

**Week 1**

Day	Lesson focus	Activities	Resources*	Learning aims
Monday (continued on page 2)	Group warmer	<p><b>20 minutes:</b> The teacher puts five questions on the board suitable for the group and models this by getting students to ask the teacher these questions.</p> <p>Students then mingle and ask and answer the questions, noting down any unusual answers.</p> <p>Give the class 5 minutes to make general reports back to whole class of anything interesting or unusual.</p>	<p><b>Example questions:</b></p> <ol style="list-style-type: none"> <li>1. What do you do in your free time?</li> <li>2. Where do you live?</li> <li>3. Did/do you like or dislike school?</li> <li>4. What is your favourite food/music/sport/TV programme?</li> </ol>	<ul style="list-style-type: none"> <li>► Communicate effectively, responding appropriately to interaction, initiating and maintaining conversation</li> <li>► Show understanding of other speakers/ follow the speech of others</li> <li>► Use a range of vocabulary and language functions accurately (including ISE I suggested grammar), and avoid making errors which affect the understanding of the listener</li> <li>► Use clear and understandable pronunciation and use appropriate stress and intonation patterns</li> </ul>
	Exam introduction (all four skills)	<p><b>20 minutes:</b> Worksheet 1 (Questions based on information in the Guide for Students)</p> <p>In pairs, students work through the questions, working together to try and find the answers in the Guide for Students.</p> <p>In groups of four, students compare their answers and ask the teacher for help with any points they do not agree on.</p>	<p><b>Worksheet 1:</b> Overview of the exam</p> <p><b>Guide for Students – ISE I (B1)</b></p>	
	Student self-evaluation (reading and writing)	<p><b>30 minutes:</b> Worksheet 2</p> <ol style="list-style-type: none"> <li>1. 15 minutes – In pairs, students work through Worksheet 2 (Reading and Writing sections only) ticking the appropriate boxes to evaluate their own ability in each of the skills required (good, OK, weak).</li> <li>2. 10 minutes – In groups of four, students discuss their self-evaluation and add notes to the table about which skills they need to work on and what they will do to achieve this.</li> <li>3. The teacher notes the areas students feel they need to work on (the teacher can make copies of students self-evaluation)</li> </ol>	<p><b>Worksheet 2:</b> Student self-evaluation worksheet</p> <p>Make this table for each week so students can review each week and plan their focus for the following week.</p>	

Day	Lesson focus	Activities	Resources*	Learning aims
Monday (continued from page 1)	Speaking & Listening exam – watching ISE I videos	<p><b>60 minutes:</b> Watch an ISE I sample video and complete a speaking and listening self-evaluation.</p> <p><b>Worksheet 3</b></p> <ol style="list-style-type: none"> <li>15 minutes – Students watch any of the ISE I videos on the Trinity website and complete an observation sheet.</li> <li>5 minutes – Students compare their work with their partners.</li> <li>15 minutes – Students watch again and check their answers.</li> <li>10 minutes – Using Worksheet 2 (self-evaluation for speaking and listening), students give self-evaluation of the skills needed.</li> <li>10 minutes – In fours, students discuss their self-evaluation and add notes to the table about which skills they need to work on and what they will do to achieve this.</li> </ol>	<p><b>ISE I sample video</b></p> <p><b>Worksheet 3:</b> Set of speaking and listening video observation questions</p> <p><b>Worksheet 2:</b> Student self-evaluation worksheet, Speaking and Listening sections</p>	
	Review	<p><b>5 minutes:</b> Round-off lesson</p>		
Tuesday	Warm-up	<p><b>10 minutes:</b> Review the previous lesson. Students review their reading self-evaluation worksheet.</p>	<p><b>Worksheet 2:</b> Self-evaluation (from Monday)</p>	<ul style="list-style-type: none"> <li>Read for general comprehension/skim read/read for gist</li> <li>Carefully read to identify and understand specific facts, information, opinion and significant points</li> <li>Deducing meaning – guess the meaning of unknown sentences, phrases and words from their context</li> <li>Read and understand articles and reports concerned with contemporary problems in which the writers give facts and opinions, key points and subsidiary information</li> <li>Synthesise and evaluate information and arguments from a number of different text types, summarise a wide range of factual and imaginative texts</li> </ul>
	Exam familiarisation (Task 1 – Long reading)	<p><b>50 minutes:</b> Students are given the Guide for Students and the reading sections of Sample exam paper 1 (with answers) pages 1-6.</p> <p><b>Task 1 – Long reading</b></p> <p>In pairs, students are given one set of questions to learn about and try (eg pair 1: questions 1-5, pair 2: questions 6-10, pair 3 – questions 11-15).</p> <ol style="list-style-type: none"> <li>15 minutes – Pairs read the text together and complete their set of questions only.</li> <li>15 minutes – In groups of six, pairs explain the task they completed to the other pairs in their group.</li> <li>15 minutes – Groups try to match the information in the glossary of reading skills for ISE I listed in the Guide for Teachers to the tasks they all completed.</li> <li>5 minutes – The teacher shows answers on board and gives students a copy each for reference.</li> </ol>	<p><b>Guide for Students – ISE I (B1)</b></p> <p><b>Sample exam paper 1 (with answers)</b> pages 1-6</p> <p>Answers are at the end of the exam paper</p>	
	Exam familiarisation (Task 2 – Multi-text reading)	<p><b>50 minutes:</b> Task 2 - Multi-text reading</p> <p>Repeat procedure above (used for Task 1 – Long reading) for Task 2 – Multi-text reading.</p>		
	Review	<p><b>10 minutes:</b> Review at the end of the lesson for the teacher to answer questions etc.</p>		

