

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
	Overview of exam and grammar diagnostic	1 hour 40 minutes: Exam overview – Students are given a copy of Guide for Students and a worksheet with questions about the exam (Worksheet 2). Students complete diagnostic grammar test (Worksheet 3) – structures tested include suggested grammar for ISE III. Feedback on diagnostic grammar test (Worksheet 3).	Guide for Students – ISE III (C1) Worksheet 2: Overview of the ISE III exam Worksheet 3: Diagnostic grammar test	<ul style="list-style-type: none"> Use a range of vocabulary and language functions accurately (including ISE III 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
Tuesday	Language functions – an introduction to what this means and the functions relevant to ISE III	10 minutes: Teacher clarification of the concept 'language function'.		<ul style="list-style-type: none"> Use spelling and punctuation accurately
		50 minutes: Link functions to grammar – Matching activity (Worksheet 4) where students match sentence stems to particular functions. Students look at texts on Worksheet 5 and identify language functions and note the grammar used.	Worksheet 4: Matching sentence stems to functions Worksheet 5: Texts with genres relevant to ISE III, combining different language functions	<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 III suggested grammar), and avoid making errors which affect the understanding of the listener
		1 hour: Language function activities using role-play cards (Worksheet 6). Students (in pairs) pick a card and prepare a short role play. After students act out their role plays in front of class, the students watching note down functions (and grammar if they are able). Feedback and correction input session afterwards.	Worksheet 6: Role-play cards	<ul style="list-style-type: none"> Use clear and understandable pronunciation and use appropriate stress and intonation patterns Perform all functions of the level

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Wednesday	Task 1 – Long reading Skimming and scanning	2 hours: Use Long reading: Classroom activity 2 – Coffee. Follow procedure in text. If time, as a potential follow-up speaking task, students could discuss the text. The teacher can monitor for errors and provide feedback on their language afterwards.	Long reading: Classroom activity 2 – Coffee	<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 III 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 ▶ Expressing and expanding ideas and opinions
Thursday	Task 4 – Extended writing Writing (genre, paragraphs, topic sentences)	20 minutes: Students are given a list of the writing genres for ISE III (Worksheet 7). They discuss in pairs the salient features of each (how to format, level of formality etc).	Worksheet 7: List of writing genres for ISE III	<ul style="list-style-type: none"> ▶ Provide an appropriate response to question rubric, 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 III suggested grammar) ▶ Use spelling and punctuation accurately
		30 minutes: Students are given the ‘Guidance on writing genres’ document. Students are given example marked candidate responses to ISE III Task 4 – Extended writing and decide which genre it is. They explain how they arrived at their answers.	‘Guidance on writing genres’ document Example marked candidate responses – ISE III	
		50 minutes: Introduction to paragraphing. Students discuss in pairs how to define ‘paragraph’ and ‘topic sentence’, and then feedback to whole class. They are given Worksheet 8 with information/exercises about paragraphs and topic sentences and how to extend and develop arguments.	Worksheet 8: Paragraph/ topic sentences/ extending argument worksheet	
		20 minutes: One of the earlier example marked candidate responses are cut into sentences and given to students pairs. They re-order into paragraphs. Students are given topic sentences to develop into paragraphs. Teacher monitors as students write, paragraphs are put on the wall afterwards and ‘topic sentence’ identified.	Example marked candidate responses – ISE III cut into sentences	

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Friday	Speaking	20 minutes: Overview of Speaking & Listening module.		<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 III 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
	Choosing a topic	1 hour: Follow Topic task: Classroom activity 2 – Topic presentation structure Students continue working on their topics over the weekend.	Topic task: Classroom activity 2 – Topic presentation structure	
		40 minutes: End of week review – Review the work from last week, particularly anything the students are struggling with.		

