

**PROGRAMACIÓN DE LA MATERIA**  
**“PREPARACIÓN PARA TRINITY”,**  
**DE 4º DE ESO.**  
**IES PINO MONTANO.**  
**CURSO 2024/25**

## ÍNDICE

- GLOSARIO DE COMPETENCIAS DE LECTURA PARA ISE I
- GLOSARIO DE OBJETIVOS DE REDACCIÓN PARA ISE I
- ESPECIFICACIONES DE LA TAREA PARA ISE I LECTURA Y ESCRITURA
- COMPRENSIÓN Y EXPRESIÓN ORAL EN ISE I
- GLOSARIO DE OBJETIVOS DE EXPRESIÓN ORAL DE LA ISE I
- GLOSARIO DE OBJETIVOS DE COMPRENSIÓN ORAL DE LA ISE I
- ESPECIFICACIONES DE LA TAREA PARA ISE I SPEAKING & LISTENING
- RÚBRICA PARA LA TERCERA TAREA, DE LECTURA A ESCRITURA
- RÚBRICA PARA LA CUARTA TAREA, ESCRITURA EXTENDIDA
- RÚBRICA DE CALIFICACIÓN DE LISTENING Y SPEAKING DE ISE I
- RÚBRICA PARA LA SEGUNDA TAREA, LISTENING INDIVIDUAL
- EJEMPLO DE PRUEBA DE COMPRENSIÓN Y EXPRESIÓN ESCRITA
- INFORMACIÓN SOBRE EL EXAMEN DE LISTENING Y SPEAKING
- EJEMPLO DE LISTENING INDIVIDUAL
- FUNCIONES DEL LENGUAJE Y GRAMÁTICA SUGERIDA
- EJEMPLO DE TAREA 1. LECTURA LARGA
- EJEMPLO DE TAREA 2. MULTITEXTO
- EJEMPLO DE LA TAREA 3. DE LECTURA A ESCRITURA.
- EJEMPLO DE TAREA 4. REDACCIÓN
- EJEMPLO DE TAREA 1 DE LISTENING
- EJEMPLO DE TAREA 2 DE LISTENING
- EJEMPLO DE TOPIC
- EJEMPLO DE CONVERSACIÓN
- PROGRAMACIÓN DE AULA

- Glosario de competencias de lectura para ISE I**

Lectura para la comprensión general	Lectura de textos relacionados con temas e intereses personales.
Skimming	Lectura para entender el significado general de un párrafo, texto o infografía (por ejemplo, un diagrama, plan, gráfico, dibujo o mapa con alguna escritura).
Lectura para captar lo esencial	Lectura para entender la idea principal de un párrafo, texto o infografía. Identificar las principales conclusiones en textos claramente señalizados y reconocer los argumentos generales.
Scanning	Lectura de exploración para encontrar palabras clave o información específica en un párrafo, texto o infografía.
Lectura detenida para comprender hechos específicos, información y puntos significativos	Lectura para comprender la información específica y objetiva a nivel de palabra, frase u oración. Lectura para comprender la información específica y objetiva a nivel de palabra, frase u oración. Leer para comprender puntos importantes en un texto. Determinar qué información es real y cuál es opinión. Identificar qué información es clave y qué información es un ejemplo o detalle de apoyo.
Deducir el significado	Adivinar el significado de frases y palabras desde su contexto. Lectura para reconocer puntos significativos en un texto a nivel de oración.
Resumen	Presentación de los principales datos e ideas de los textos leídos. Reunir información de textos más largos o diferentes partes de un texto para crear una visión general del texto. Parafrasear textos escritos de forma sencilla.

- Glosario de objetivos de redacción para ISE I**

Lectura para escribir	Comprensión de la lectura de textos. Identificar temas comunes en la lectura de textos. Resumir o parafrasear ideas de textos leídos.
Realización de la tarea	Respuesta plena a la solicitud. Alcanzar el objetivo comunicativo. Mostrar la conciencia del lector y el propósito de escribir.
Organización y estructura	Presentación clara de ideas y argumentos. Utilizar el mejor tipo de texto para realizar la tarea. Estructurar la escritura de forma adecuada, por ejemplo, utilizando los comienzos, finales y párrafos.
Control del idioma	Utilización de una serie de funciones lingüísticas, gramática y vocabulario. Utilizar las funciones del lenguaje, la gramática y el vocabulario con precisión. Utilizar la ortografía y la puntuación con precisión.

• **Especificaciones de la tarea para ISE I Lectura y escritura**

<b>Tarea 1</b>	<b>Lectura larga</b>
Tarea	Un texto de lectura seguido de 15 preguntas.
Texto	El texto es factual y descriptivo. Es el tipo de texto que un alumno está familiarizado con su propio entorno educativo. Áreas temáticas para ISEI: Fiestas Viajes Dinero Medios de transporte Moda Ocasiones especiales Normas y reglamentos Entretenimiento Salud y estado físico Música Aprender un idioma extranjero Experiencias personales recientes
Longitud del texto	Texto de 400 palabras (aproximadamente), dividido en cinco párrafos.
Número de preguntas	15 preguntas.
Tipos de preguntas	Correspondencia de títulos (preguntas 1-5) En esta sección, el alumno elige el título más apropiado para cada párrafo del texto. El texto consta de cinco párrafos y hay seis títulos a elegir. El alumno debe demostrar que comprende la idea principal de cada párrafo. Algunas habilidades de lectura útiles para practicar en esta sección son: skimming scanning Lectura para captar lo esencial
	Selección de las enunciados verdaderos (preguntas 6 a 10) En esta sección, el alumno elige cinco declaraciones verdaderas de una lista de ocho declaraciones. Cinco declaraciones son verdaderas, y tres son falsas, según el texto. El alumno debe demostrar que comprende información concreta y objetiva a nivel de frase. Algunas habilidades de lectura útiles para practicar en esta sección son: lectura para la comprensión general Lectura detenida para comprender hechos específicos, información y puntos significativos
	Completar oraciones (preguntas 11-15) En esta sección, el alumno completa oraciones con un número exacto, palabra o frase (hasta tres palabras) tomadas del texto. El alumno debe demostrar que comprende la información específica y objetiva a nivel de palabra y/o frase. Algunas habilidades de lectura útiles para practicar en esta sección son: Lectura cuidadosa para comprender la información específica y su contexto lectura cuidadosa para comprender los hechos específicos, la información y los puntos significativos Deducir el significado.

<b>Tarea 2</b>	<b>Lectura de varios textos</b>
Tarea	Cuatro textos de lectura, presentados conjuntamente, y 15 preguntas.
Texto	<p>Los cuatro textos son de carácter factual y descriptivo. Son el tipo de textos con los que un alumno está familiarizado en su propio entorno educativo. Un texto es una infografía (por ejemplo, un diagrama, dibujo, mapa o tabla con algo de escritura).</p> <p>Áreas temáticas para ISE I:</p> <p>Fiestas Viajes Dinero Medios de transporte Moda Ocasiones especiales Normas y reglamentos Entretenimiento Salud y estado físico Música Aprender un idioma extranjero Experiencias personales recientes</p> <p>Los cuatro textos tratan del mismo tema y están vinculados temáticamente.</p>
Longitud del texto	<p>400 palabras (aproximadamente) en los cuatro textos.</p> <p>Un texto es una infografía.</p>
Número de preguntas	15 preguntas.
Tipos de preguntas	<p>Respuesta múltiple (preguntas 16-20).</p> <p>En esta sección, el alumno elige a qué texto se refiere cada pregunta. Hay cinco preguntas y cada una se refiere a un solo texto. El mismo texto puede ser la respuesta correcta para un máximo de dos preguntas. El alumno debe demostrar que comprende la idea o el objetivo principal de cada texto.</p> <p>Algunas habilidades de lectura útiles para practicar en esta sección son:</p> <p>Skimming. scanning. Lectura para captar lo esencial. Comprender la idea o el propósito principal del texto.</p>
	<p>Selección de enunciados verdaderos (preguntas 21 a 25)</p> <p>En esta sección, el alumno selecciona cinco declaraciones verdaderas de una lista de ocho declaraciones. Cinco declaraciones son verdaderas, y tres son falsas, según los textos. El alumno debe demostrar que comprende información concreta y objetiva a nivel de frase.</p> <p>Algunas habilidades de lectura útiles para practicar en esta sección son:</p> <p>Lectura para la comprensión general. Lectura detenida para comprender los hechos específicos, la información y los puntos significativos. Lectura detenida para comprender la información específica y su contexto. Deducir el significado de las palabras y frases de su contexto. Scanning.</p>
	<p>Completar oraciones (preguntas 26-30)</p> <p>En esta sección, el alumno completa oraciones con un número exacto, palabra o frase (hasta tres palabras) tomada de los cuatro textos. La tarea realizada representa un resumen en forma de nota de todos los textos de esta tarea. El alumno debe demostrar que comprende la información específica y objetiva a nivel de palabra y/o frase en los textos.</p> <p>Algunas habilidades de lectura útiles para practicar en esta sección son:</p> <p>Lectura detenida para comprender la información específica y su contexto. Lectura detenida para comprender los hechos específicos, la información y los puntos significativos. Deducir significado. Resumir.</p>