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Wednesday	Task 1 – Long reading	<p><b>60 minutes:</b> Long reading skills development. Long reading: Classroom activity 2 – Cinema.</p>	<p><b>Long reading: Classroom activity 2 – Cinema</b></p>	<ul style="list-style-type: none"> <li>▶ Read for general comprehension/skim read/read for gist</li> <li>▶ Carefully read to identify and understand specific facts, information, opinion and significant points</li> <li>▶ Deducing meaning – guess the meaning of unknown sentences, phrases and words from their context</li> <li>▶ Read and understand articles and reports concerned with contemporary problems in which the writers give facts and opinions, key points and subsidiary information</li> <li>▶ Synthesise and evaluate information and arguments from a number of different text types, summarise a wide range of factual and imaginative texts</li> <li>▶ Summarise or paraphrase ideas from reading texts</li> <li>▶ Present ideas clearly in a suitable format and structure, writing appropriately, eg using beginnings and endings and using paragraphs</li> <li>▶ Use a range of vocabulary and language functions accurately (including ISE I suggested grammar)</li> <li>▶ Use spelling and punctuation accurately</li> </ul>
		<p><b>60 minutes:</b> Reading skills development.</p> <p>1. 10 minutes – Give students Task 1 – Long reading from Sample exam paper 2, pages 2-3 (The first underground train).</p> <p>2.50 minutes – ask students to:</p> <ul style="list-style-type: none"> <li>▶ Write a brief summary of each paragraph</li> <li>▶ Compare with partner</li> <li>▶ Pairs write a heading for each paragraph, then compare with other pairs</li> <li>▶ Pairs write a brief paraphrase of each paragraph – put these on the wall, circulate and read/compare.</li> </ul>	<p><b>Sample exam paper 2</b> pages 2-3</p> <p>Answers are at the end of the exam paper</p>	
Thursday	Speaking and language development	<p><b>60 minutes:</b> Language focus of ISE I Show language functions (in the Guide for Students)</p>	<p><b>Guide for Students – ISE I (B1)</b></p>	<ul style="list-style-type: none"> <li>▶ Communicate effectively, responding appropriately to interaction, initiating and maintaining conversation</li> <li>▶ Show understanding of other speakers/follow the speech of others</li> <li>▶ Use a range of vocabulary and language functions accurately (including ISE I suggested grammar), and avoid making errors which affect the understanding of the listener</li> <li>▶ Use clear and understandable pronunciation and use appropriate stress and intonation patterns</li> </ul>
		<p><b>60 minutes:</b> Worksheet 4 – Lexical matching/awareness activity for all speaking language functions.</p>	<p><b>Worksheet 4:</b> Language functions</p>	
Friday	Speaking and topic development	<p><b>90 minutes:</b> Topic task: Classroom activity 1 – Generating ideas</p>	<p><b>Topic task: Classroom activity 1 – Generating ideas</b></p>	<ul style="list-style-type: none"> <li>▶ Communicate effectively, responding appropriately to interaction, initiating and maintaining conversation</li> <li>▶ Show understanding of other speakers/follow the speech of others</li> <li>▶ Use a range of vocabulary and language functions accurately (including ISE I suggested grammar), and avoid making errors which affect the understanding of the listener</li> <li>▶ Use clear and understandable pronunciation and use appropriate stress and intonation patterns</li> </ul>
		<p><b>30 minutes:</b> Weekly review</p> <ol style="list-style-type: none"> <li>1. Look through self-evaluation tick list from Monday's lesson (Worksheet 2).</li> <li>2. Review and change to reflect any improvements or new problems.</li> <li>3. Write what the teacher will focus on in week two.</li> <li>4. Look at Worksheet 5. The teacher adds ideas for work outside the classroom.</li> </ol>	<p><b>Worksheet 2:</b> Student self-evaluation worksheet from Monday's lesson</p> <p><b>Worksheet 5:</b> Activities student's might do outside the classroom</p>	

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Monday	Question and task analysis (Task 4 – Extended writing)	<p><b>90 minutes:</b> Introduction to Task 4 – Extended writing</p> <ol style="list-style-type: none"> <li>1. Give students practice exam question and task analysis table.</li> <li>2. Pairs work through Worksheet 6 (the table) analysing the rubrics (festivals).</li> <li>3. In pairs – brainstorm ideas.</li> <li>4. In pairs – brainstorm possible language functions to use.</li> <li>5. Individuals write a plan.</li> <li>6. Compare and discuss plans.</li> <li>7. Write essay.</li> <li>8. In pairs, use proofreading checklist to evaluate partner's essay.</li> </ol> <p>Note: You could use the proofreading checklist in Worksheet 7.</p>	<p><b>Sample exam paper 1 (with answers)</b> page 10</p> <p><b>Worksheet 6:</b> Task analysis table</p> <p><b>Worksheet 7:</b> Proofreading checklist – based on parameters at top of extended writing rating scale criteria – task fulfilment, organisation and structure, language control</p>	<ul style="list-style-type: none"> <li>Summarise or paraphrase ideas from reading texts</li> <li>Present ideas clearly in a suitable format and structure, writing appropriately, eg using beginnings and endings and using paragraphs</li> <li>Use a range of vocabulary and language functions accurately (including ISE I suggested grammar)</li> <li>Use spelling and punctuation accurately</li> </ul>
	Speaking follow-up	<p><b>30 minutes:</b> Speaking</p> <ol style="list-style-type: none"> <li>1. In groups of four, brainstorm ideas about local/own country festivals. Use Worksheet 8 to help with brainstorming activity.</li> <li>2. Think of reasons for these festivals, opinions, own experience, what happens, why it's important etc.</li> <li>3. Circulate and discuss the ideas you brainstormed in your group.</li> </ol>	<p><b>Worksheet 8:</b> Brainstorming activity</p>	
Tuesday	Proofreading and error correction (writing)	<p><b>90 minutes:</b> Language input and error correction</p> <ol style="list-style-type: none"> <li>1. Language input based on issues raised by Task 4 – Extended writing task and proofreading task from Monday.</li> <li>2. Recycle grammar/language function matching activity from Thursday, week one – use as reference.</li> <li>3. In pairs, students work together on own essays, finding corrections and asking for help.</li> </ol> <p>Note: The teacher decides which language functions are most problematic for the majority and teaches those grammar points using their current grammar input coursebook or general online grammar materials.</p>	<p><b>Task 4 – Extended writing essays from Monday's lesson</b></p> <p><b>Worksheet 4:</b> Functional English (from Thursday's lesson)</p>	<ul style="list-style-type: none"> <li>Summarise or paraphrase ideas from reading texts</li> <li>Present ideas clearly in a suitable format and structure writing appropriately, eg using beginnings and endings and using paragraphs</li> <li>Use a range of vocabulary and language functions accurately (including ISE I suggested grammar)</li> </ul>
	Language input	<p><b>30 minutes:</b> Students rewrite essays</p>		