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Monday	Grammar workshop	40 minutes: Review of basic structures (below ISE III level) and error correction group activity (Worksheet 9)	Worksheet 9: Correcting sentences with grammatical errors (below ISE III)	<ul style="list-style-type: none"> Use a range of vocabulary and language functions accurately (including ISE III suggested grammar) Use spelling and punctuation accurately
		1 hour: Information about language, and controlled and free practising of language (Worksheet 10). Lexis focus: Cohesive devices to recap/recover ('as I was saying...', 'anyway...'), stock phrases: ('well let me think...'), vague/imprecise language ('a bit more', 'a hundred people or so').	Worksheet 10: Lexis worksheet (includes information and controlled practising of lexis)	
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 vocabulary and language functions accurately (including ISE III 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
	Task 4 – Extended writing	1 hour: Timed writing activity. Students write a response to the example Task 4 – Extended writing task.	ISE III Sample exam paper 2, page 10	
		10 minutes: Students reflect on how they found writing the task. 30 minutes: In pairs, students plan and write a paragraph about the previous timed question. This time they are able to use their dictionaries and refer to Worksheet 8 from last week about paragraph development. Teacher monitors and corrects errors. Afterwards, students read each other's paragraphs and identify the topic sentences.	Worksheet 8: Worksheet from last Thursday	

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Wednesday	Writing (answering the question)	20 minutes: Review of what the two writing tasks involve.	Guide for Students – ISE III (C1)	<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 question rubric, 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 III suggested grammar) ▶ 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 question and why (the example does not directly address all parts of the question, is inappropriate in terms of register/format, and does not adhere to word count). Students work collaboratively to make the answer a ‘pass’. Show students an answer to Task 3 – Reading into writing (Worksheet 11) which is grammatically perfect but flawed in terms of task achievement. Ask them to decide if it is a good or bad response.	Worksheet 11: Example Task 4 and Task 3 answers that do not directly address all parts of the question, are inappropriate in terms of register/format, do not use info from all four texts (Task 3) and do not adhere to word count	
		40 minutes: Students are given a task from the ISE III Portfolio Toolkit 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 is NOT assessed by an examiner.	Portfolio Toolkit for teachers – ISE III	
Thursday	Speaking/ listening Gist, details, note-taking	10 minutes: Review of what the listening task involves.	Independent listening task: Classroom activity 1 – Stereotypes	<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
		1 hour, 50 minutes: Follow Independent listening task: Classroom activity 1 – Stereotypes During the extension speaking activity the teacher monitors for errors and provides feedback on language.		
		Homework: Students choose any TedEd talk (visit ed.ted.com) and answer the questions.		
Friday	Speaking, asking/ answering questions, extended turns	10 minutes: Review of the speaking tasks – elicit from students	Conversation task: Classroom activity 1 – Expressing attitudes	<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 III 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
		1 hour: Follow Conversation task: Classroom activity 1 – Expressing attitudes		
	50 minutes: Follow up by getting strong/confident students to present their topic to the whole class. Make sure the audience writes some questions as they listen for a follow-up question and answer session.			
	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 back when finished	Grammar workshop	2 hours: Complex passive structures and example writing task – reports (Worksheet 12). How to use these in the exam.	Worksheet 12: Complex passive structures and communicative activity using these structures (linked to subject areas) and example writing task – Reports	<ul style="list-style-type: none"> ▶ Use a range of vocabulary and language functions accurately (including ISE III 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: Follow Multi-text reading: Classroom activity 1 – Future of our planet.	Multi-text reading: Classroom activity 1 – Future of our planet Make sure students know they have to bring it to tomorrow's class.	<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.		
		30 minutes: review anything that students may have been struggling with.		
Wednesday	Writing Summarising	1 hour: Introduction to summarising and paraphrasing – what they are and how to approach them with complex texts. Give students Worksheet 14 with simple exercises. Students then listen to a partner's topic and then summarise.	Worksheet 14: 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 III suggested grammar) ▶ Use spelling and punctuation accurately ▶ Listen to get the topic and main ideas
		1 hour: Students get out their copies of Multi-text reading: Classroom activity 1 – Future of our planet from Tuesday's lesson. They write a summary of the four texts, including an introduction, a body, and a conclusion. Students get feedback from each other by swapping with partners.	Multi-text reading: Classroom activity 1 – Future of our planet (From Tuesday's lesson)	