<b>Tarea 3</b>	<b>De lectura a escritura</b>
Tarea	Una tarea de escritura en la que los cuatro textos de la tarea 2 se utilizan para responder a un aviso. El mensaje indica tres puntos de contenido que el alumno debe incluir en su respuesta. La respuesta debe incluir solamente información de los textos de la tarea 2, en lugar de utilizar el conocimiento previo o la imaginación del alumno. El alumno debe utilizar sus propias palabras en la medida de lo posible. Hay espacio para la planificación. El alumno debe comprobar su respuesta cuando haya terminado.
Enfoque de la tarea	Esta tarea evalúa la capacidad del alumno para: Identificar la información que es relevante para el momento de redacción y las principales conclusiones, puntos significativos y temas comunes a través de los cuatro textos. Parafrasear breves informaciones. Resumir y combinar la información en una respuesta breve y sencilla para cumplir el propósito de la redacción.
Longitud del texto escrito	100-130 palabras, excluyendo los títulos y las direcciones.
Género del texto escrito	El género será uno de los siguientes: Ensayo descriptivo Correo electrónico o carta informal Ensayo discursivo Correo electrónico o carta formal Artículo (revista o en línea) Reseña

<b>Tarea 4</b>	<b>Redacción larga</b>
Tarea	Una tarea de redacción en la que el alumno responde a un mensaje. El aviso incluye dos puntos de contenido que el alumno debe utilizar en su respuesta. Hay espacio para la planificación. El alumno debe comprobar su respuesta cuando haya terminado.
Enfoque de la tarea	Esta tarea evalúa la capacidad del alumno para producir una respuesta narrativa, descriptiva o instructiva a un aviso.
Longitud del texto escrito	100-130 palabras, excluyendo los títulos y las direcciones.
Género del texto escrito	El género será uno de los siguientes: Ensayo descriptivo Correo electrónico o carta informal Ensayo discursivo Correo electrónico o carta formal Artículo (revista o en línea) Reseña
Área temática	El indicador de escritura se refiere a una de las áreas temáticas para ISE I: Fiestas Viajes Dinero Medios de transporte Moda Ocasiones especiales Normas y reglamentos Entretenimiento Salud y estado físico Música Aprender un idioma extranjero Experiencias personales recientes

## I. Comprensión y expresión oral en ISE I

El examen de comprensión y expresión oral consiste en varias tareas, cuya duración depende del nivel.

Nivel MCER	B1
Tiempo total de examen	18 minutos
Tarea Tema	4 minutos
Tarea de conversación	2 minutos
Tarea de escucha individual	10 minutos
Tiempo de administración del examinador	2 minutos

### Tarea de Tema

¿Qué es la tarea de Tema?

Antes del examen, el alumno prepara un tema de su propia elección. Esto se utiliza como base para la discusión en el examen. **La tarea de Tema** ofrece al alumno la oportunidad de hablar sobre un tema que le interesa o es relevante y en el que se siente seguro. Esta tarea da al alumno cierto grado de autonomía y control.

¿Qué conocimientos lingüísticos puede demostrar el alumno en esta tarea? El alumno puede demostrar la capacidad para:

Enlazar oraciones juntas para hablar sobre un tema con cierto detalle.

Utilizar las funciones lingüísticas del nivel.

Participar en una discusión individual y sin guion con un experto que hable inglés.

Comprender las preguntas y comentarios de los examinadores y responder adecuadamente a ellas.

El alumno debe hacer al menos una pregunta sobre el tema al examinador.

¿Puede el alumno llevar notas con él?

En el examen ISE I, se requiere que el alumno traiga un formulario de tema con notas, que él o ella da al examinador al comienzo del examen. Las notas ayudan al alumno a prepararse para el examen y también a hablar con el examinador. Es importante decirle al alumno que el examinador elige los puntos sobre los cuales hablar. No hay un orden fijo. El formulario de temas es utilizado por el examinador para hacer preguntas y comentarios al alumno. Esto fomenta la conversación espontánea y desalienta la recitación por parte del alumno.

### La tarea de conversación

¿Qué es la tarea de conversación?

La tarea de conversación es un intercambio significativo y auténtico de información, ideas y opiniones. No es una entrevista formal de preguntas y respuestas. En esta tarea, el examinador selecciona un área temática para discutir con el alumno.

¿Cuáles son los temas posibles de discusión?

Viajar  
Dinero  
Moda  
Normas y reglamentos  
Salud y estado físico  
Aprender un idioma extranjero.

¿Qué implica la interacción en la tarea Conversación?

El examinador hace algunas preguntas para iniciar la conversación. Se espera que el alumno haga preguntas al examinador para desarrollar la interacción. Estas preguntas deben ser relevantes para el tema de la conversación.

## La tarea de escucha individual

Las habilidades de escucha se prueban de forma integrada junto con las habilidades de expresión oral en la tarea Tema y la tarea Conversación. En la tarea de escucha individual, el alumno tiene la oportunidad de demostrar el tipo de habilidades de escucha que se requieren en las lecciones y conferencias.

¿Cuál es el procedimiento para esta tarea?

En ISE I hay dos tareas. El alumno escucha una grabación diferente para cada tarea. En la primera tarea, el alumno responde a seis preguntas del examinador. En la segunda tarea, el alumno informa de seis hechos verbalmente al examinador y, a continuación, el examinador formula cuatro preguntas complementarias sobre el contenido de la grabación. En ambas tareas, el alumno escucha la grabación dos veces.

Se alienta al alumno a tomar notas cuando escuche la grabación de audio en la tarea 1, y la segunda vez que se reproduzca la grabación de audio en la tarea 2. Sin embargo, las notas del alumno no se evalúan como parte del examen.

### • Glosario de objetivos de expresión oral de la ISE I

Eficacia comunicativa	Respuesta adecuada a la interacción. Iniciar y mantener la conversación.
Escucha interactiva	Comprensión de otros oradores o del examinador Tras la intervención de otros oradores o del examinador.
Control del idioma	Utilización de una serie de funciones lingüísticas, gramática y vocabulario. Utilizar las funciones del lenguaje, la gramática y el vocabulario con precisión. Evitar errores que afecten a la comprensión del oyente.
Presentación	Uso de pronunciación clara y comprensible. Utilizar el estrés y la entonación de forma adecuada.

### • Glosario de objetivos de comprensión oral de la ISE I

Escucha intensiva	Escuchar para encontrar palabras clave y hechos específicos en grabaciones simples.
Escucha intensiva en detalle para reunir la mayor cantidad de información posible	Comprensión de la información específica y objetiva a nivel de palabras y/o frases. Escuchar las ideas e informaciones explícitas.
Escucha intensiva para una comprensión detallada	Escucha para comprender toda o la mayor parte de la información que proporciona la grabación.
Escucha extensiva para captar lo esencial, las ideas principales y el entendimiento global	Escuchar para comprender el tema y las ideas principales de la grabación.
Deducir significado	Adivinar el significado de palabras desconocidas desde su contexto.