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Wednesday	Speaking (Conversation task)	<b>60 minutes:</b> Conversation subject areas 1. List of conversation subject areas from Guide for Students. Match pictures to subject. 2. Worksheet 9 – Each pair has two subject areas only. Brainstorm ideas to talk about. 3. Pairs mingle and swap ideas and add ideas to their worksheet for subject areas they haven't brainstormed etc.	<b>Guide for Students – ISE I (B1)</b> <b>Worksheet 9:</b> Brainstorming topics	<ul style="list-style-type: none"> <li>▶ Communicate effectively, responding appropriately to interaction, initiating and maintaining conversation</li> <li>▶ Show understanding of other speakers/follow the speech of others</li> <li>▶ Use a range of vocabulary and language functions accurately (including ISE I suggested grammar), and avoid making errors which affect the understanding of the listener</li> <li>▶ Use clear and understandable pronunciation and use appropriate stress and intonation patterns</li> </ul>
		<b>30 minutes:</b> New pairs discuss each subject area. Swap after 5 minutes and repeat until all six areas have been discussed.		
		<b>30 minutes:</b> Use language input from Wednesday to make mind maps of possible language/ideas	<b>Worksheet 10:</b> Mind map template for conversation subjects – Language and ideas	
Thursday	Task 1 – Long reading	<b>50 minutes:</b> Long reading: Classroom activity 1 – Fashion	<b>Long reading:</b> <b>Classroom activity 1 – Fashion</b>	<ul style="list-style-type: none"> <li>▶ Read for general comprehension/skim read/read for gist</li> <li>▶ Carefully read to identify and understand specific facts, information, opinion and significant points</li> <li>▶ Deducing meaning – guess the meaning of unknown sentences, phrases and words from their context</li> <li>▶ Read and understand articles and reports concerned with contemporary problems in which the writers give facts and opinions, key points and subsidiary information</li> <li>▶ Synthesise and evaluate information and arguments from a number of different text types, summarise a wide range of factual and imaginative texts</li> <li>▶ Communicate effectively, responding appropriately to interaction, initiating and maintaining conversation</li> <li>▶ Show understanding of other speakers/follow the speech of others</li> <li>▶ Use a range of vocabulary and language functions accurately (including ISE I suggested grammar), and avoid making errors which affect the understanding of the listener</li> <li>▶ Use clear and understandable pronunciation and use appropriate stress and intonation patterns</li> </ul>
	Extension tasks	<b>30 minutes:</b> Language development. Extension tasks from Long reading: Classroom activity 1 – Fashion		
	Speaking (follow up)	<b>40 minutes:</b> Students add new language and ideas to their mind maps from Wednesday's lesson and practise being examiner and candidate – discussion on fashion. Swap and repeat.	<b>Worksheet 10:</b> Mind map template for Conversation subject areas (from Wednesday's lesson)	

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Friday	Listening (exam task familiarisation and practice)	<p><b>15 minutes:</b> Introduction to Independent listening task 1. Look at the information in the Guide for Students about this task.</p> <p><b>15 minutes:</b> Students watch a sample video from the Trinity website and simply follow the information about the Independent listening task 1 in the Guide for Students.</p>	<p><b>Guide for Students – ISE I (B1)</b></p> <p><b>ISE I sample video</b></p>	<ul style="list-style-type: none"> <li>▶ Listen intensively for factual information and explicitly stated ideas and information and understand all or most of the information the recording provides</li> <li>▶ Listen to get the topic and main ideas of the recording</li> <li>▶ Guess the meaning of unknown utterances, phrases and words from their context</li> </ul>
		<p><b>75 minutes:</b></p> <p>1. 45 minutes – Independent listening task 1: Classroom activity 1 – Money.</p> <p>2. 30 minutes – Extension activities.</p>	<p><b>Independent listening task 1: Classroom activity 1 – Money</b></p>	<ul style="list-style-type: none"> <li>▶ Identify which information is factual and which information is opinion</li> <li>▶ Identify which information is key information, and which information is a supporting example or detail</li> </ul>
	Speaking practice and revision	<p><b>30 minute:</b> Students add new language and ideas to their mind maps from Wednesday and practise being examiner and candidate – discussing money. Swap and repeat.</p>	<p><b>Worksheet 10:</b> Mind map template for conversation subject areas – Language and ideas (from Wednesday's lesson)</p>	<ul style="list-style-type: none"> <li>▶ Communicate effectively, responding appropriately to interaction, initiating and maintaining conversation</li> </ul>

