

Week 1

Day	Lesson focus	Activities	Resources*	Learning aims
Monday	Get to know the group	20 minutes: Start with a ‘find someone who...’ mingle activity (Worksheet 1). This contains language of the level, which will be focused on later in the lesson.	Worksheet 1: ‘Find someone who...’ activity based on subject areas, using grammar of the level	<ul style="list-style-type: none"> Communicate effectively, responding appropriately to interaction, initiating and maintaining conversation Show understanding of other speakers/follow the speech of others Use a range of vocabulary and language functions accurately (including ISE Foundation suggested grammar), and avoid making errors which affect the understanding of the listener Use clear and understandable pronunciation and use appropriate stress and intonation patterns
	Overview of exam and grammar diagnostic	<p>1 hour 40 minutes: Exam overview – students are given a copy of the Guide for Students and a worksheet with questions about the exam (Worksheet 2).</p> <p>Students complete a diagnostic grammar test (Worksheet 3). Structures tested include suggested grammar for ISE Foundation.</p> <p>It is important that the teacher makes the students aware that this is only suggested grammar. They don’t have to use it in the exam. However, they might use this language when using the language functions at ISE Foundation.</p> <p>Feedback on diagnostic grammar test (Worksheet 3).</p>	<p>Guide for Students – ISE Foundation (A2)</p> <p>Worksheet 2: Question sheet based on the guide</p> <p>Worksheet 3: Diagnostic grammar test</p>	
	Homework	Ask students to buy a small book to use as their study journal. Tell them to note down any language they think is useful in it, or any information about the exam. They can also note down any questions they want to ask.		

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Tuesday	Language functions – An introduction to the functions relevant to ISE Foundation	<p>10 minutes: Teacher clarification of the concept of 'language function'.</p>		<ul style="list-style-type: none"> ▶ Use spelling and punctuation accurately ▶ Communicate effectively, responding appropriately to interaction, initiating and maintaining conversation ▶ Show understanding of other speakers/follow the speech of others ▶ Use a range of vocabulary and language functions accurately (including ISE Foundation suggested grammar), and avoid making errors which affect the understanding of the listener ▶ Use clear and understandable pronunciation and use appropriate stress and intonation patterns ▶ Perform all functions of the level
		<p>50 minutes: Link functions to grammar – matching activity (Worksheet 4) where students match sentence stems to particular functions.</p> <p>Students look at texts on Worksheet 5 and identify language functions and note the grammar used.</p>	<p>Worksheet 4: Matching sentence stems to functions</p> <p>Worksheet 5: Texts with genres for ISE Foundation</p>	
		<p>1 hour: Language function activities using role-play cards (Worksheet 6). In pairs, students pick a card and prepare a short role-play. For example, 'Talk with a friend about the differences between winter and summer'.</p> <p>After students act out their role-plays in front of the class, students watching note down language functions (and grammar, if they are able).</p> <p>Feedback and correction input session afterwards.</p> <p>During the speaking task, the teacher monitors and notes down any interesting language used. They also note down any difficulties students may have with the functions, which could be with accuracy of grammar/ vocabulary or pronunciation. After the task is finished and the group have reflected on what was discussed in the activity, the teacher can write down some of the more interesting sentences and errors on the board. They then invite the students, in pairs, to identify the good sentences and try to correct the ones with mistakes. Afterwards the teacher elicits ideas from the students and corrects the sentences on the board.</p>	<p>Worksheet 6: Role-play cards</p>	

