

## Task 2 – Multi-text reading: Interesting facts about butterflies

**Level:** ISE III

**Focus:** Task 2 – Multi-text reading

**Aims:** To read for gist and specific information and to deduce meaning from context

**Objectives:** To talk about butterflies, to read four different texts, to understand the main meaning of texts, to find specific information in texts, to use context to deduce meaning and to focus on the language of scientific descriptions

**Skills:** Skimming, scanning and contextual deduction

**Topic:** The natural world

**Language functions:** Summarising

**Lexis:** Insects and habitat

**Materials needed:** Student worksheets and pictures of butterflies

**Timing:** 50 minutes

### Preparation

1. Print one student worksheet per student.
2. Prepare three pictures of different butterflies.

### In class

1. Tell the class that they are going to practise reading some short texts to find specific information. This will help them prepare for Task 2 – Multi-text reading of the ISE III Reading & Writing exam. Tell students that in the exam, they will have 20 minutes to complete three questions, and that one of the texts will be an infographic (eg a diagram or table). In this practice activity there are four texts and no infographic.
2. Inform the students that the topic of the lesson is 'butterflies'. Show the class the three pictures of the butterflies (prepared before the class). Ask them to individually think of four or five things they know about butterflies. Give them one minute to do this. Then tell them to work in pairs and share their information with their partner. Together they should think of six things that they know about butterflies. Give them three minutes to share the information. Then have some open-class feedback about what they know. You could put some key facts on the board, for example: **'they have wings'**, **'they are multi-coloured'**, **'they have patterns'**, and **'they grow from an egg'**.
3. Tell the students they are going to read four short texts about butterflies to find the main information.
4. Hand out the worksheets. Ask the students to read the five statements in question 1. Then tell them to read the four texts and decide which statement fits which text. Give the students five minutes. Get the class to check their answers in pairs. In open-class, ask for the answers and ask the class why they chose the answers. Write the correct answers on the board.
5. Now tell the class to look at question 2. Explain that only five of the sentences in A-H are true according to the texts. Tell them to read the sentences again and put T for true next to the sentences they think are true. Give the students five minutes to do this. Then tell the students to check their answers in pairs.
6. In open-class, ask for the true sentences and ask the class why they are true. Put the correct answers on the board. Ask the class why the other sentences are not true or whether there is no information given.
7. Now tell the class that they are going to read the texts and find some small details to complete the notes on butterflies in question 3. They need to look back at the texts in order to complete the notes. Tell the students that this is an exam-type question and that they can use one to three words to complete the notes.
8. Ask the class to read the notes in question 3. Write the first part of note 1 on the board and ask the class to look for the word or phrase to complete the sentences. In open-class, get the answer (proboscis) and complete the sentence on the board. Give the class five minutes to find the rest of the words and phrases for these notes.
9. Get the class to check their answers in pairs and then check in open-class.

## Preparation activities for ISE III Reading & Writing

10. Now ask the class to read question 4, which is a language focus question and will not be in the exam but will help them understand similar texts. Make sure they read the 'tip'. Get the students to work in pairs to find one example of the language in the texts, for example 'are covered in'. Give the class five minutes to find the language and then, in open-class, put the language on the board.

### **Extension activity**

You could ask students who finish early to look up five new words from the texts in their dictionaries.

### **Further support activity**

Tell students finding the task difficult that they can complete the answers for question 2 and question 3 in any order and do the ones they find easiest first.

### **Homework**

Students can find out five pieces of information about moths and make sentences using the language of description/processes to make five sentences about moths.

## Student worksheet: Butterflies

### Question 1

Read the texts below and decide which text each statement refers to – A, B, C or D. Which text:

1. details information on the physical process by which butterflies feed? .....
2. records amusing facts for younger readers? .....
3. provides a useful overview of all the species of butterfly? .....
4. gives a reason for butterflies' appearance? .....
5. suggests other reading for those who want to create an appropriate space for butterflies to visit? .....