El alumno debe saber y ser competente en:

– **Hablar**

- Iniciar, mantener y cerrar conversaciones simples y sin preparación sobre temas que son familiares o de interés personal.
- Comunicar con cierta confianza sobre temas o temas de interés personal habituales y no habituales expresar opiniones personales e intercambiar información sobre temas cotidianos que son familiares o de interés personal (por ejemplo, familia, aficiones, trabajo, viajes).
- Mantener una conversación o discusión, pero con algunos errores.
- Describir uno de una variedad de temas familiares, presentándolo como una secuencia lineal de puntos, con fluidez. Razonable.
- Dar cuenta de experiencias, describiendo sentimientos y reacciones.
- Describir sueños, esperanzas y ambiciones.
- Describir los acontecimientos reales o imaginarios.
- Dar razones y explicaciones sobre las opiniones, planes y acciones.
- Demostrar un repertorio básico de lenguaje y estrategias para ayudar a mantener una conversación o discusión en marcha.
- Repetir parte de lo que alguien ha dicho para confirmar el entendimiento mutuo y ayudar a mantener el desarrollo de las ideas en curso.
- Pedir a alguien que aclare o explique lo que acaba de decir.

**Escuchar**

- Seguir un discurso claro en conversaciones individuales, aunque a veces puede tener que pedir la repetición de palabras y frases particulares.
- Comprender la información objetiva sobre temas cotidianos comunes, identificar mensajes generales y detalles específicos.
- Comprender los puntos principales de temas familiares, por ejemplo el trabajo, la escuela, el ocio, incluidas las narrativas cortas.
- Seguir una conferencia o charla claramente estructurada sobre un tema familiar.
- Comprender el contenido informativo de la mayoría de los materiales de audio grabados, lentos y claros, por ejemplo noticias radiofónicas o material sobre temas familiares o temas de interés personal.
- Identificar palabras desconocidas en el contexto de temas familiares o temas de interés personal.
- Identificar palabras desconocidas en el contexto de temas familiares o temas de interés personal.

Este perfil se basa en el nivel B1, usuario independiente, del Marco Común Europeo de Referencia (MCER) del Consejo de Europa.

- **Especificaciones de la tarea para ISE I Speaking & Listening**

Tarea de tema	
Tarea	<p>La tarea Tema es una tarea integrada de hablar y escuchar.</p> <p>El alumno prepara un tema de discusión y un formulario con cuatro puntos, que debe aportar al examen y puede utilizar para ayudar en la discusión. El examinador utiliza el mismo formulario para hacer preguntas al alumno sobre el tema que ha elegido. El examinador elige el orden en que se discuten los puntos del tema.</p> <p>El alumno puede traer un pequeño objeto como una foto, una entrada para el evento o una medalla a la sala de exámenes para apoyar la discusión del tema.</p>
Tiempo	4 minutos.
Funciones lingüísticas	<p>Se espera que el alumno demuestre su capacidad para utilizar las funciones lingüísticas del nivel ISE. Estas funciones son:</p> <p>Descripción de las acciones pasadas en el pasado indefinido y reciente.</p> <p>Describir el futuro, informar y expresar la intención.</p> <p>Predecir y expresar la certeza y la incertidumbre.</p> <p>Dar razones, opiniones y preferencias.</p> <p>Expresar obligación.</p> <p>Solicitar información y opiniones.</p>
Papel del examinador	<p>El examinador utiliza el formulario de tema para hacer preguntas al alumno con el fin de obtener las funciones lingüísticas del ISE I. El examinador también puede interrumpir cuando sea necesario para desalentar la recitación y fomentar la conversación espontánea. El alumno debe hacer una pregunta al examinador.</p>
Evaluación	<p>La tarea Tema y la tarea Conversación reciben una puntuación basada en cuatro criterios:</p> <p>Eficacia comunicativa.</p> <p>Escucha interactiva.</p> <p>Control del idioma.</p> <p>Presentación.</p>

## • RÚBRICA PARA LA TERCERA TAREA, DE LECTURA A ESCRITURA

<b>Puntuación</b>	<b>Leer para escribir</b> Comprensión de los materiales fuente. Selección de contenidos relevantes a partir de textos fuente. Capacidad de identificar temas y vínculos comunes dentro y entre los múltiples textos. Adaptación del contenido al propósito de la redacción. Uso de paráfrasis / resumen.	<b>Realización de la tarea</b> Consecución global del objetivo comunicativo. Conocimiento de la relación escritor-lector (estilo y registro). Adecuación de la cobertura temática.
<b>4</b>	Se demuestra una comprensión completa y precisa de las ideas directas de todos los materiales de origen. Una selección totalmente adecuada y exacta de los contenidos pertinentes de los textos fuente. Excelente capacidad para identificar las principales conclusiones, los puntos importantes y los temas comunes dentro de los múltiples textos y entre ellos. Una excelente adaptación del contenido para adaptarse al propósito de la escritura. Excelente capacidad de parafrasear / resumir breves informaciones demostrada.	Excelente logro del objetivo comunicativo. Excelente conocimiento de la relación escritor-lector. Todos los requisitos (es decir, género, tema, lector, propósito y número de palabras) de la instrucción se cumplen adecuadamente.
<b>3</b>	Se demuestra una comprensión completa y exacta de las ideas directas de la mayoría de los materiales de origen. Una selección adecuada y exacta de los contenidos pertinentes a partir de los textos fuente (es decir, se seleccionan las ideas más relevantes y la mayoría de las ideas seleccionadas son relevantes). Buena capacidad para identificar las principales conclusiones, los puntos significativos y los temas comunes dentro de los múltiples textos y entre ellos. Una buena adaptación del contenido al propósito de la escritura. Buenas habilidades de parafraseo/resumen de breves fragmentos de información demostradas (con muy pocas ideas desconectadas y poca elevación).	Buen cumplimiento del objetivo comunicativo (es decir, mensajes importantes transmitidos). Buena conciencia de la relación escritor-lector (es decir, uso apropiado del estilo y registro en todo el texto). La mayoría de los requisitos (es decir, género, tema, lector, propósito y número de palabras) de la instrucción se cumplen adecuadamente.
<b>2</b>	Se demuestra un conocimiento completo y preciso de más de la mitad de los materiales de origen. Selección aceptable de contenido relevante de los textos fuente (el contenido seleccionado debe proceder de más de un texto). Capacidad aceptable para identificar las principales conclusiones, los puntos significativos y los temas comunes dentro de los múltiples textos y entre ellos. Adaptación aceptable del contenido para que se ajuste al propósito de la redacción. Capacidad aceptable de parafrasear / resumir breves fragmentos de información demostrada.	Cumplimiento aceptable del objetivo comunicativo. Cierta conciencia de la relación escritor-lector. La mayoría de los requisitos (es decir, género, tema, lector, propósito y número de palabras) de la instrucción se cumplen de forma aceptable.
<b>1</b>	Comprensión incorrecta y limitada de la mayoría de los materiales de origen. Selección inadecuada e inexacta de los contenidos pertinentes a partir de los textos fuente (es decir, menos de la mitad de las ideas pertinentes se seleccionan y la mayoría de las ideas seleccionadas son irrelevantes). Escasa capacidad para identificar las principales conclusiones, los puntos significativos y los temas comunes dentro de los múltiples textos y a través de ellos. Adaptación deficiente del contenido para adecuarlo al propósito de la escritura (es decir, no utiliza el contenido de los textos fuente para abordar el propósito de la escritura). Poca capacidad para parafrasear / resumir breves fragmentos de información demostrada (con un gran esfuerzo y muchas ideas desconectadas).	Escaso logro del objetivo comunicativo (es decir, difícil de seguir y poco convincente para el lector). Escasa conciencia de la relación escritor-lector. La mayoría de los requisitos (es decir, género, tema, lector, propósito y número de palabras) de la instrucción no se cumplen.
<b>0</b>	Tarea no realizada. Papel en blanco. Nada que evaluar del rendimiento.	