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Wednesday	Task 1 – Long reading	1 hour: Use Long reading: Classroom activity 2 – Places, times and dates. Follow procedure in the text and use extension activities.	Long reading: Classroom activity 2 – Places, times and dates Worksheet 7: Vocabulary building and article writing Guidance on writing genres Guide for Students – ISE Foundation (A2)	<ul style="list-style-type: none"> ▶ Read for general comprehension/skim read/read for gist ▶ Scan read texts and infographics to find relevant details/ideas and opinions ▶ Carefully read to understand specific facts, information and significant points ▶ Infer meaning, eg the writer’s attitude, line of argument, mood and intentions, and anticipate what will come next and guess the meaning of unknown sentences, phrases and words from their context ▶ Communicate effectively, responding appropriately to interaction, initiating and maintaining conversation ▶ Show understanding of other speakers/follow the speech of others ▶ Use a range of vocabulary and language functions accurately (including ISE Foundation suggested grammar), and avoid making errors which affect the understanding of the listener ▶ Use clear and understandable pronunciation and use appropriate stress and intonation patterns
	Skimming and scanning	1 hour: Following on from the reading about Greenwich, London. Students look at Worksheet 7. This helps them build their vocabulary and focus on article writing.		
Thursday	Task 4 – Extended writing	The teacher will use this writing to decide what information the students need to improve their article writing. The teacher can use the list of language functions in the Guide for Students and the ‘Guidance on writing genres’ document on the website.	Worksheet 8 Independent listening task 1: Practice audio activities – ‘Shopping centre’ and ‘Map of my flat’	<ul style="list-style-type: none"> ▶ Provide an appropriate response to a prompt, adhering to word count and showing awareness of the reader and the purpose for writing ▶ Present ideas clearly in a suitable format and structure writing appropriately, eg using beginnings, endings and paragraphs ▶ Use a range of vocabulary and language functions accurately (including ISE Foundation suggested grammar) ▶ Use spelling and punctuation accurately
	Article writing	1 hour: Students focus on different genres of writing and their key features.		
Friday	Writing (genre, paragraphs, topic sentences)	1 hour: Students practise Independent listening task 1 using materials on the Trinity website (‘Shopping centre’ and ‘Map of my flat’). After completing each task, students listen again while reading the audio script. With the teacher’s help, they focus on any challenging words, grammar or pronunciation.	Topic task: Classroom activity 1 – Preparing students	<ul style="list-style-type: none"> ▶ Communicate effectively, responding appropriately to interaction, initiating and maintaining conversation ▶ Show understanding of other speakers/follow the speech of others ▶ Use a range of vocabulary and language functions accurately (including ISE Foundation suggested grammar), and avoid making errors which affect the understanding of the listener ▶ Use clear and understandable pronunciation and use appropriate stress and intonation patterns
	Speaking	20 minutes: Overview of Speaking & Listening module.		
	Choosing a topic	1 hour: Follow the Trinity classroom activity: Topic task: Classroom activity 1 – Preparing students. Students continue working on their topics over the weekend.		
		40 minutes: End of week review. Review the work from last week, particularly anything the students are struggling with. Students can use their study journals in this session – either to look at questions they wanted to ask or to compare in pairs what they’ve noted down.		

*For worksheets go to trinitycollege.com/ISEfoundationworksheets. For other resources go to trinitycollege.com/ISEfoundation

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Monday	Grammar workshop	40 minutes: Review of basic structures and error correction group activity (Worksheet 9).	Worksheet 9: Sentences with grammatical errors	<ul style="list-style-type: none"> Use a range of vocabulary and language functions accurately (including ISE Foundation suggested grammar) Use spelling and punctuation accurately
		1 hour: Information about language, and controlled and free practise of language used to talk about the present (Worksheet 10).	Worksheet 10: Talking about the present	
Tuesday	Speaking – Topic task	20 minutes: Students discuss how they have developed their topic. Teacher monitors, offering guidance and support where needed.		<ul style="list-style-type: none"> Read for general comprehension/skim read/read for gist Carefully read to understand specific facts, information and significant points Synthesise and evaluate information and arguments from a number of different text types and summarise a wide range of factual and imaginative texts Communicate effectively, responding appropriately to interaction, initiating and maintaining conversation Show understanding of other speakers/follow the speech of others Use a range of grammar (including ISE Foundation suggested grammar) and vocabulary accurately and avoid making errors which effect the understanding of the listener Use clear and understandable pronunciation and use appropriate stress and intonation patterns
	Task 4 – Extended writing	1 hour: Timed writing activity. Students write a response to the example Task 4 – Extended writing from Sample exam paper 2.	ISE Foundation Sample exam paper 2 (Task 4 – Extended writing, page 10)	
		10 minutes: Students reflect on how they found writing the task. They can make some notes in their study journal if they wish.		
		30 minutes: In pairs, students plan and write a paragraph about the previous timed question. This time they are able to use their dictionaries. Teacher monitors and corrects errors. Afterwards students read each other’s paragraphs and identify the topic sentences.		