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Thursday Note: The teacher marks the writing task by Monday's class, when the feedback will be used	Speaking – Collaborative task	1 hour: Follow Collaborative task: Classroom activity 1 – Debating game.	Collaborative task: Classroom activity 1 – Debating game	<ul style="list-style-type: none"> ▶ Provide an appropriate response to question rubric, 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 ▶ 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 a range of vocabulary and language functions accurately (including ISE III 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 ▶ Highlighting advantages and disadvantages
	Task 4 – Extended writing	1 hour: Extended writing – Discursive essay Students write an answer to the following question, using the ideas from the debate: <i>'A university education is not as important as it used to be.'</i> Afterwards students read each other's tasks and compare their ideas.		
Friday	Grammar workshop	2 hours: Conditionals worksheet with communicative activity using all conditionals (Worksheet 15) to focus on form and function. Detailed feedback on language after communicative activity. How to use this in the exam.	Worksheet 15: Conditionals 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 III 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 Note: The teacher should mark assignments on ambition after today's class.	Speaking – Collaborative task	1 hour: Follow Collaborative task: Classroom activity 1 – Debating game	Collaborative task: Classroom activity 1 – Debating game	<ul style="list-style-type: none"> ▶ Provide an appropriate response to question rubric, 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 the recording provides ▶ 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 III 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
	Task 4 – Extended writing	<p>20 minutes: The teacher hands back writing tasks from Friday's class with written feedback. Students read and ask any questions they may have.</p> <p>40 minutes: Students write a discursive essay about the following question, using the ideas from the debate <i>'Ambition is always a good thing.'</i></p>		
Tuesday	Task 1 – Long reading	<p>30 minutes: To give added motivation, present this task 1 reading as a mock exam. Set a time limit (20 mins). They must underline the parts of the text where the answers were found.</p>	Sample exam paper 1 , pages 2-3	<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 III 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). Students look through a collection of magazines, find articles that interest them and summarise them for their partner.</p>	A selection of magazines/newspapers etc	
		<p>40 minutes: review anything that students may have been struggling with.</p>		

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Wednesday	Task 4 – Extended writing Reviews Grammar focus – <i>Should/must/might/could have + perfect infinitive</i>	2 hours: Students look at Worksheet 16 – an example review, analysing first its features and later focusing on examples on past modals, eg <i>should/must/might/could have + perfect infinitive</i> . They finish by writing their own reviews, trying to incorporate some past modals.	Worksheet 16: Analysis of a review and past modals	<ul style="list-style-type: none"> Provide an appropriate response to question rubric, 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 III suggested grammar), and avoid making errors which affect the understanding of the listener Highlighting advantages and disadvantages
Thursday	Vocabulary workshop	15 minutes: Review of subject areas	Worksheet 17: Subject area key words (cut out on large strips) – more than one keyword for each subject	<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 III 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 look up to, emulate for 'Role models'). They decide which subject area it relates to and stick it on the wall under the appropriate heading. Afterwards the students work in pairs to try and build full sentences and paragraphs using the language. Afterwards, the teacher clarifies the meaning, form and pronunciation.		
		30 minutes: 'Call my bluff' activity – 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.		
Friday	Grammar workshop – <i>I wish, hope</i>	2 hours: Students look at Worksheet 18 – an example article, analysing first its features and later focusing on examples of sentences containing <i>wish/hope</i> . During the final communicative task, the teacher monitors for language to give feedback on.	Worksheet 18: Analysis of an article and <i>wish/hope</i> worksheet with a communicative activity	<ul style="list-style-type: none"> Provide an appropriate response to question rubric, 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 III suggested grammar), and avoid making errors which affect the understanding of the listener Use spelling and punctuation accurately
	Homework	Students write an article for homework.		

