answer the true and false questions in the exam.

### **Extension activity**

Ask students who finish early to find six new words in the texts and look them up in their dictionaries.

### **Further support activity**

For students finding the tasks more difficult, write in some of the answers for exercise 2 on the worksheets so that students only need to write T or F for four sentences.

### **Homework**

Find three countries that are in different time zones to your country and also have different calendar days. Or find three other instruments that can tell the time and describe them. Or find out what people traditionally do on ships when they 'cross the date line'.

## Student worksheet: Reading about time

### Exercise 1

Read questions 1-5 below and then read the four texts (A-D). As you read each text, decide which text each question refers to. You can use the letters more than once.

Which text:

1. describes where the world is divided into different days? .....
2. explains the way many countries change times in different seasons? .....
3. gives information about early instruments to tell the time? .....
4. allows you to quickly find out the time in another city? .....
5. notes that different countries have asked to have the same calendar day as neighbouring countries? .....

### Text A

Many countries, and sometimes just areas of countries, adopt **daylight saving time** (also known as 'summer time') during part of the year. This usually means putting the clocks forward by an **hour** near the start of **spring** and putting them back in **autumn**. Daylight saving was proposed by Benjamin Franklin in 1784 but it only started seriously in Europe in 1916 to help to conserve fuel and energy. Most countries around the equator do not adopt daylight saving time because the seasonal difference in sunlight is very little.

### Text B

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#### Time Difference Calculator

Find the time difference between several cities with the Time Difference Calculator. This provides time zone conversions taking into account daylight saving time (DST), the local time zone, and it accepts present, past or future dates.

**Select time and place to convert from:**  
 Day \_\_ Month \_\_ Year \_\_\_\_ Hour \_\_ Minutes \_\_  
 Location \_\_\_\_\_

**Select places to convert to:**  
 Location \_\_\_\_\_

### Text C

Pre-historic man used to tell the time by the sun and the stars. Later, the sundial, a round disc marked with hours and an upright stick that makes a shadow on the marks, was used. The hourglass was also popular in ancient times. The hourglass was made of two round glass bulbs connected by a narrow neck of glass. When you turn the hourglass upside down, sand particles inside fall from the top to the bottom bulb of glass.

### Text D

The International Date Line sits on the 180° line of longitude in the middle of the Pacific Ocean, and is the imaginary line that separates two consecutive calendar days. It is not a perfectly straight line and has been moved slightly over the years to accommodate needs (or requests) of varied countries in the Pacific Ocean. It bends to include all of Kiribati, Samoa, Tonga and Tokelau in the Eastern Hemisphere.

## Preparation activities for ISE I Reading & Writing

### **Exercise 2**

Read the sentences below. Then read the texts again and decide which statements are True and which are False. Put T for True or F for False against the statements.

1. You can find out what time it was in another city in 1999 if you use the Time Converter. ....
2. You do not need to move an hourglass to tell how much time has passed. ....
3. Daylight saving means people can turn off their lights earlier. ....
4. The international date line curves around countries. ....
5. Daylight saving began in 1784. ....
6. The date line is not a real line. ....
7. Near the equator, daylight saving is useful. ....
8. You can tell the time on a sundial by looking at where the shade is on the numbers. ....

## **Answers: Reading about time**

### **Exercise 1**

1. D
2. A
3. C
4. B
5. D

### **Exercise 2**

1. T
2. F
3. T
4. T
5. F
6. T
7. F
8. T