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Wednesday	Writing (responding to a prompt)	20 minutes: Review what the two writing tasks involve.	Guide for Students – ISE Foundation (A2)	<ul style="list-style-type: none"> Read for general comprehension/skim read/read for gist Scan read texts and infographics to find relevant details/ideas and opinions Carefully read to understand specific facts, information and significant points Provide an appropriate response to a prompt, adhering to word count and showing awareness of the reader and the purpose for writing Present ideas clearly in a suitable format and structure writing appropriately, eg using beginnings and endings and using paragraphs Use a range of vocabulary and language functions accurately (including ISE Foundation suggested grammar), and avoid making errors which affect the understanding of the listener Use spelling and punctuation accurately
		1 hour: Students look at an answer to Task 4 – Extended Writing (Worksheet 11) which is grammatically perfect but flawed in terms of task achievement. They decide whether it is a good or bad response to the prompt and why (the example will not directly address all parts of the question, will be inappropriate in terms of register/format, and will not adhere to word count). Students work collaboratively to make the response a 'pass'. Show students an example answer to Task 3 – Reading into writing (Worksheet 11) which is grammatically perfect but flawed in terms of task achievement. They decide if it is a good or bad response.	Worksheet 11: Example tasks 3 and 4 answers	
		40 minutes: Students are given a task from the list of sample topics in the Portfolio Toolkit – ISE Foundation and underline the instruction words in the task. Students write their answer to the portfolio task in lesson and review them (eg by swapping answers). Please note this is just for practice, and the portfolio tasks are NOT assessed by an examiner.	List of Portfolio tasks from the Portfolio Toolkit for teachers – ISE Foundation	
Thursday	Speaking/ Listening	10 minutes: Review of what the listening tasks involve.	Guide for Students – Foundation (A2)	<ul style="list-style-type: none"> Use clear and understandable pronunciation and use appropriate stress and intonation patterns Listen intensively for factual information and explicitly stated ideas and information and understand all or most of the information the recording provides Listen to get the topic and main ideas of the recording
	Gist, details, note-taking	1 hour 50 mins: Follow Independent listening task 1: Classroom activity 1 – Sports centre. Use all extension activities. Students draw new map in class (rather than for homework) and speak about their maps with other students. During the speaking activity the teacher monitors for errors and provides feedback on language.	Independent listening task 1: Classroom activity 1 – Sports centre	
Friday	Speaking	10 minutes: Review of the speaking tasks – elicit from students	Conversation task: Classroom activity 1 – Food	<ul style="list-style-type: none"> Communicate effectively, responding appropriately to interaction, initiating and maintaining conversation Show understanding of other speakers/follow the speech of others Use a range of vocabulary and language functions accurately (including ISE Foundation suggested grammar), and avoid making errors which affect the understanding of the listener Use clear and understandable pronunciation and use appropriate stress and intonation patterns
	Asking/ answering questions, extended turns	1 hour: Follow Conversation task: Classroom activity 1 – Food		
	Homework	Students choose one topic from the lesson and write a paragraph about it.		

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Monday Note: the teacher marks Friday's homework and gives it back when finished	Grammar workshop	2 hours: Describing ability. Writing task: Writing an article. Listening and note-taking (Worksheet 12). How to use these skills in the exam.	Worksheet 12: Describing ability and communicative activity using these functions	<ul style="list-style-type: none"> ▶ Use a range of vocabulary and language functions accurately (including ISE Foundation suggested grammar) ▶ Use spelling and punctuation accurately ▶ Communicate effectively, responding appropriately to interaction, initiating and maintaining conversation ▶ Show understanding of other speakers/follow the speech of others ▶ Use clear and understandable pronunciation and use appropriate stress and intonation patterns
Tuesday	Task 2 – Multi-text reading Skimming, scanning, summarising	1 hour 30 mins: Follow Multi-text reading: Classroom activity 1 – Holidays and travel	Multi-text reading Classroom activity 1 – Holidays and travel Make sure students know they have to bring it to tomorrow's lesson	<ul style="list-style-type: none"> ▶ Read for general comprehension/skim read/read for gist ▶ Carefully read to understand specific facts, information and significant points ▶ Infer meaning, eg the writer's attitude, line of argument, mood and intentions, and anticipate what will come next and guess the meaning of unknown sentences, phrases and words from their context
		30 minutes: Students write conversation questions about the future of our planet. They then ask each other their questions while the teacher monitors for language to focus on in feedback.		
Wednesday	Writing (summarising)	1 hour: Introduction to summarising and paraphrasing – what they are and how to approach them with complex texts. Give students Worksheet 13.	Worksheet 13: Summarising and paraphrasing handout	<ul style="list-style-type: none"> ▶ Carefully read to understand specific facts, information and significant points ▶ Summarise or paraphrase ideas from reading texts ▶ Present ideas clearly in a suitable format and structure writing appropriately, eg using beginnings and endings and using paragraphs ▶ Use a range of vocabulary and language functions accurately (including ISE Foundation suggested grammar) ▶ Use spelling and punctuation accurately ▶ Listen to get the topic and main ideas of the recording
		1 hour: students get out their 'holidays and travel' text from yesterday. They write a summary of the three texts. Students get feedback from each other by swapping with partners. See Worksheet 13 for an example.	Multi-text reading: Classroom activity – Holidays and travel Worksheet 13	