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Monday	Grammar workshop	<p>2 hours: Verbs followed by gerunds and/or infinitive, eg <i>forget, stop, go on, remember</i> with controlled practice and communicative task (Worksheet 19). 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 will provide feedback on the language the students used in the task.</p>	<p>Worksheet 19: Worksheet on verbs followed by gerunds and/or infinitive, eg <i>forget, stop, go on, remember</i> 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 III 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 30 minutes: Follow Reading into writing: Classroom activity 1 – Robots</p>	<p>Reading into writing: Classroom activity 1 – Robots</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 III 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>30 minutes: Feedback on any issues which came up during the writing task.</p>		

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Wednesday	Speaking (Conversation task) Vocabulary building	2 hours: Tutorials carried out at the same time as students go through the worksheet individually (Worksheet 20). They also practice the conversation task of the speaking exam in pairs. Stronger students can write some sentences using the any language they found interesting.	Worksheet 20: Self-study vocabulary (self-checking) Students then make questions for the Conversation task using the lexis. They then ask the questions to each other.	<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 question rubric, 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 III suggested grammar) ▶ Use spelling and punctuation accurately
Thursday	Listening Familiarisation of types of listening tasks	1 hour: Listening and note-taking activity. Students work through the two Independent listening tasks – ‘Routines’ and ‘Media Panics’ on Trinity’s website. After each task has been completed, the teacher will play it again while the students read the tapes-script. They focus on any difficult pronunciation, vocabulary or grammar in the listening.	Independent listening tasks – ‘Routines’ and ‘Media Panics’	<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 III 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 ▶ 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 (Conversation task) Homework: Students revise vocabulary for a test on Monday	2 hours: Follow Conversation task: Classroom activity 2 – Advertising. During the speaking tasks, teacher monitors for errors and creates a sentence auction (student 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. 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.	Conversation task: Classroom activity 2 – Advertising	<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 III 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

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Monday	Vocabulary test	1 hour: Conversation subject area vocabulary test using vocab covered on the course so far. This will be designed by the teacher so they can incorporate any vocabulary they have covered. See worksheet for a suggested activity.	Worksheet 21: Vocabulary test	<ul style="list-style-type: none"> Use a range of vocabulary and language functions accurately (including ISE III suggested grammar), and avoid making errors which affect the understanding of the listener Use spelling and punctuation accurately
		1 hour: Follow Extended writing: Classroom activity 2 – Popular entertainment	Extended writing: Classroom activity 2 – Popular entertainment	
Tuesday	Topic presentation	1 hour 30 minutes: Worksheet 22 – focus on signposting words and expressions in the topic presentation The worksheet can be cut up to make a kinaesthetic activity. The teacher will need to help the students with the meaning, form and pronunciation. After the final topic presentation stage, the teacher will provide feedback on the language used.	Worksheet 22: Focus on improving the structure of the topic presentation, with chances to practice	<ul style="list-style-type: none"> Provide an appropriate response to question rubric, 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 III suggested grammar) Use spelling and punctuation accurately Use clear and understandable pronunciation and use appropriate stress and intonation patterns
	Pronunciation	30 minutes: Pronunciation session: Stress, intonation, pace, pausing, etc.		
Wednesday	Task 4 – Extended writing (report)	2 hours: In groups, students are assigned a writing genre for Task 4 – Extended writing. They design a poster with information about layout, lexis and grammar which can be used, tips for task achievement etc. After, they present the poster to the class and other students comment on anything that could be added.		<ul style="list-style-type: none"> Use a range of vocabulary and language functions accurately (including ISE III suggested grammar) Use spelling and punctuation accurately
Thursday	Revision of whole exam	Revision of whole exam. Students are divided into two groups. Each group spends 40 minutes creating a set of questions about the exam. They then spend 50 minutes quizzing each other. The teacher confirms answers and notes down any errors for language feedback in the last 30 minutes.		
Friday	Reading and writing	Mock exam – Reading and writing Note: this will give time to prepare feedback.	ISE III Sample exam paper 1	

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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	

Note: Number of days depends on student numbers

Week 8

Exam week