<b>Puntuación</b>	<b>Organización y estructura</b> Organización del texto, incluido el uso de párrafos, comienzos / finales. Presentación de ideas y argumentos, incluida la claridad y coherencia de su desarrollo. Uso coherente del formato adecuado a la tarea.	<b>Control del idioma</b> Precisión en la gramática. Precisión del léxico. Efecto de los errores lingüísticos en la comprensión. Control de la puntuación y ortografía.
<b>4</b>	Organización eficaz del texto (es decir, organización clara del texto con las ideas secuenciadas de forma lineal, uso de párrafos para separar los temas clave). Presentación muy clara y desarrollo lógico de todas las ideas y argumentos directos. Formato adecuado en todo el texto. Señalización eficaz.	Buena variedad de elementos gramaticales relacionados con la tarea y buen nivel de precisión. Buena variedad de elementos léxicos relacionados con la tarea, con buen nivel de precisión. Los errores no impiden la comprensión. Excelente ortografía y puntuación.
<b>3</b>	Buena organización del texto (por ejemplo, correctamente organizado en párrafos, apertura y cierre adecuados). Presentación clara y desarrollo lógico de las ideas y argumentos más directos. Formato adecuado en la mayor parte del texto. Buena señalización (por ejemplo, uso apropiado de dispositivos cohesivos y frases temáticas para abordar una secuencia lineal).	Variedad apropiada de elementos gramaticales relacionados con la tarea con buen nivel de precisión (pueden producirse errores al manejar ideas más complejas). Variedad apropiada de elementos léxicos relacionados con la tarea con buen nivel de precisión (puede contener algunas circunlocuciones). Los errores a veces impiden la comprensión, pero el mensaje general es claro. La ortografía y la puntuación son lo suficientemente buenas para ser seguidas (la puntuación de las oraciones simples está libre de errores).
<b>2</b>	Organización aceptable del texto (es decir, muestra cierta conciencia de la necesidad de estructura con nuevas ideas introducidas en las nuevas oraciones). Presentación y desarrollo de ideas y argumentos más directos, que sean razonablemente claros y lógicos. Formato adecuado en general. Señalización aceptable (por ejemplo, algún uso apropiado de dispositivos cohesivos y frases temáticas para abordar una secuencia lineal).	Nivel aceptable de exactitud gramatical y adecuación a la tarea, aunque el rango puede ser restringido. Nivel aceptable de precisión léxica y adecuación a la tarea, aunque el alcance puede ser limitado. Los errores a veces impiden la comprensión. Ortografía y puntuación aceptables.
<b>1</b>	Organización del texto muy limitada o deficiente, lo que dificulta la lectura. La mayoría de las ideas y argumentos carecen de coherencia y no progresan lógicamente. Formato inadecuado en todo el texto. Mala señalización (falta de utilización de dispositivos cohesivos simples).	Evidencia inadecuada de la gramática (puede tener control sobre el idioma por debajo del nivel). Evidencia inadecuada del léxico (puede tener control sobre el lenguaje por debajo del nivel). Los errores impiden con frecuencia la comprensión. Mala ortografía y puntuación en todo.
<b>0</b>	Tarea no realizada. Papel en blanco. Nada que evaluar del rendimiento.	

## RÚBRICA PARA LA CUARTA TAREA, ESCRITURA EXTENDIDA

<b>Puntuación</b>	<b>Realización de tareas</b> Consecución global del objetivo comunicativo. Conocimiento de la relación escritor-lector (estilo y registro). Adecuación de la cobertura temática.	<b>Organización y estructura</b> Organización del texto, incluido el uso de párrafos, comienzos / finales. Presentación de ideas y argumentos, incluida la claridad y coherencia de su desarrollo. Uso coherente del formato adecuado a la tarea. Utilización de señalización.	<b>Control del idioma</b> Variedad y precisión de la gramática Alcance y precisión del léxico. Efecto de los errores lingüísticos en la comprensión. Control de la puntuación y ortografía.
<b>4</b>	Excelente cumplimiento del objetivo comunicativo. Excelente conocimiento de la relación escritor-lector. Todos los requisitos (es decir, género, tema, lector, propósito y número de palabras) de la instrucción se cumplen adecuadamente.	Organización eficaz del texto (es decir, organización clara del texto con ideas en secuenciación lineal, uso de párrafos para separar los temas clave). Presentación muy clara y desarrollo lógico de todas las ideas y argumentos directos. Formato adecuado en todo el texto. Señalización eficaz.	Buena variedad de elementos gramaticales relacionados con la tarea y buen nivel de precisión. Buena variedad de elementos léxicos relacionados con la tarea, con buen nivel de precisión. Los errores no impiden la comprensión. Excelente ortografía y puntuación.
<b>3</b>	Buen cumplimiento del objetivo comunicativo (es decir, mensajes importantes transmitidos). Buena conciencia de la relación escritor-lector (es decir, uso apropiado del estilo y registro en todo el texto). La mayoría de los requisitos (es decir, género, tema, lector, propósito y número de palabras) de la instrucción se cumplen adecuadamente.	Buena organización del texto (p.e., correctamente organizado en párrafos, apertura adecuada y cierre). Presentación clara y desarrollo lógico de las ideas y argumentos más directos. Formato adecuado en la mayor parte del texto. Buena señalización (por ejemplo, uso apropiado de dispositivos cohesivos y frases temáticas para abordar una secuencia lineal).	Variedad apropiada de elementos gramaticales relacionados con la tarea con buen nivel de precisión (pueden producirse errores cuando se trata de ideas más complejas). Variedad apropiada de elementos léxicos relacionados con la tarea con buen nivel de precisión (puede contener algunos circunstanciales). Los errores a veces impiden la comprensión, pero el mensaje general es claro. La ortografía y la puntuación son lo suficientemente buenas para ser seguidas (la puntuación de las oraciones simples está libre de errores).
<b>2</b>	Realización aceptable del objetivo comunicativo. Cierta conciencia de la relación escritor-lector. La mayoría de los requisitos (es decir, género, tema, lector, propósito y número de palabras) de la instrucción se cumplen de forma aceptable.	Organización aceptable del texto (es decir, se ha demostrado cierta conciencia de la necesidad de estructura con nuevas ideas introducidas en nuevas frases). Presentación y desarrollo de ideas y argumentos más directos, que sean razonablemente claros y lógicos. Formato adecuado en general. Señalización aceptable (por ejemplo, el uso adecuado de dispositivos cohesivos y frases temáticas para abordar una secuenciación lineal).	Nivel aceptable de exactitud gramatical y adecuación en relación con la tarea, aunque puede estar restringido. Nivel aceptable de precisión léxica y adecuación a la tarea, aunque el alcance puede ser limitado. Los errores a veces impiden la comprensión. Ortografía y puntuación aceptables.
<b>1</b>	Escaso logro del objetivo comunicativo (es decir, difícil de seguir y poco convincente para el lector) Escasa conciencia de la relación escritor-lector La mayoría de los requisitos (es decir, género, tema, lector, propósito y número de palabras) de la instrucción no se cumplen	Organización del texto muy limitada o deficiente, lo que dificulta la lectura La mayoría de las ideas y argumentos carecen de coherencia y no progresan lógicamente Formato inadecuado en todo el texto Mala señalización (no se utilizan dispositivos de cohesión simples)	Evidencia inadecuada de la variedad gramatical y precisión (puede tener control sobre el idioma por debajo del nivel) Evidencia inadecuada de rango léxico y precisión (puede tener control sobre el lenguaje por debajo del nivel) Los errores impiden con frecuencia la comprensión Mala ortografía y puntuación en todo
<b>0</b>	Tarea no realizada. Papel en blanco. Nada que evaluar del rendimiento.		