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Thursday Note: The teacher marks the writing task by Monday's class, as the feedback will be used in the class.	Speaking (Collaborative task) Task 4 – Extended writing (Discursive essay)	1 hour: Conversation questions about weekend and seasonal activities. Teacher can use the questions for a running dictation, where students work in pairs, the teacher places the question at one end of the room and the students go backwards and forwards reading the questions and dictating them to their partner who writes them down (swapping roles halfway through). Followed by detailed feedback on language used in tasks.	Worksheet 14: Conversation questions about weekend and seasonal activities	<ul style="list-style-type: none"> ▶ Provide an appropriate response to a prompt, adhering to word count and showing awareness of the reader and the purpose for writing ▶ Present ideas clearly in a suitable format and structure writing appropriately, eg using beginnings and endings and using paragraphs ▶ Use spelling and punctuation accurately ▶ Listen intensively for factual information and explicitly stated ideas and information and understand all or most of the information ▶ Communicate effectively, responding appropriately to interaction, initiating and maintaining conversation ▶ Show understanding of other speakers/follow the speech of others ▶ Use a range of vocabulary and language functions accurately (including ISE Foundation suggested grammar), and avoid making errors which affect the understanding of the listener ▶ Use clear and understandable pronunciation and use appropriate stress and intonation patterns ▶ Highlighting advantages and disadvantages
		1 hour: Extended writing – informal email Students write an answer to the following question: <i>'Write an email to a friend inviting them to the park for a picnic. Tell them what to bring with them and what activities you can do in the park.'</i> Afterwards students read each other's tasks and compare their ideas.		
Friday	Grammar workshop	2 hours: Past simple worksheet with communicative activity talking about past activities (Worksheet 15) to focus on form and function. Detailed feedback on language after communicative activity. How to use this in the exam.	Worksheet 15: Past simple worksheet and communicative activity (linked to subject areas)	<ul style="list-style-type: none"> ▶ Use a range of vocabulary and language functions accurately (including ISE Foundation suggested grammar), and avoid making errors which affect the understanding of the listener ▶ Use spelling and punctuation accurately ▶ Use clear and understandable pronunciation and use appropriate stress and intonation patterns