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Monday	Task 2 – Multi-text reading	<p><b>40 minutes:</b> Task 2 – Multi-text reading (Students have seen this exam paper in week 1 but only as a task awareness activity)</p> <ol style="list-style-type: none"> <li>In pairs, students work through the exam, the teacher encourages discussion and co-operation.</li> <li>Give pairs the answers to check own answers.</li> <li>Review answers and help students to resolve issues they haven't understood.</li> </ol>	<p><b>Sample exam paper 1 (with answers)</b> page 4</p> <p>Answers at the end of the exam paper.</p>	<ul style="list-style-type: none"> <li>Read for general comprehension/skim read/read for gist</li> <li>Carefully read to identify and understand specific facts, information, opinion and significant points</li> <li>Deducing meaning – guess the meaning of unknown sentences, phrases and words from their context</li> <li>Read and understand articles and reports concerned with contemporary problems in which the writers give facts and opinions, key points and subsidiary information</li> </ul>
	Task 3 – Reading into writing	<p><b>60 minutes:</b> Task 3 – Reading into writing</p> <ol style="list-style-type: none"> <li>Give students the rubric from Task 3 – Reading into writing.</li> <li>Give students a task analysis template (used in week 2). Pairs analyse the question.</li> <li>Pairs review summary (questions 26-30) and other notes from Task 2 – Multi-text reading. List which ideas to include in the article.</li> <li>Make a plan using the 'Guidance on writing genres' document to give outline and the reading notes to give content.</li> <li>Write article.</li> <li>Use proofreading template – peer review partner's article.</li> <li>Repeat and review at least three other students' work.</li> </ol>	<p><b>Sample exam paper 1 (with answers)</b> page 7</p> <p><b>Worksheet 6:</b> Task analysis table</p> <p><b>Guidance on writing genres</b></p> <p><b>Worksheet 7:</b> Proofreading checklist</p>	<ul style="list-style-type: none"> <li>Synthesise and evaluate information and arguments from a number of different text types, summarise a wide range of factual and imaginative texts</li> <li>Summarise or paraphrase ideas from reading texts</li> <li>Present ideas clearly in a suitable format and structure, writing appropriately, eg using beginnings and endings and using paragraphs</li> <li>Communicate effectively, responding appropriately to interaction, initiating and maintaining conversation</li> <li>Show understanding of other speakers/follow the speech of others</li> <li>Use a range of vocabulary and language functions accurately (including ISE I suggested grammar), and avoid making errors which affect the understanding of the listener</li> </ul>
	Speaking	<p><b>20 minutes:</b> Conversation subject areas</p> <p>Follow-up: students add new language and ideas to their mind maps from last week and practise being examiner and candidate – discussing language learning. Swap and repeat.</p>	<p><b>Worksheet 10:</b> Mind map template for conversation subjects – language and ideas (from last Wednesday's lesson)</p>	<ul style="list-style-type: none"> <li>Use spelling and punctuation accurately</li> <li>Use clear and understandable pronunciation and use appropriate stress and intonation patterns</li> </ul>

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Tuesday	Listening (Task 2 – Independent listening)	<b>15 minutes:</b> Students watch a video of ISE I Independent listening task 2, and simply follow the information about this task in the Guide for Students.	<b>ISE I sample video Guide for Students – ISE I (B1)</b>	<ul style="list-style-type: none"> <li>▶ Listen intensively for factual information and explicitly stated ideas and information, and understand all or most of the information the recording provides</li> <li>▶ Listen to get the topic and main ideas of the recording</li> <li>▶ Guess the meaning of unknown utterances, phrases and words from their context</li> <li>▶ Identify which information is factual and which information is opinion</li> <li>▶ Identify which information is key information, and which information is a supporting example or detail</li> </ul>
		<b>60 minutes:</b> Independent listening task 2: Classroom activity 1 – Learning a foreign language <b>30 minutes:</b> Extension activities from classroom activity	<b>Independent listening task 2: Classroom activity 1 – Learning a foreign language</b>	
		<b>15 minutes:</b> In groups of four, discuss own tactics for language learning outside the classroom. Make lists and put on walls for all to read.	<b>Worksheet 11:</b> List for teacher – Some activities students could try outside the classroom	
Wednesday	Language development and writing task review	<b>45 minutes:</b> Language review, input, correction. Taken from common errors from Monday's writing task. Input/correction work.	<b>Articles from Monday's writing tasks</b>	<ul style="list-style-type: none"> <li>▶ Summarise or paraphrase ideas from reading texts</li> <li>▶ Present ideas clearly in a suitable format and structure, writing appropriately, eg using beginnings and endings and using paragraphs</li> <li>▶ Use a range of vocabulary and language functions accurately (including ISE I suggested grammar)</li> <li>▶ Use spelling and punctuation accurately</li> </ul>
		<b>45 minutes:</b> 1. The teacher returns article from Monday with individual feedback tables. 2. Students review own language errors and correct. 3. Students review organisation/style problems and correct.		
		<b>30 minutes:</b> Text cohesion input Worksheet 12: Cohesive devices and paragraph organisation etc.	<b>Worksheet 12:</b> Cohesive devices and paragraph organisation	