• **RÚBRICA DE CALIFICACIÓN DE LISTENING Y SPEAKING DE ISE I**

<b>Puntuación</b>	<b>Eficacia comunicativa</b> Realización de tareas Corrección de las contribuciones Toma de la palabra Estrategias de reparación	<b>Escucha interactiva</b> Comprensión y respuesta pertinente Nivel de comprensión Tasa de intervención de los examinadores Velocidad y precisión de la respuesta.	<b>Control del idioma</b> Precisión Efectos de las incorrecciones	<b>Presentación</b> Inteligibilidad Estresado léxico/entonación Fluidez Efectos sobre el oyente
<b>4</b>	Cumple muy bien la tarea. Inicia y responde de manera adecuada, activa y receptiva. Mantiene y contribuye a la interacción elaborando sus respuestas espontáneamente.	Comprende las intervenciones con poca repetición o reformulación. Identifica con precisión la información objetiva. Tiene poca dificultad para seguir el habla a una velocidad de conversación normal. Algunas veces responde lentamente a considerar la entrada del examinador.	Utiliza una buena gama de estructuras gramaticales y léxicas para tratar temas en este nivel. Muestra un nivel relativamente alto de precisión gramatical y lexical para tratar los temas más conocidos. Se producen errores, pero no impiden la comunicación inteligible a pesar de un uso notable de fonemas no estándar.	Inteligible a pesar de un uso notable de fonemas no estándar. Utiliza el estrés léxico y la entonación de forma apropiada. Habla relativamente lentamente con algunas pausas y vacilaciones. Requiere una escucha cuidadosa.
<b>3</b>	Cumple la tarea adecuadamente. Inicia y responde adecuadamente cuando se le solicita. Logra mantener la interacción, pero el desarrollo del tema depende en cierta medida del examinador.	Comprende las intervenciones pero puede necesitar alguna repetición o reformulación. Identifica la información factual aunque puede ser escasa en detalle. Algunas veces necesita el habla del examinador ralentizado. Responde lentamente debido a cierta incertidumbre sobre la entrada del examinador.	Utiliza una buena gama de estructuras gramaticales y léxicas para tratar temas en este nivel. Muestra un nivel razonable de precisión gramatical y léxico para tratar los temas más conocidos. Los errores son frecuentes (por ejemplo, tiempos, concordancias) pero sí normalmente no impiden la comunicación.	Inteligible a pesar de algún uso notable de fonemas no estándar. Generalmente utiliza el estrés léxico y la entonación de manera adecuada. Generalmente habla lentamente con algunas pausas y vacilación. Requiere una escucha cuidadosa.
<b>2</b>	Cumple la tarea de manera aceptable con apoyo. Inicia de forma aceptable y responde cuando se le solicita. Logra mantener la interacción, pero el desarrollo del tema depende excesivamente del examinador.	Comprende las intervenciones cortas pero puede necesitar repeticiones o reformulaciones. Identifica información fáctica, posiblemente incompleta. Tiene dificultad para seguir el habla a una velocidad de conversación normal. Responde bastante lentamente debido a la incertidumbre sobre la entrada.	Utiliza un rango aceptable de estructuras gramaticales y léxicas para gestionar los temas en este nivel, pero los vacíos gramatical/léxico-lógicos causan algunas vacilaciones y circunlocuciones notables. Muestra un nivel aceptable de precisión gramatical y lexical para tratar con los temas más conocidos. Los errores son frecuentes pero no impiden la comunicación.	En su mayoría inteligibles a pesar de un uso notable de fonemas no estándar. Utiliza el estrés léxico y la entonación de forma aceptable. Generalmente habla lentamente con pausas frecuentes y vacilación. Requiere una escucha cuidadosa.
<b>1</b>	No cumple la tarea incluso con el apoyo. No inicia o responde adecuadamente. No mantiene la interacción suficientemente. Las contribuciones son inapropiadas y/o dependen excesivamente de la Examinador. Tiene dificultades para resolver problemas de comunicación.	<ul style="list-style-type: none"> <li>Tiene dificultades para entender las intervenciones. Se identifica información objetiva aleatoria, pero sin contexto general. No sigue ningún discurso a una velocidad de conversación normal.</li> <li>Responde con lentitud debido a la dificultad de comprensión de los datos.</li> </ul>	Utiliza un número limitado de estructuras gramaticales y léxicas que no siempre es adecuado para tratar temas a este nivel. No muestra un nivel adecuado de precisión gramatical y precisión léxica. Algunos o muchos errores impiden la comunicación.	Generalmente inteligible o a veces ininteligible. - uso de fonemas no estándar es evidente. Utiliza el estrés léxico y la entonación lo suficiente para seguir. Habla lentamente con pausas y vacilaciones frecuentes y notables. Requiere una escucha cuidadosa. - puede ser difícil de seguir.
<b>0</b>	No se puede evaluar el rendimiento (el alumno no habla, o no habla inglés).			

• **RÚBRICA PARA LA SEGUNDA TAREA. LISTENING INDIVIDUAL**

<b>4</b>	Identifica y comunica con precisión toda / casi toda la información clave (puntos principales y detalles de apoyo) (por ejemplo, nueve o más). Muestra una buena comprensión de los vínculos entre la información clave. Responde a las preguntas con prontitud. No necesita repeticiones o reformulaciones / repeticiones de preguntas.
<b>3</b>	Identifica y comunica con precisión el número de puntos de información clave necesarios (principales puntos y detalles de apoyo) (por ejemplo, seis a ocho). Muestra la comprensión de los vínculos entre la información clave. Responde a las preguntas con relativa prontitud. Puede necesitar alguna repetición o reformulación de preguntas.
<b>2</b>	Identifica y comunica con precisión algunos puntos de información clave (principales puntos y detalles de apoyo) (por ejemplo, cuatro a cinco). Muestra una comprensión limitada de los vínculos entre la información clave. Responde a las preguntas después de algunas dudas. Puede necesitar alguna repetición o reformulación de preguntas.
<b>1</b>	Identifica y comunica un número limitado de puntos de información clave (por ejemplo, cero a tres). Muestra poca/ninguna comprensión de los vínculos entre la información clave. Responde a las preguntas solo después de una notable vacilación. Puede necesitar una repetición extensa y/o reformulación de preguntas.
<b>0</b>	Nada que evaluar. El alumno no habla.

<b>Tarea de conversación</b>	
Tarea	La tarea de conversación es una tarea integrada de hablar y escuchar. El examinador selecciona un área de conversación de la lista que se da a continuación y le hace una pregunta al alumno para iniciar la conversación.
Tiempo	2 minutos.
Funciones lingüísticas	Descripción de acciones pasadas en el pasado indefinido y reciente. Describir el futuro, informar y expresar la intención. Predecir y expresar la certeza y la incertidumbre. Dar razones, opiniones y preferencias. Expresar obligación. Solicitar información y opiniones.
Función del examinador	El examinador utiliza la lista de asignaturas que se presenta a continuación para hacer preguntas y obtener las funciones lingüísticas del nivel. El alumno debe hacer una pregunta al examinador.
Temas de conversación	Viajes Dinero Moda Normas y reglamentos Salud y estado físico Aprender un idioma extranjero
Evaluación	La tarea de conversación y la tarea de tema reciben una puntuación en función de cuatro criterios: Eficacia comunicativa Escucha interactiva Control del idioma Presentación



<b>Tareas de listening individuales</b>	
Tipo de tarea	Las tareas de escucha independiente son grabaciones de audio. El alumno escucha las grabaciones y responde oralmente.
<b>Tarea 1</b>	
Formato de la tarea	El alumno escucha dos veces la información básica (descriptiva o narrativa) y responde en una o dos palabras a seis preguntas del examinador. La grabación dura aproximadamente 1 minuto. El alumno puede tomar notas.
Tiempo	4 minutos y 30 segundos (aproximadamente).
Enfoque de tareas	Escucha intensiva. Escucha intensiva. En detalle para reunir tanta información como sea posible.
Función del examinador	El examinador reproduce la grabación y lee las instrucciones y preguntas. Si el alumno lo solicita, el examinador puede repetir las instrucciones y las preguntas individuales una vez.
Evaluación	Cada respuesta correcta vale 1 punto. Las notas no se evalúan.
<b>Tarea 2</b>	
Formato de la tarea	El alumno escucha un texto factual (exposición) y relata oralmente lo que ha oído. Escucha por segunda vez e informa de seis hechos de la grabación y responde a cuatro preguntas orales del examinador sobre la grabación. Se proporciona al alumno papel en blanco para que lo utilice para escribir notas mientras se reproduce la grabación por segunda vez. Las notas son opcionales y no se evalúan. La grabación dura aproximadamente 1 minuto y 15 segundos.
Tiempo	5 minutos y 45 segundos (aproximadamente).
Enfoque de la tarea	El alumno demuestra que es capaz de procesar y comunicar hechos que se derivan en parte de la comprensión de frases completas y en parte del reconocimiento de palabras de contenido. El alumno demuestra que puede identificar algunos vínculos entre los hechos (por ejemplo, causa y efecto) e identificar puntos principales y detalles.
Función del examinador	El examinador reproduce la grabación y lee las instrucciones. El examinador formula una pregunta de fondo y cuatro preguntas complementarias a los hechos relatados por el alumno. Si el alumno lo solicita, el examinador puede repetir las instrucciones y las preguntas individuales una vez.
Evaluación	Esta tarea se evalúa utilizando una escala de calificación de 0-4. Se tiene en cuenta el número de hechos correctamente comunicados, así como la rapidez con que el alumno responde.