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Monday	Speaking	<p>2 hours: Students are divided into groups. Each one is assigned a conversation topic and should create a poster with possible conversation questions they may be asked. Students can use their study journals during this task.</p> <p>Afterwards the posters are placed at around the room and students mingle around them asking and answering the questions with different partners.</p> <p>The teacher monitors the conversations and provides extensive language feedback after the task.</p> <p>Suggested activity for feedback.</p> <p>Running dictation. Teacher writes five or six sentences they noted down with errors onto large piece of paper and sticks it to a wall.</p> <p>The students are divided into pairs or threes. One person in each group is the runner. They have to go to the piece of paper, read a sentence, remember it, go back to their group, dictate the sentence and then correct it.</p>		<ul style="list-style-type: none"> Provide an appropriate response to a prompt, adhering to word count and showing awareness of the reader and the purpose for writing Present ideas clearly in a suitable format and structure writing appropriately, eg using beginnings and endings and using paragraphs Use a range of vocabulary and language functions accurately (including ISE Foundation suggested grammar), and avoid making errors which affect the understanding of the listener Use spelling and punctuation accurately Listen intensively for factual information and explicitly stated ideas and information and understand all or most of the information the recording provides Communicate effectively, responding appropriately to interaction, initiating and maintaining conversation Show understanding of other speakers/follow the speech of others Use clear and understandable pronunciation and use appropriate stress and intonation patterns Highlighting advantages and disadvantages
Tuesday	Task 1 – Long reading	<p>30 minutes: To give added motivation, present the Task 1 – Long reading from Sample exam paper 2 as a mock exam. Set a time limit of 20 minutes. Students must underline the parts of the text where the answers were found.</p> <p>Afterward the teacher can write the list of sub skills practised in each section on the board (listen on page 10 of the guide for teachers. In pairs, students can reflect on which subskills they used for each set of questions and the teacher can confirm afterwards.</p>	<p>ISE Foundation Sample exam paper 2 (Task 1 – Long Reading, page 2)</p>	<ul style="list-style-type: none"> Read for general comprehension/skim read/read for gist Scan read texts and infographics to find relevant details/ideas and opinions Carefully read to understand specific facts, information and significant points Infer meaning, eg the writer's attitude, line of argument, mood and intentions, and anticipate what will come next and guess the meaning of unknown sentences, phrases and words from their context Read and understand articles and reports concerned with contemporary problems in which the writers adopt particular positions or points of view Show understanding of other speakers/follow the speech of others Use a range of vocabulary and language functions accurately (including ISE Foundation suggested grammar), and avoid making errors which affect the understanding of the listener Use clear and understandable pronunciation and use appropriate stress and intonation patterns
		<p>20 minutes: Students swap papers to mark. After marking, students discuss/advise on their incorrect answers</p>		
		<p>30 minutes: How to practise: remind students to read as much as possible out of class (newspapers, magazine articles etc). Speed reading activity.</p> <p>To help students develop their extensive reading skills, students race each other to read an article selected by the teacher and write the best title for it. The teacher monitors and judges who has the best title and why.</p>	<p>A selection of magazines/newspapers etc</p>	
		<p>40 minutes: Review anything that students may have been struggling with. They could use this time to ask questions from their study journals.</p>		

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Wednesday	Task 4 – Extended writing Review Grammar focus – Adjectives	Students look at Worksheet 16 – an example review, analysing first its features and later focusing on examples of adjectives. They finish by writing their own reviews, trying to incorporate some past modals.	Worksheet 16: Analysis of a review and adjectives focus	<ul style="list-style-type: none"> Provide an appropriate response to a prompt, adhering to word count and showing awareness of the reader and the purpose for writing Present ideas clearly in a suitable format and structure writing appropriately, eg using beginnings and endings and using paragraphs Use spelling and punctuation accurately Use a range of vocabulary and language functions accurately (including ISE Foundation suggested grammar), and avoid making errors which affect the understanding of the listener
Thursday	Vocabulary workshop	15 minutes: Review of subject areas		<ul style="list-style-type: none"> Communicate effectively, responding appropriately to interaction, initiating and maintaining conversation Show understanding of other speakers/follow the speech of others Use a range of vocabulary and language functions accurately (including ISE Foundation suggested grammar), and avoid making errors which affect the understanding of the listener Use clear and understandable pronunciation and use appropriate stress and intonation patterns
		45 minutes: Students are given key words/phrases (cut out on large strips) for the subject areas on the topic list (eg 'free time', 'passion for' and 'outside of school/work' for Hobbies) and they decide which subject it relates to and stick it on the wall under the appropriate heading (Worksheet 17), Afterwards the teacher clarifies the meaning, form and pronunciation.	Worksheet 17: Subject area key words (cut out on large strips – more than one keyword for each subject)	
		30minutes: 'Call my bluff'. In pairs, students find a word related to the subject areas in the dictionary. They write a fake definition for the word. Afterwards they read out the real and fake definition of the word and the other students try to guess which one is correct.		
		30 minutes: Students spend 10 minutes trying to create conversation questions from the words used in 'Call my bluff'. The teacher monitors to check the questions are accurate. Afterwards, they discuss for 10 minutes while the teacher monitors for language, spending the last 10 minutes giving feedback.		
Friday	Grammar workshop – <i>like</i> + gerund/infinitive	Students look at Worksheet 18 about an example informal email, focusing on examples of sentences containing <i>like</i> + gerund. During the communicative task and the writing task, the teacher monitors for language to give feedback on.	Worksheet 18: Analysis of an informal email and <i>like</i> + gerund worksheet with a communicative activity	<ul style="list-style-type: none"> Provide an appropriate response to a prompt, adhering to word count and showing awareness of the reader and the purpose for writing Present ideas clearly in a suitable format and structure writing appropriately, eg using beginnings and endings and using paragraphs Use a range of vocabulary and language functions accurately (including ISE Foundation suggested grammar), and avoid making errors which affect the understanding of the listener Use spelling and punctuation accurately