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Thursday	Revision (Task 3 – Reading into writing)	<b>90 minutes:</b> Reading into writing: Classroom activity 3 – Sugar	<b>Reading into writing: Classroom activity 3 – Sugar</b>	<ul style="list-style-type: none"> <li>▶ Read for general comprehension/skim read/read for gist</li> <li>▶ Carefully read to identify and understand specific facts, information, opinion and significant points</li> <li>▶ Deducing meaning – guess the meaning of unknown sentences, phrases and words from their context</li> <li>▶ Read and understand articles and reports concerned with contemporary problems in which the writers give facts and opinions, key points and subsidiary information</li> <li>▶ Synthesise and evaluate information and arguments from a number of different text types, summarise a wide range of factual and imaginative texts</li> <li>▶ Summarise or paraphrase ideas from reading texts</li> <li>▶ Present ideas clearly in a suitable format and structure, writing appropriately, eg using beginnings and endings and using paragraphs</li> <li>▶ Use a range of vocabulary and language functions accurately (including ISE I suggested grammar)</li> <li>▶ Use spelling and punctuation accurately</li> </ul>
		<b>30 minutes:</b> Peer review of writing task <ol style="list-style-type: none"> <li>1. Students use proofreading checklist and own individual feedback from teacher as guidance for how/what to critique.</li> <li>2. Repeat for at least three students' scripts to see variety of ideas/styles and problems.</li> </ol>	<b>Worksheet 7:</b> Proofreading checklist	
Friday	Speaking (topic development)	<b>60 minutes:</b> Topic task: Classroom activity 3 – Music	<b>Topic task: Classroom activity 3 – Music</b>	<ul style="list-style-type: none"> <li>▶ Communicate effectively, responding appropriately to interaction, initiating and maintaining conversation</li> <li>▶ Show understanding of other speakers/follow the speech of others</li> <li>▶ Use a range of vocabulary and language functions accurately (including ISE I suggested grammar), and avoid making errors which affect the understanding of the listener</li> <li>▶ Use clear and understandable pronunciation, use appropriate stress and intonation patterns</li> </ul>
		<b>60 minutes:</b> Topic subjects development <ol style="list-style-type: none"> <li>1. 10 minutes – Students brainstorm long lists of subjects (put on flip chart paper or similar).</li> <li>2. 5 minutes – In groups of four, students choose a subject and have a five-minute discussion.</li> <li>3. 35 minutes – Repeat for as many subjects as possible.</li> <li>4. 10 minutes – Students make a list of possible subjects that interest them and create posters to put up on the walls.</li> </ol>	<b>The teacher should make own list of about 40 possible subjects</b>	

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Monday	Complete practice Reading & Writing exam	<b>2 hours:</b> Practice exam	ISE I Sample exam paper 3	<ul style="list-style-type: none"> <li>▶ All related to reading and writing</li> </ul>
Tuesday	Speaking (topic development)	<b>60 minutes:</b> Topic task: Classroom activity 2 – Preparing a good topic form	<b>Topic task: Classroom activity 2 – Preparing a good topic form</b>	<ul style="list-style-type: none"> <li>▶ Communicate effectively, responding appropriately to interaction, initiating and maintaining conversation</li> <li>▶ Show understanding of other speakers/ follow the speech of others</li> <li>▶ Use a range of vocabulary and language functions accurately (including ISE I suggested grammar), and avoid making errors which affect the understanding of the listener</li> <li>▶ Use clear and understandable pronunciation and use appropriate stress and intonation patterns</li> </ul>
		<b>60 minutes:</b> Pronunciation <b>45 minutes:</b> Worksheet 13 – Based on requirements in ISE I Speaking and listening rating scale: Delivery <b>15 minutes:</b> The teacher shows students this BBC learning English website for self-study <a href="http://bbc.co.uk/learningenglish/english/course/lower-intermediate/unit-1">bbc.co.uk/learningenglish/english/course/lower-intermediate/unit-1</a>	<b>Worksheet 13:</b> Pronunciation	

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Day	Lesson focus	Activities	Resources*	Learning aims
Wednesday	Practice exam – self-evaluation	<p><b>30 minutes:</b> Return exam papers and review skills</p> <ol style="list-style-type: none"> <li>If suitable, give students the answers and ask them to mark their own work.</li> <li>Ask students to review self-evaluation tick list from week 1. What has improved? What do they need to focus on for the next two weeks?</li> </ol>	<p><b>Practice papers completed on Monday of this week</b></p> <p><b>Answers for practice exam paper</b></p> <p><b>Worksheet 2:</b> Student self-evaluation worksheet</p>	<ul style="list-style-type: none"> <li>Listen intensively for factual information and explicitly stated ideas and information and understand all or most of the information the recording provides</li> <li>Listen to get the topic and main ideas of the recording</li> </ul>
	Independent listening tasks 1 and 2, and follow-up speaking	<p><b>40 minutes:</b></p> <ol style="list-style-type: none"> <li>Cheese rolling text. Practice in pairs (one examiner/one candidate).</li> <li>Listen to the script – ‘examiner’ uses rubric etc to manage the test, ‘candidate’ responds.</li> <li>Check answers.</li> <li>Compare notes after.</li> <li>Repeat all with ‘Emus’ audio (swap roles).</li> <li>Repeat process with Independent listening task 2 – Child language learning.</li> </ol> <p><b>50 minutes:</b> Using texts of listening tasks.</p> <ol style="list-style-type: none"> <li>In pairs, select any useful vocabulary for festivals (for written exam) and language learning (for speaking exam).</li> <li>Make vocabulary mind map for each subject.</li> <li>In groups of three, discuss how you first started learning English. What did you do? How did you learn? What do you do differently now? (The teacher can add questions on the board to stimulate discussion)</li> <li>In groups of six share ideas.</li> <li>Travel discussion (the teacher puts four or five questions on the board to stimulate discussion). In groups of three discuss travel.</li> <li>In groups of six share ideas.</li> <li>Make vocabulary mind maps for travel.</li> </ol> <p>Repeat starting with rules and regulations, health and fitness, and continue until all conversation subject areas have been covered or lesson finishes.</p> <p>Use this activity as a warmer/filler throughout the course.</p>	<p><b>Practice audio activities</b></p> <p>Independent listening task 1 – audio, examiner rubric and answers for ‘Cheese rolling festival’ and ‘Emus’</p> <p>Independent listening task 2 – audio, examiner rubric and answers for ‘Child language learning’</p> <p><b>Worksheet 10:</b> Mind map template (from Wednesday, week 2)</p>	<ul style="list-style-type: none"> <li>Guess the meaning of unknown utterances, phrases and words from their context</li> <li>Identify which information is factual and which information is opinion</li> <li>Identify which information is key information, and which information is a supporting example or detail</li> <li>Communicate effectively, responding appropriately to interaction, initiating and maintaining conversation</li> <li>Show understanding of other speakers/ follow the speech of others</li> <li>Use a range of vocabulary and language functions accurately (including ISE I suggested grammar), and avoid making errors which affect the understanding of the listener</li> <li>Use clear and understandable pronunciation and use appropriate stress and intonation patterns</li> </ul>
	Homework	Students revise vocabulary for a test on Monday.		