## EJEMPLO DE PRUEBA DE COMPRENSIÓN Y EXPRESIÓN ESCRITA

### Integrated Skills in English I

Time allowed: 2 hours

This exam paper has four tasks. Complete all tasks.

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#### Task 1 – Long reading

Read the following text about tour guides and answer the 15 questions on page 3.

##### Paragraph 1

For a lot of young people, being a tour guide seems to be an ideal way to make money. You visit wonderful places and meet interesting people – it's almost like a paid holiday with no expenses. In reality, of course, it can be tiring, boring and stressful having to solve all the problems and deal with the demands of the people who have paid money for your services.

##### Paragraph 2

And it seems that tourists these days demand more and more. This is partly because of the internet: before they go away on holiday, they do their research, so they already know a lot of the basic information that guides used to tell them. What they want is something different and special. It isn't enough any more just to take them round the famous buildings, monuments and tourist sites and tell them a few dates and interesting stories. In fact, tourists nowadays don't like to think they are tourists at all. Today's well-informed 'traveller' prefers culture, seeing something of people's real way of life in the place they're visiting.

##### Paragraph 3

This need has led to a new kind of tour guide becoming popular. These people, sometimes called 'step-on guides', live in the area and have local knowledge. They don't take the place of the normal guide; their job is just temporary, 'stepping onto' the tour bus and taking visitors to unusual places and providing the kind of information that regular tour guides can't offer.

##### Paragraph 4

Being a step-on guide can give you all the fun of being a tour guide without all the problems. 'I really enjoy it,' says Enrique, a university student who became a step-on guide in his home city of Valencia in Spain two years ago. 'It's best not to think of it as just a job. Of course the extra money is useful but mainly it's a great way to meet people and give them an introduction to your town or city.'

##### Paragraph 5

Being a successful step-on guide depends on getting to know what travellers really want. Enrique has learnt this from experience: 'To me, my customers are more like students than tourists. But I never lecture them. That's very important because they're normally very well-educated people. I don't want them just to take in whatever I say – I prefer them to have an active experience, meeting local people and asking questions.'

### Questions 1-5

The text on page 2 has five paragraphs (1-5). Choose the best title for each paragraph from A-F below and write the letter (A-F) on the lines below. There is one title you don't need.

1. Paragraph 1 .....
2. Paragraph 2 .....
3. Paragraph 3 .....
4. Paragraph 4 .....
5. Paragraph 5 .....

- A Advantages of the job
- B A new type of tourist
- C The problems of tourism
- D The perfect job?
- E Becoming a better step-on guide
- F A guide with a difference

### Questions 6-10

Choose the five statements from A-H below that are **TRUE** according to the information given in the text on page 2. Write the letters of the **TRUE** statements on the lines below (in any order).

6. ....
7. ....
8. ....
9. ....
10. ....

- A Many young people have jobs as tour guides.
- B Being a tour guide is less exciting than some people think.
- C Modern travellers are no longer satisfied with traditional tourist activities.
- D People now prefer to describe themselves as travellers rather than tourists.
- E In some countries, step-on guides are replacing regular tour guides.
- F For Enrique, pay is a less important part of the job than meeting people.
- G Enrique understands his clients better now than when he first started.
- H Enrique talks to his customers like a teacher.

### Questions 11-15

Complete sentences 11-15 with an exact number, word or phrase (maximum three words) from the text. Write the exact number, word or phrase on the lines below.

11. Some young people think a tour guide's job is a kind of .....
12. Tourists nowadays often already know a lot because they have done .....
13. What makes step-on guides special is their .....
14. One reason Enrique works as a guide is to make some .....
15. Enrique wants to give visitors a more ..... instead of them just listening to him.

## Task 2 – Multi-text reading

In this section there are four short texts for you to read and some questions for you to answer.

### Questions 16-20

Read questions 16-20 first and then read texts A, B, C and D below the questions.

As you read each text, decide which text each question refers to. Choose one letter – A, B, C or D – and write it on the lines below. You can use any letter more than once.

Which text

16. describes a more relaxing activity? .....
17. mentions the importance of diet? .....
18. refers to all types of physical activity? .....
19. says that one activity is the best for your whole body? .....
20. talks about doing a variety of activities in the same place? .....

### Text A

**If you are looking for a new regular exercise routine perhaps you can try swimming? There are a lot of reasons why we think swimming is the best exercise.**

The four swimming styles exercise all of the muscles in your body. It is a great activity as there is more breath control compared to running, and this increases the oxygen in your body, causing your muscles to work harder. Unlike running, swimming doesn't cause so much damage to joints such as knees and ankles.

You do not need any special equipment; you only need a swimming costume, cap and goggles. Why not go to your local swimming pool today?

### Text B

#### What are your opinions on going to the gym?



**Pippa:** I try to get to the gym at least three times a week but if I'm busy I only go once a week. I listen to music while using the running machine for 40 minutes. I have a really good pair of trainers. Sometimes I do the aerobics classes too.



**Alex:** I go to the gym every day to lift weights as I want to make my upper body stronger, especially my arms.



**Chris:** I am too busy to do exercise. I'm careful with what I eat so I think it isn't necessary.



**Sunny:** @ Chris – It's important to exercise as well as taking care of what you eat. You feel much better after exercising.

### Text C

To: gill@email.edu  
Subject: Walking

Hi Gill

I went walking in the countryside yesterday with a local walking group. There were many people of all different ages so I have already made a lot of new friends. We walked about 12 kilometres and we had a picnic lunch on top of West Hill. The view from there was great.

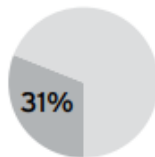
I recently read that walking in the countryside is healthier than more intense exercise, such as running, playing football or volleyball. If you walk for four hours a week, you might burn more calories than going to the gym twice a week. I think walking in the fresh air also helps people feel calmer than other forms of keeping fit.

Why don't you come with me for a long walk next Sunday? You just need a pair of walking boots.

Sally

### Text D

## Physical Activity – People are doing less



of adults worldwide did not  
do enough exercise in 2012



UK

Dropped 20% between  
1965 and 2015  
May fall 15% more by 2030



USA

Dropped 32% between  
1965 and 2015  
May fall 14% more by 2030

### Questions 21-25

Choose the **five statements** from A-H below that are **TRUE** according to the information given in the texts above. **Write the letters of the TRUE statements on the lines below (in any order).**

21. ....

22. ....

23. ....

24. ....

25. ....

- A Swimming is better than running because more oxygen reaches your muscles.
- B You need to control your breathing more in running than swimming.
- C Pippa doesn't go to the gym as often as she wants to.
- D Sunny thinks diet is less important than exercising.
- E Sally thinks walking is a good way to meet new people.
- F Sally says that going to the gym is better than walking in the countryside.
- G In 2012 most people did enough exercise.
- H The number of people not doing exercise will fall more in the UK than the USA by 2030.

### Questions 26-30

The notes below contain information from the texts on pages 4 and 5. Find an exact number, word or phrase (maximum three words) from texts A-D to complete the missing information in gaps 26-30.

Write the exact number, word or phrase on the lines below.