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Monday	Grammar workshop	<p>2 hours: Formation of questions and the use of question words with controlled practice and communicative task (Worksheet 19).</p> <p>After the students complete exercise 2 the teacher will clarify the meaning, form and pronunciation of any of the language the students found difficult.</p> <p>After exercise 4, the teacher provides feedback on the language the students used in the task.</p>	<p>Worksheet 19: Formation of question and the use of question words related to subject areas</p>	<ul style="list-style-type: none"> ▶ Communicate effectively, responding appropriately to interaction, initiating and maintaining conversation ▶ Show understanding of other speakers/follow the speech of others ▶ Use a range of vocabulary and language functions accurately (including ISE Foundation suggested grammar), and avoid making errors which affect the understanding of the listener ▶ Use spelling and punctuation accurately ▶ Use clear and understandable pronunciation and use appropriate stress and intonation patterns
Tuesday	Task 3 – Reading into Writing Skimming, scanning and familiarity with exam format	<p>1 hour: Follow Reading into writing: Classroom activity 2 – Jobs and times.</p>	<p>Reading into writing: Classroom activity 2 – Jobs and times</p>	<ul style="list-style-type: none"> ▶ Read for general comprehension/skim read/read for gist ▶ Scan read texts and infographics to find relevant details/ ideas and opinions ▶ Carefully read to understand specific facts, information and significant points ▶ Infer meaning, eg the writer’s attitude, line of argument, mood and intentions, and anticipate what will come next and guess the meaning of unknown sentences, phrases and words from their context ▶ Read and understand articles and reports concerned with contemporary problems in which the writers adopt particular positions or points of view ▶ Use a range of vocabulary and language functions accurately (including ISE Foundation suggested grammar), and avoid making errors which affect the understanding of the listener ▶ Use clear and understandable pronunciation and use appropriate stress and intonation patterns
		<p>1 hour: The teacher dictates the questions on Worksheet 20. Students write them down and then check with a partner. The teacher shows questions on the board to correct. Then the students discuss the questions and the teacher gives feedback on the language used.</p>	<p>Worksheet 20: Conversation questions about work</p>	
Wednesday	Speaking (Conversation task) Vocabulary building	<p>2 hours: Tutorials carried out at the same time as students go through the worksheet individually (Worksheet 21). They also practise the conversation task of the speaking exam in pairs. Students can record themselves answering questions and reflect on how well they answered it, listening for mistakes. They could then attempt the question a second time to see if it’s better.</p> <p>They can also use any extra time to look through their study journals.</p>	<p>Worksheet 21: Self-study vocabulary (self-checking) Students make questions for the conversation task using the lexis. They then ask the questions to each other.</p>	<ul style="list-style-type: none"> ▶ Read for general comprehension/skim read/read for gist ▶ Scan read texts and infographics to find relevant details/ideas and opinions ▶ Carefully read to understand specific facts, information and significant points ▶ Summarise or paraphrase ideas from reading texts ▶ Provide an appropriate response to a prompt, adhering to word count and showing awareness of the reader and the purpose for writing ▶ Present ideas clearly in a suitable format and structure writing appropriately, eg using beginnings and endings and using paragraphs ▶ Use a range of vocabulary and language functions accurately (including ISE Foundation suggested grammar) ▶ Use spelling and punctuation accurately