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Day	Lesson focus	Activities	Resources*	Learning aims
Thursday	Task 1 – Long reading and analysis	<b>20 minutes:</b> Text analysis (jigsaw reading). Cut up the text in Task 1 – Long reading of ISE I Sample exam paper 1 into paragraphs, one set for each pair. Pairs put paragraphs in order. Swap and check with other pairs.	ISE I Sample exam paper 1 (Task 1 – Long reading) page 2	<ul style="list-style-type: none"> <li>▶ Read for general comprehension/skim read/read for gist</li> <li>▶ Carefully read to identify and understand specific facts, information, opinion and significant points</li> <li>▶ Deducing meaning – guess the meaning of unknown sentences, phrases and words from their context</li> <li>▶ Read and understand articles and reports concerned with contemporary problems in which the writers give facts and opinions, key points and subsidiary information</li> <li>▶ Synthesise and evaluate information and arguments from a number of different text types, summarise a wide range of factual and imaginative texts</li> </ul>
		<b>20 minutes:</b> Worksheet 14 – Text/paragraph analysis	Worksheet 14: Text/paragraph analysis	
		<b>20 minutes:</b> Headings and summary – Pairs re-read the text from Task 1 – Long reading and write a heading and a summary for each paragraph	ISE I Sample exam paper 1 (Task 1 – Long reading) pages 2-3	
		<b>20 minutes:</b> Exam task – Individually answer questions. Students check with others then check with answer sheet.		
		<b>40 minutes:</b> Using a new practice paper, students individually repeat this process for Task 1 - Long reading	ISE I Sample exam paper 2 (Task 1 – Long reading) pages 2-3	
Friday	Reading strategies (Task 3 – Reading into writing)	<b>90 minutes:</b> Reading into writing: Classroom activity 2 – Means of transport	Reading into writing: Classroom activity 2 – Means of transport	<ul style="list-style-type: none"> <li>▶ Read for general comprehension/skim read/read for gist</li> <li>▶ Carefully read to identify and understand specific facts, information, opinion and significant points</li> <li>▶ Deducing meaning – guess the meaning of unknown sentences, phrases and words from their context</li> <li>▶ Read and understand articles and reports concerned with contemporary problems in which the writers give facts and opinions, key points and subsidiary information</li> <li>▶ Synthesise and evaluate information and arguments from a number of different text types, summarise a wide range of factual and imaginative text</li> <li>▶ Summarise or paraphrase ideas from reading texts</li> <li>▶ Present ideas clearly in a suitable format and structure, writing appropriately, eg using beginnings and endings and using paragraphs</li> <li>▶ Use a range of vocabulary and language functions accurately (including ISE I suggested grammar)</li> <li>▶ Use spelling and punctuation accurately</li> </ul>
	Peer review (summaries and writing)	<b>30 minutes:</b> Students compare and use proofreading checklist to comment on other’s work. Repeat for at least five students’ work	Worksheet 7: Proofreading checklist	