#### Notes

##### Activities to get fit:

##### Swimming

- Gives all muscles in body a total workout
- Needs good (26.) ..... – this increases oxygen so muscles work harder
- Less (27.) ..... to knees and ankles
- No special equipment needed

##### Gym

- Can do different activities such as running, (28.) ..... or lifting weights
- Can focus on particular parts of the body
- Can listen to music at the same time

##### Walking

- Can be a very sociable/friendly activity
- Can (29.) ..... than more intense exercise
- Makes people feel calmer and more relaxed

##### Worldwide trend

- Fall in physical activity since 1965
- Fewer people will exercise in (30.) ..... than in 2015



**Task 3 – Reading into writing**

Write an article (100-130 words) for a school or college magazine saying what you think is the best way to get fit.

Use the information you read in texts A, B, C and D (pages 4 and 5) to:

- explain which types of exercise are best for getting fit
- say what equipment you need to have for each activity and
- talk about a recent trend in exercise.

**Do not copy from the texts. Use your own words as far as possible.**

You should plan your article before you start writing. Think about what you are going to write and make some notes to help you in this box:

Planning notes

(No marks are given for these planning notes)

Now write your article of 100-130 words on the lines below.

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This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.



This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

When you have finished your article, spend 2-3 minutes reading through what you have written. Make sure you have covered all three bullet points. Remember to check how you made use of the reading texts, as well as the language and organisation of your writing.

Write a letter (100-130 words) to a friend about the rules at your college. You should:

- You should plan your letter before you start writing. Think about what you are going to write and make some notes to help you in this box:

(No marks are given for these planning notes)

Now write your letter of 100-130 words on the lines below.

[illegible]

[illegible]

[illegible]

When you have finished your letter, spend 2-3 minutes reading through what you have written. Make sure you have covered both bullet points and remember to check the language and organisation of your writing.

End of exam

## INFORMACIÓN SOBRE EL EXAMEN DE LISTENING Y SPEAKING

### Sample Independent listening task 1

#### Examiner rubric

You're going to hear a talk about an insect called the crane fly. You will hear the talk twice. As you listen, write down some notes about what you hear, if you want to. Then, I will ask you six questions on some facts about crane flies. Are you ready?

#### Audio script for Independent listening task 1

OK, so what's a crane fly? Does anybody know? In fact they're often called 'daddy long legs' and that tells you something about what they look like. They look like rather large mosquitoes but they've got very, very long legs – their legs often break off because they're so long and fragile. There are over 14,000 different species of crane fly in the world but I'm going to concentrate on European crane flies.

The adults hatch in September after they've lived under the ground for almost a year as larvae – that's young insects. If it's been a warm but rainy summer then you get very high numbers of crane flies.

Adult crane flies only live for about two weeks. The female adults lay their eggs under the surface of the soil and the cycle begins again. People think that they're not very useful for anything but, in fact animals, such as spiders and birds, like them because they can eat them. They're also useful because in their young form they eat dead plants and so they improve the quality of the soil.

#### Examiner questions

1	What do crane flies look like?
2	How many species of crane fly are there in the world?
3	When do adult crane flies hatch?
4	For how long do adult crane flies live?
5	Which animals eat crane flies?
6	What do young crane flies eat?

#### Answers

1	Mosquitoes/have long legs
2	(over) 14,000/allow 40,000 if misheard
3	September
4	(About) two weeks
5	Spiders/birds
6	(Dead) plants

## EJEMPLO DE LISTENING INDIVIDUAL

### Examiner rubric

You're going to hear a short talk about science. You will hear the talk twice. The first time, just listen. Then I'll ask you to tell me in a few words what the speaker is talking about. Are you ready?

Now listen to the talk again. Write down some notes about what you hear, if you want to. Then I'll ask you to tell me six pieces of information about how children learn to speak. Are you ready?

### Audio script for Independent listening task 2

Babies begin to speak at about one year old. To start with they learn words very slowly. For some time they only know about 50 words, mainly words for objects and people, then when they are about 18 months old their vocabulary suddenly begins to grow very fast. They begin to use verbs and adjectives and they may learn as many as 10 new words every day. Some people say that this is because children suddenly recognise what a word is, and they realise that each word refers to something in the real world.

It is strange that children do not need to hear a word many times. Sometimes they have only heard it two or three times before they begin to use it. By the time they are six years old, children can use about 6,000 words and they can understand about 14,000.

### Answers

What the talk is about: How babies learn language/to speak (any broadly similar formulation is acceptable).

### Facts from the recording

1	Begin speaking at one
2	Learn words slowly
3	Know 50 words at first
4	Know words for objects and people
5	Vocab grows fast at 18 months
6	Learn 10 new words a day at 18 months
7	Suddenly recognise what a word is/refers to real world
8	Don't have to hear many times
9	Use 6,000 words by the age of six
10	Understand 14,000 words by the age of six

### Examiner questions

The examiner asks four questions

1	When does a baby begin to speak?
2	How quickly does a baby learn new words?
3	How many words does a one-year-old child know?
4	What are a child's first words about?
5	What happens when a child is about 18 months old?
6	How many words can an 18-month-old child learn a day?
7	Why does a child's vocabulary suddenly grow at 18 months?
8	Do children have to hear a word often in order to learn it?
9	How many words can a child use at the age of six?
10	How many words can a child understand at the age of six?

## FUNCIONES DEL LENGUAJE Y GRAMÁTICA SUGERIDA

### Language functions

- Describing past actions in the indefinite and recent past
- Describing the future, informing and expressing intention
- Predicting and expressing certainty and uncertainty
- Giving reasons, opinions and preferences
- Expressing obligation
- Asking for information and opinions

Please note that the language functions are cumulative through the ISE levels.

The list below gives some suggested grammar for students to practise when preparing for ISE I. This list is intended to be for guidance only and is not a list of grammar structures the candidate must produce in the exam.

### Grammar

- Present perfect tense including use with *for*, *since*, *ever*, *never*, *just*
- Connecting clauses using *because*
- *Will* referring to the future for informing and predicting
- Adjectives and adverbials of quantity, eg *a lot (of)*, *not very much*, *many*
- Expressions of preference, eg *I prefer*, *I'd rather*
- Zero and first conditionals, using *if* and *when*
- Present continuous tense for future use
- Past continuous tense
- Modals connected to the functions listed above, eg *must*, *need to*, *might*, *don't have to*
- Infinitive of purpose

## EJEMPLO DE TAREA 1. LECTURA LARGA

### Task 1 – Long Reading: The History of Modern Fashion

#### At a glance

**Level:** ISE I

**Focus:** Task 1 – Long Reading

**Aims:** Understanding information about the history of modern fashion

**Objectives:** To select the most suitable heading for paragraphs, to identify whether statements are true or false and select the most suitable word from the text to complete sentences

**Skill:** Skimming and scanning for key information about the history of fashion and understanding specific information about origins and developments in the industry

**Topic:** Fashion

**Language functions:** Processing and comprehending a straightforward factual text and selecting appropriate language to identify key details.

**Lexis:** Parts of the world, countries in Asia and Europe, historical names, fashion capitals of the world and adjectives

**Materials needed:** One student worksheet per student and dictionaries

**Timing:** 50 minutes

#### Preparation

1. Insert images, as required, into the student worksheet.
2. Print one student worksheet per student.

#### In class

1. Introduce the topic of fashion. Ask the students to write down two words about their favourite kind of clothes. Then elicit their choices and ask them why they like them. Next ask students about their favourite perfumes, cosmetics and jewellery.



Examples of questions could include:

*Why do you like it?*

*Why do you prefer this designer brand to other brands?*

2. Tell the students that in today's class they will be working on Task 1 – Long reading in the ISE I Reading & Writing exam and they will be reading for basic meaning (gist), specific meaning and specific detail.
3. Put students into pairs and ask them to give a list of five designer names and world fashion capitals. Ask for answers in open-class and write them on the board.
4. Give out one student worksheet per student. Tell the students that on the worksheet they can find a practice Task 1 reading exercise which they are going to do in lesson in exam conditions.
5. Before the students begin, explain to them how to read for basic meaning, read for specific meaning and read for specific detail.
6. Go through the different questions with the students and explain what is required from each question and demonstrate how to select the correct information.
7. Now give the students 20 minutes to complete the practice Task 1.
8. When the students have finished, ask the students to exchange answer papers. Ask students to give the answers in open-class and write the correct answers on the board. If necessary, show the students where the correct answers are in the text.
9. Once you have gone through the answers, ask the students to discuss how they found the task and what they think they can do in the future to prepare for Task 1 – Long reading of the ISE I Reading & Writing exam.