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Thursday	Independent listening task 2 Familiarisation of types of listening tasks	1 hour: Listening and note-taking activity. Students work through the two practice activities 'Roald Dahl' and 'Queen Mary'. After each task has been completed, the teacher will play it again while the students read the audio script. They focus on any difficult pronunciation, vocabulary or grammar in the listening.	Independent Listening task 2 – 'Roald Dahl' and 'Queen Mary'	<ul style="list-style-type: none"> Communicate effectively, responding appropriately to interaction, initiating and maintaining conversation Show understanding of other speakers/follow the speech of others Use a range of vocabulary and language functions accurately (including ISE Foundation suggested grammar), and avoid making errors which affect the understanding of the listener
	Grammar focus – adverbs of manner and frequency – subject area weekends and seasonal activities	1 hour: Students work through Worksheet 22.	Worksheet 22: Adverbs of frequency and manner	<ul style="list-style-type: none"> Use clear and understandable pronunciation and use appropriate stress and intonation patterns Listen intensively for factual information and explicitly stated ideas and information and understand all or most of the information the recording provides Listen to get the topic and main ideas of the recording Guess the meaning of unknown utterances, phrases and words from their context and infer meaning, eg the speaker's attitude, line of argument, mood and intentions Identify which information is factual and which information is opinion
Friday	Speaking (Topic practice)	<p>2 hours: Students practise presenting their topics to the class. The teacher gives them feedback on how to improve it. If the group is too big for this, students can be split into groups of five or six and take it in turns to present. Alternatively, they could do a role-play with students taking it in turn to be the examiner and the candidate.</p> <p>During the topic presentations, the teacher monitors for errors and creates a sentence auction (students correct sentences in groups). They then have 100 points, which they divide up into bids on sentences they want to correct. They place higher bids on ones they are more confident about.</p> <p>The highest bidder has the first chance to correct a sentence. If they are wrong, the second highest bidder has the chance. The successful bid wins all the points bid on the sentence. The team with the most points at the end wins.</p>		<ul style="list-style-type: none"> Communicate effectively, responding appropriately to interaction, initiating and maintaining conversation Show understanding of other speakers/follow the speech of others Use a range of vocabulary and language functions accurately (including ISE Foundation suggested grammar), and avoid making errors which affect the understanding of the listener Use clear and understandable pronunciation and use appropriate stress and intonation patterns
	Homework	Students revise vocabulary for a test on Monday.		

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Monday	Vocabulary test	<p>1 hour: Conversation subject area vocabulary test using vocabulary covered on the course so far. This will be designed by the teacher so they can incorporate any vocabulary they have covered.</p> <p>Suggested activity – grid game: Draw a grid on the board and put a letter/letters in every square. Divide the group into two teams. One must go from bottom to top and the other team has to go from right to left. They take it in turns to choose a letter and the teacher gives a clue to a word that begins with that letter. If the answer is right, then they have won that letter. The first team to get across the board is the winner.</p>		<ul style="list-style-type: none"> ▶ Use a range of vocabulary and language functions accurately (including ISE Foundation suggested grammar), and avoid making errors which affect the understanding of the listener ▶ Use spelling and punctuation accurately
	Task 4 – Extended writing	<p>1 hour: Follow Extended writing: Classroom activity 2 – Where I like to go shopping</p>	<p>Extended writing: Classroom activity 2 – Where I like to go shopping</p>	
Tuesday	Grammar focus: <i>There is, are, have you got</i> adjectives	<p>Students work through Worksheet 23 – describing places. During the writing task, the teacher will monitor and provide on-the-spot assistance. They will also note down any key issues students have for a delayed error correction session at the end.</p>	<p>Worksheet 23: Describing places</p>	<ul style="list-style-type: none"> ▶ Provide an appropriate response to a prompt, adhering to word count and showing awareness of the reader and the purpose for writing ▶ Present ideas clearly in a suitable format and structure writing appropriately, eg using beginnings and endings and using paragraphs ▶ Use a range of vocabulary and language functions accurately (including ISE Foundation suggested grammar) ▶ Use spelling and punctuation accurately ▶ Use clear and understandable pronunciation and use appropriate stress and intonation patterns

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Wednesday	Task 4 – Extended writing	2 hours: In groups students are assigned a writing genre for task 4. They design a poster with information about layout, lexis and grammar which can be used, tips for task achievement etc. Afterwards, they present the poster to the class and other students comment on anything that could be added. They can use their journals if they have noted anything down about genres in them. Afterward, students choose one writing task they want to practise the most and they write it.		<ul style="list-style-type: none"> Use a range of vocabulary and language functions accurately (including ISE Foundation suggested grammar) Use spelling and punctuation accurately
Thursday	Revision of whole exam	2 hours: Revision of whole exam. Students are divided into two groups. Each group spends 40 minutes creating a set of questions about the exam. They can use their journals for inspiration. They then spend 50 minutes quizzing each other. The teacher confirms answers and notes down any errors for language feedback (last 30 mins).		
Friday	Reading/Writing Note: This will give time to prepare feedback	Mock exam – reading/writing	ISE Foundation Sample exam paper 1	

Week 7

Day	Lesson focus	Activities
Monday	Speaking/Listening	Mock exam
Tuesday	Speaking/Listening	Mock exam
Wednesday	Results from mock exam will inform lesson content	
Thursday	Results from mock exam will inform lesson content	
Friday	Results from mock exam will inform lesson content	

Number of days depends on student numbers

Week 8

Exam week!