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Day	Lesson focus	Activities	Resources*	Learning aims
Monday	Writing workshop	<p><b>2 hours:</b> Writing skills – review and revision</p> <p>Students bring in previous writing scripts and work on:</p> <ol style="list-style-type: none"> <li>1. Task fulfilment and text type</li> <li>2. Paragraph structure</li> <li>3. Language errors</li> </ol> <p>Give students new Extended writing task. Students write and peer review and repeat until lesson end.</p>	<p><b>Worksheet 7:</b> Proofreading checklist</p> <p><b>ISE I Sample exam paper 1 (Task 4 – Extended writing)</b> page 10</p>	<ul style="list-style-type: none"> <li>▶ Self-evaluation, proofreading, error correction</li> </ul>
Tuesday	Speaking (video watching and assessment)	<p><b>60 minutes:</b> Watching sample videos, assessment awareness</p> <ol style="list-style-type: none"> <li>1. Students watch the first sample exam and, using Worksheets 15 and 16, evaluate the student’s performance and give a rough assessment.</li> <li>2. The teacher gives mark.</li> <li>3. Repeat process.</li> </ol>	<p><b>Two ISE I video samples and rationales</b></p> <p><b>Worksheet 15:</b> Simplified speaking rating scale</p> <p><b>Worksheet 16:</b> Simplified grade and rationale</p>	<ul style="list-style-type: none"> <li>▶ Listen intensively for factual information and explicitly stated ideas and information and understand all or most of the information the recording provides</li> <li>▶ Listen to get the topic and main ideas of the recording</li> <li>▶ Guess the meaning of unknown utterances, phrases and words from their context</li> <li>▶ Identify which information is factual and which information is opinion</li> <li>▶ Identify which information is key information, and which information is a supporting example or detail</li> </ul>
		<p><b>60 minutes:</b> Video sample – lexis and functions observation</p> <ol style="list-style-type: none"> <li>1. Using Worksheet 17, students watch same samples again and tick if they notice language functions or lexical items listed on worksheet.</li> <li>2. Add lexis and language functions to topic form prepared last week.</li> <li>3. Revise topic form to add new items in connection to chosen topic.</li> </ol>	<p><b>Two ISE I video samples and rationale</b></p> <p><b>Worksheet 17:</b> Language functions and lexis lists and answer sheets</p> <p><b>Topic form prepared last week</b></p>	
Wednesday	Language input/ grammar workshop	<p><b>2 hours:</b></p> <ol style="list-style-type: none"> <li>1. The teacher reviews language issues that were noticed in the writing workshop on Monday this week.</li> <li>2. Prepare worksheets for relevant language issues for students to work on individually.</li> </ol>	<p><b>Teacher’s own grammar materials</b></p>	

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Day	Lesson focus	Activities	Resources*	Learning aims
Thursday	Independent listening task 2	<b>60 minutes:</b> Independent listening task 2: Classroom activity 2 – Fashion of the future	<b>Independent listening task 2: Classroom activity 2 – Fashion of the future</b>	<ul style="list-style-type: none"> <li>▶ Listen intensively for factual information and explicitly stated ideas and information and understand all or most of the information the recording provides</li> <li>▶ Listen to get the topic and main ideas of the recording</li> <li>▶ Guess the meaning of unknown utterances, phrases and words from their context</li> <li>▶ Identify which information is factual and which information is opinion</li> <li>▶ Identify which information is key information, and which information is a supporting example or detail</li> <li>▶ Communicate effectively, responding appropriately to interaction, initiating and maintaining conversation</li> <li>▶ Show understanding of other speakers/follow the speech of others</li> <li>▶ Use a range of vocabulary and language functions accurately (including ISE I suggested grammar), and avoid making errors which affect the understanding of the listener</li> <li>▶ Use clear and understandable pronunciation and use appropriate stress and intonation patterns</li> </ul>
		<b>20 minutes:</b> Extension activities from the classroom activity on fashion.		
		<b>20 minutes:</b> Practice audio activities for Independent listening task 2 (any on website)	<b>Practice Independent listening task 2</b>	
		<ol style="list-style-type: none"> <li>1. Students listen and take notes.</li> <li>2. The teacher acts as examiner, reading rubric etc.</li> <li>3. Students check answers then compare notes.</li> </ol>		
		<b>20 minutes:</b> In groups of four, students discuss their opinions on the topic of the listening task played.		
Friday	Speaking (topic preparation)	<b>60 minutes:</b> Role play	<b>Worksheet 18:</b> Revision of language functions and useful exam language	<ul style="list-style-type: none"> <li>▶ Communicate effectively, responding appropriately to interaction, initiating and maintaining conversation</li> <li>▶ Show understanding of other speakers/follow the speech of others</li> <li>▶ Use a range of vocabulary and language functions accurately (including ISE I suggested grammar), and avoid making errors which affect the understanding of the listener</li> <li>▶ Use clear and understandable pronunciation and use appropriate stress and intonation patterns</li> </ul>
		<ol style="list-style-type: none"> <li>1. Students bring in their topic forms and role-play examiner/candidate roles for topic task only.</li> <li>2. Repeat this so students have practised with at least eight other students.</li> </ol>		
		<b>60 minutes:</b> Self-evaluation and revision of topic forms		
		<ol style="list-style-type: none"> <li>1. Students work on topic forms and topic ideas with help from each other and from the teacher.</li> <li>2. Language functions and useful exam language worksheet. Use this before the topic role play if input is needed.</li> </ol>		