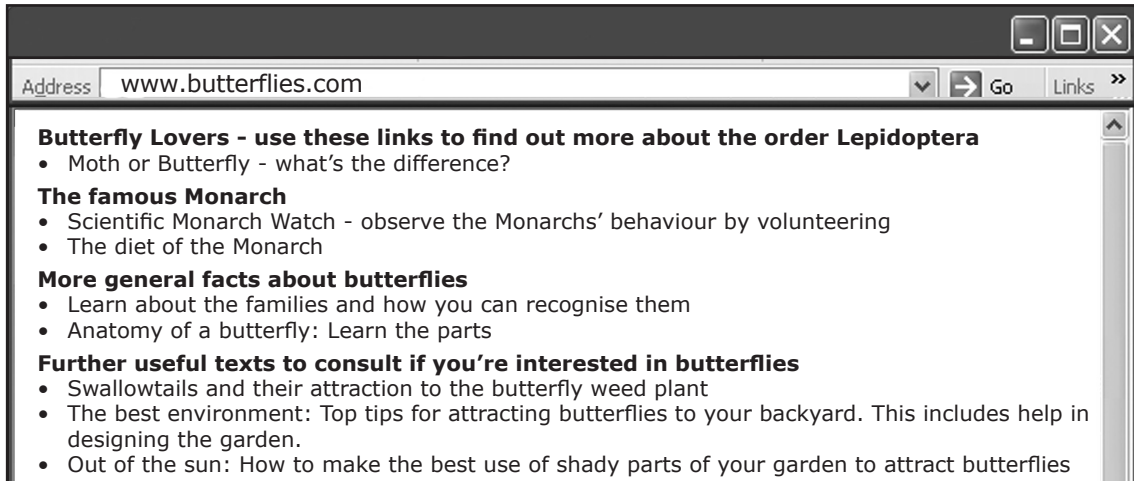
### Text A

Elegant and beautiful, butterflies and moths never fail to impress. Their bodies are covered in tiny sensory hairs and their wings are made up of tiny delicate scales. It is these scales that give the wings their extraordinary variety of colours, patterns and sometimes iridescence. All butterflies and moths go through a four-stage life cycle: egg, caterpillar, pupa and adult. A complete metamorphosis takes place when a pupa emerges as a winged adult. Antarctica is the only continent where these insects are not to be found. Otherwise they are widely distributed with the majority of the 175,000 species living in the warm, moist tropics.

### Text B

**Butterflies live on an all-liquid diet.** Adult butterflies can only feed on liquids, usually nectar. Their mouth parts are modified to enable them to drink, but they can't chew solids. A butterfly has a proboscis which functions as a drinking straw and stays curled up under its chin until it finds a source of nectar or other liquid nutrition. It then unfurls the long, tubular structure and sips up a meal.

### Text C



Address  Go Links >>

**Butterfly Lovers - use these links to find out more about the order Lepidoptera**

- Moth or Butterfly - what's the difference?

**The famous Monarch**

- Scientific Monarch Watch - observe the Monarchs' behaviour by volunteering
- The diet of the Monarch

**More general facts about butterflies**

- Learn about the families and how you can recognise them
- Anatomy of a butterfly: Learn the parts

**Further useful texts to consult if you're interested in butterflies**

- Swallowtails and their attraction to the butterfly weed plant
- The best environment: Top tips for attracting butterflies to your backyard. This includes help in designing the garden.
- Out of the sun: How to make the best use of shady parts of your garden to attract butterflies

### Text D

1. Butterflies fix their eggs onto leaves with a particular kind of glue. The eggs hatch into caterpillars.
2. Most caterpillars don't eat meat, so they are called herbivores.
3. When a caterpillar has grown completely, it fixes its body to a tiny branch or leaf before it sheds some of its skin. Underneath, it has a hard chrysalis.
4. The fully grown butterfly gradually emerges from the chrysalis. However, it needs to wait for some time before it can fly while blood enters and pumps up its wings.
5. Depending on the type of butterfly, adults are known to survive from any period between a week and a year!
6. Extensive and lengthy migration is what Monarch butterflies are well-known for. Each year the Monarch flies huge distances of up to and perhaps more than 4,000km. Then the female produces new eggs and the next generation of Monarchs completes the cycle by migrating back again.

## Preparation activities for ISE III Reading & Writing

### Question 2

Look at the following statements (A-H). There are five true statements. Write T next to those statements which are true, according to the information given in the texts above.

- A. Adult butterflies live for different lengths of time. ....
- B. The patterns and colours on a butterfly's wings are caused by tiny hairs. ....
- C. The butterfly can fold its proboscis. ....
- D. The majority of species of butterfly live in humid climates. ....
- E. Butterflies are able to eat small insects. ....
- F. It's possible for someone to assist scientists in their observations of a particular type of butterfly. ....
- G. Butterflies and moths belong to the same group of insects. ....
- H. A caterpillar emerges from a chrysalis. ....

### Question 3

Look at the following notes. Complete the notes with information from the texts. Find a suitable word or phrase in the texts above to complete the missing information in the gaps. Write your answers in the spaces. Use between one and three words. Don't use more than three words.

#### Notes

1. Butterflies sip nectar with a kind of straw called a .....
2. This drinking straw is located .....
3. A pupa's final transformation into a butterfly is called .....
4. Iridescence is caused by ..... on the wings.
5. One plant that attracts butterflies is a .....
6. A butterfly's wings need to fill with blood and dry before .....

### Question 4

Find the language in the text that describes the features and development of butterflies and that you could use to describe the features and development of other insects or animals. Tip: This is often passive and there are two useful phrasal verbs.

## Answers: Butterflies

### Question 1

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

### Question 2

- A. T
- C. T
- D. T
- F. T
- G. T

### Question 3

1. proboscis
2. under its chin
3. metamorphosis
4. scales
5. butterfly weed plant
6. it can fly

### Question 4

Are covered / are made up of / it is these scales that give / go through / take place / are (not) to be found / are distributed / are modified / are known for