

Ice

Language

Vocabulary connected with the behaviour and uses of ice; *-ed* and *-ing* adjectives; *so* (adj) *that ...*, nouns using the word *ice*

Level

Elementary to pre-intermediate and above (equivalent to CEF level A1/A2–B1 and above)

Comment

This eLesson looks at the behaviour and uses of ice.

How to use the lesson

- 1 You could start the lesson with pictures of an ice cube and people ice skating. Ask students to think of other ways you can use ice. Take feedback, noting their ideas on the board if appropriate.
- 2 Set exercise 1 and give a brief time limit, eg 1–2 minutes depending on students' level, to encourage fast reading. When the time limit is up, students can discuss their answers in pairs. Take feedback and tick the ideas mentioned in the text on the board if appropriate.
- 3 Exercise 2 gives students practice in reading for detailed comprehension. If you feel your students might have problems with any of the words, refer them to the Glossary if appropriate. Students could compare their answers in pairs. In class feedback ask students to justify their answers with reference to the text.
- 4 Exercise 3 checks that students understand the difference between adjectives ending in *-ing* and *-ed*. If this is new for your students, you could provide further examples before asking students to complete the sentences in exercise 4. Students could compare their answers in pairs. Take class feedback.
- 5 Exercise 5 focuses on the use of *so adjective that* (+ clause) to show an extreme that leads to a result. With stronger students, you could highlight the fact that *that* is optional before the result clause: *The ice was so clear (that) you could read a newspaper through a block of ice*. Students rewrite the sentences and pair check if appropriate. Take feedback.
- 6 Exercise 6 focuses on nouns using the word *ice*. Set the matching task. Students could pair check if appropriate. Take feedback. You could highlight the stress on the first syllable on all the words except *black ice*, which has stress on *ice*. You could also point out the capital letters for *Ice Age*.
- 7 Exercise 7 gives students practice of the nouns in exercise 6. Students could pair check if appropriate. Take feedback. You could extend this task by asking students to think of their own examples using the nouns.
- 8 Exercise 8 gives students personalised speaking practice about the topic of the text. Set the discussion task for small groups if appropriate. Take class feedback. If appropriate you could ask your students to decide what sculpture they would make for an ice festival.

Answer key

1 Students' own answers.

2

1 F (there needs to be something for ice to form around, like dust. If there isn't, water won't freeze until it is -42° Celsius)

2 F (Aristotle noticed this fact, but it was a Tanzanian schoolboy who proved it)

3 T

4 T

5 F (it was the 10th anniversary)

6 F (there was a pretend wedding in 1740 and real weddings in 2006)

7 T

3

1 -ed

2 -ing

4

1 interesting

4 bored

2 amazing

5 surprising

3 frightened

6 interested

5

1 The ice sculpture competition was *so interesting that* I went to see it twice.

2 Ice was *so popular* in the London in the 19th century *that* some ice was imported from the US.

3 The ice palace was *so big that* they needed three tons of ice to recreate it.

4 Ice festivals are *so popular that* there are ice festivals in many countries.

6

1 Ice Age

2 ice cap

3 black ice

4 iceberg

5 ice bucket

7

1 black ice

2 iceberg

3 Ice Age

4 ice bucket

5 ice caps

8 Students' own answers / ideas.

Related websites

The following websites might be useful for either you or your students.

http://www.vrmag.org/issue25/ST_PETERSBURG_ICE_PALACE.html

http://icestudio.ru/en/project/elements.php?IBLOCK_ID=49&SECTION_ID=371&ELEMENT_ID=2771

<http://www.telegraph.co.uk/culture/qi/8523006/QI-Quite-interesting-facts-about-ice.html>

<http://www.cnngo.com/shanghai/visit/quick-guide-harbin-international-ice-and-snow-festival-2012-639984>