Day	Lesson focus	Activities	Resources*	Learning aims
Monday	Listening skills	<p><b>2 hours:</b> Listening, note-taking practice and discussion</p> <p>Listening to BBC Learning English news reports (<a href="http://bbc.co.uk/learningenglish/english/features/news-report">bbc.co.uk/learningenglish/english/features/news-report</a>).</p> <ol style="list-style-type: none"> <li>The teacher selects and plays single news reports. Students take notes (Worksheet 19)</li> <li>Compare notes and form discussion groups. Approximately 15 minutes per news report.</li> <li>Repeat with BBC's 'six minute' English articles (notes will be used in tomorrow's lesson).</li> </ol>	<p><b>BBC Learning English news reports</b></p> <p><b>Worksheet 19:</b> Note-taking worksheet</p>	<ul style="list-style-type: none"> <li>Listen intensively for factual information and explicitly stated ideas and information and understand all or most of the information the recording provides</li> <li>Listen to get the topic and main ideas of the recording</li> <li>Guess the meaning of unknown utterances, phrases and words from their context</li> <li>Identify which information is factual and which information is opinion</li> <li>Identify which information is key information, and which information is a supporting example or detail</li> <li>Communicate effectively, responding appropriately to interaction, initiating and maintaining conversation</li> <li>Show understanding of other speakers/follow the speech of others</li> <li>Use a range of vocabulary and language functions accurately (including ISE I suggested grammar), and avoid making errors which affect the understanding of the listener</li> <li>Use clear and understandable pronunciation and use appropriate stress and intonation patterns</li> </ul>
Tuesday	Writing	<p><b>2 hours:</b> Using notes from Monday – students write summaries of three news reports and three articles</p> <ol style="list-style-type: none"> <li>Students write two summaries – one report and one article then swap and peer review using proofreading tick list etc.</li> <li>Repeat and swap with different partner to have a variety of peer feedback.</li> <li>Choose best two summaries and write a full account of the report of articles and include your opinions.</li> <li>Swap and peer review.</li> </ol>	<p><b>Worksheet 7:</b> Proofreading checklist</p>	<ul style="list-style-type: none"> <li>Summarise or paraphrase ideas from reading texts</li> <li>Present ideas clearly in a suitable format and structure, writing appropriately, eg using beginnings and endings and using paragraphs</li> <li>Use a range of vocabulary and language functions accurately (including ISE I suggested grammar)</li> <li>Use spelling and punctuation accurately</li> <li>Giving reasons, opinions and preferences</li> <li>Describing the future, informing and expressing intention</li> <li>Describing past actions in the indefinite and recent past</li> <li>Expressing obligation</li> <li>Asking for information and opinions</li> </ul>

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Day	Lesson focus	Activities	Resources*	Learning aims
Wednesday	Reading	<p><b>2 hours:</b> Reading, note-taking and discussion. The teacher brings in suitable authentic reading texts (about six texts) or use selection from BBC Learning English (bbc.co.uk/learningenglish)</p> <ol style="list-style-type: none"> <li>Students read and take notes, summarise and paraphrase.</li> <li>Swap and try to expand the summarised text into fuller versions, checking them against the original texts afterwards.</li> <li>If useful the teacher could use the questions and activities given by the BBC.</li> <li>Using their notes, in groups of four, students discuss the issues from each reading text.</li> </ol>	Authentic reading texts	<ul style="list-style-type: none"> <li>Read for general comprehension/skim read/read for gist</li> <li>Carefully read to identify and understand specific facts, information, opinion and significant points</li> <li>Deducing meaning – guess the meaning of unknown sentences, phrases and words from their context</li> <li>Read and understand articles and reports concerned with contemporary problems in which the writers give facts and opinions, key points and subsidiary information</li> <li>Synthesise and evaluate information and arguments from a number of different text types, summarise a wide range of factual and imaginative text</li> </ul>
Thursday	Task 3 – Reading into writing	<p><b>60 minutes:</b> Using notes and summaries from BBC reading texts from Wednesday</p> <ol style="list-style-type: none"> <li>Students write a plan for a response to each text using own notes (questions in next column).</li> <li>Students swap and discuss their plans. Decide on which to write in full.</li> <li>Students write two full responses to the task questions.</li> <li>Swap and peer review, proofread etc.</li> </ol>	<p>Example questions to adapt to match the reading texts used.</p> <ol style="list-style-type: none"> <li>What's your opinion of...?</li> <li>What do you think will happen in the future for...?</li> <li>Describe what has happened in...?</li> </ol> <p><b>Worksheet 7:</b> Proofreading checklist</p>	<ul style="list-style-type: none"> <li>Summarise or paraphrase ideas from reading texts</li> <li>Present ideas clearly in a suitable format and structure, writing appropriately, eg using beginnings and endings and using paragraphs,</li> <li>Use a range of vocabulary and language functions accurately (including ISE I suggested grammar)</li> <li>Use spelling and punctuation accurately</li> <li>Giving reasons, opinions and preferences</li> <li>Describing the future, informing and expressing intention</li> <li>Describing past actions in the indefinite and recent past</li> <li>Expressing obligation</li> <li>Asking for information and opinions</li> </ul>
Friday	Speaking (conversation subject areas)	<p><b>2 hours:</b> Mingling activity, 20 minutes for each subject</p> <ol style="list-style-type: none"> <li>Students mingle and talk about the given subject. The teacher encourages students to move on after a few minutes so each student has talked to most people in the class for each subject.</li> <li>Repeat for all six subjects.</li> <li>Students review subject vocabulary mind maps and add any new lexis.</li> </ol>	<p><b>Worksheet 20:</b> Just for teachers. Teacher support worksheet of stems, statements and subjects</p>	<ul style="list-style-type: none"> <li>Communicate effectively, responding appropriately to interaction, initiating and maintaining conversation</li> <li>Show understanding of other speakers/follow the speech of others</li> <li>Use a range of vocabulary and language functions accurately (including ISE I suggested grammar), and avoid making errors which affect the understanding of the listener</li> <li>Use clear and understandable pronunciation and use appropriate stress and intonation patterns</li> </ul>

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## Week 7

Week 7 is exam practice using the sample activities from [trinitycollege.com/ISEI](http://trinitycollege.com/ISEI)

## Scheme of work – ISE I (CEFR B1)

Day	Lesson focus	Resources
Monday	Listening practice exams	Practice audio activities (on website)
Tuesday	Speaking practice: – Topic – Full speaking and listening exam run through	
Wednesday	Reading and writing practice	Sample exam papers (on website)
Thursday	Reading and writing exam review, listening practice	Sample exam papers (on website)
Friday	Speaking practice: Conversation, full Speaking & Listening exam run through	Listening task audio (on website)

## Week 8

Exam week!