### **Extension activities**

Task A - explain that students need to match key words to the definitions. Check answers and note correct answers on board.

Task B - explain that students need to complete the paragraph using the correct word from the box. Check answers and note correct answers on board.

Task C - explain that students need to find the word from the text which matches the synonym. Check answers and note correct answers on board.

### **Further support activities**

Task A - explain to students that they need to choose the correct word from the box and write it under the picture.

Task B - explain to students that they need to read the opening paragraph and put the sentences in the order that they appear in the text.

Task C - explain to students that they need to complete the sentences using the correct words from the box.

### **After class**

Ask students to find pictures of their favourite designer fashion labels and make a poster saying why they chose them and when they wear these clothes.

## **Task 1 – Long Reading: The History of Modern Fashion**

### **Reading Comprehension**

Read the text about fashion and answer the questions below.

<b>Fashion – the World Over</b>	
1	Today, dedicated followers of fashion look to cities such as New York City, London, Paris and Milan for their inspiration and to buy the latest trends. The fashion scene changes with every season and in many countries, this means that there are four collections – one each for spring, summer, autumn and winter. The concept of fashion trends developed in the 14 <sup>th</sup> century in Europe, but what about fashion in the rest of the world?
2	Early Western travellers going to the East noted that fashion and styles changed slowly in countries such as Persia, India, China and Japan. However, this was not always the case as there was also evidence uncovered during the dynasty of <a href="#">Ming China</a> of rapidly changing fashions in <a href="#">Chinese clothing</a> . History shows us that changes in costume often took place at times of economic or social change, which occurred in <a href="#">ancient Rome</a> and the medieval Arabian Peninsula. Then a long period without major changes would follow.
3	At this time, most weaving, embroidery, cutting and stitching was hand-crafted by skilled craftsmen and seamstresses. Many textiles originated in countries such as China, where exquisite silks were produced and Turkey with its rich history of embroidery and clothing styles influenced by Central Asia and the Far East. Until the mid-nineteenth century, in Europe and America most clothing was therefore custom-made by skilled dressmakers and tailors. This meant that following fashion trends was clearly an expensive past-time.
4	In the twentieth century, mechanised production of textiles and the introduction of the sewing machine dramatically changed the way fashionable garments were produced. It led the development of <i>haute couture</i> and, much later, affordable branded clothing which was the offshoot of <i>haute couture</i> . Mass production meant that clothing became much cheaper and more widely available, yet at the same time was easily adapted to meet the designers' demands. As economies grew and people became more affluent, more people could afford to buy designer clothing across the world.
5	To sum up, fashion is closely interlinked with the history of the world. Periods of rapid change and movement of people influenced the textiles and styles that people chose to wear. Nowadays, people are still extremely conscious about the way they dress for various occasions. Adolescents and young adults feel very strongly about the brands they wear, whether it is for college, partying or sportswear. Their parents feel the same about their own designer labels. There are designer or boutique brands all over the world. In many Asian countries, local designers can charge a small fortune for exclusive bridal wear, wedding attire and other formal wear.

**Questions 1-5 (1 mark per question)**

The text on 'Fashion – the World Over' has 5 paragraphs (1, 2, 3, 4 and 5). Choose the best title for each paragraph from A-F below and write the letter in the numbered box. There is one more title than you need.

- A. Origins of textiles
- B. Industrialisation
- C. Designer companies
- D. Modern approach to fashion
- E. General information about fashion in Europe.
- F. History of clothing in the Orient

Example	
10	z
Paragraph	Letter
1	
2	
3	
4	
5	

**Questions 6-10 (1 mark per question)**

Choose the **5 statements** from A-H below that are **TRUE** according to the information given in the text opposite.  
Write the letters of the **TRUE** statements in the boxes provided (in any order).

A	Fashion designers can be found almost everywhere in the world.	True statement
B	Many people wear expensive sports gear.	6.
C	Mass production has not made designer brands accessible to more people.	7.
D	Bridal wear is more often than not exclusively designed.	8.
E	Changes in clothing did not coincide with economic and social movement.	9.
F	Following fashion trends has not always been easy.	10.
G	There were generally few fashion trends in China.	
H	Many processes were done by machine during the early 20 <sup>th</sup> century	

**Questions 11-15 (1 mark per question)**

**Complete sentences 11-15 with a word, phrase or number from the text (maximum 3 words). Write the word, phrase or number in the space provided.**

11. Early travellers to the Far East believed that fashion changed

\_\_\_\_\_.

12. Dressmakers and tailors had to be very

\_\_\_\_\_.

13. *Haute couture* was very

\_\_\_\_\_.

14. Designer clothing became more

\_\_\_\_\_.

15. People are still particularly \_\_\_\_\_ about  
the way they dress.

## Task A: Vocabulary

Match the key words to the definition.

Key Word	Answers	Definition
1. Weaving	l-k	a) A lot of clothes made at the same time
2. Embroidery		b) Something constructed by hand
3. Cutting		c) People who made suits for men
4. Stitching		d) A machine used at home or in industry to make clothes
5. Dressmakers		e) Sewing designs using needle and thread
6. Tailors		f) Using scissors on fabric
7. Wool		g) Women who made dresses for women
8. Hand-made		h) The process of joining fabric pieces with needle and thread
9. Mechanised		i) A fabric made from sheep
10. Sewing machine		j) Processes using machines.
11. Mass production		k) Making fabric from yarn

## Task B: Grammar

Complete the paragraph with the correct form of the verb. There is one verb you do not need.

begin - mean – alter – purchase – look - run

Followers of fashion 1. \_\_\_\_ to cities such as New York City, London, Paris and Milan for their inspiration and to 2. \_\_\_\_\_ the latest trends. The fashion scene 3. \_\_\_\_\_ with every season and this 4. \_\_\_\_\_ that there are four collections – one each for spring, summer, autumn and winter. Fashion trends 5. \_\_\_\_\_ in the 14<sup>th</sup> century in Europe.

## Task C

Using a dictionary, find suitable words used in the text to match the synonyms.

Synonym		Word used in text
1. costly		<i>a) expensive</i>
2. related to		<i>b)</i>
3. changed		<i>c)</i>
4. wealthy		<i>d)</i>
5. a lot of money		<i>e)</i>
6. fast; quick		<i>f)</i>
7. specially made		<i>g)</i>

## Task A

Match the words to the correct picture.

mechanised sewing – factory-production- dressmaker – weaving-  
cutting - sewing machines - embroidery – tailor – hand-stitching

<b>1</b> <b>Insert image of dressmaker</b>	<b>2</b> <b>Insert image of sewing machine</b>	<b>3</b> <b>Insert image of hand-stitching</b>
<b>4</b> <b>Insert image of mechanised sewing</b>	<b>5</b> <b>Insert image of weaving</b>	<b>6</b> <b>Insert image of embroidery</b>
<b>7</b> <b>Insert image of cutting</b>	<b>8</b> <b>Insert image of tailor</b>	<b>9</b> <b>Insert image of factory production of clothes</b>



### Task B

Read paragraph 1 and put these sentences in the correct order.

1.	But what happens in fashion across the rest of the world?	
2.	The concept of fashion trends developed in the 14 <sup>th</sup> century in Europe,	
3.	This means that there are four collections – one each for spring, summer, autumn and winter.	
4.	The fashion scene changes with every season and in many countries,	
5.	Today, dedicated followers of fashion look to fashion capitals to buy the latest trends.	1

### Task C

Complete the sentences with the correct word. There is one word that you do not need.

labels - interlinked – influenced – rapid brands -  
clothes –boutique

1. Fashion is closely _____ with the history of the world.
2. Periods of _____ change and movement of people _____ the clothes that people chose to wear.
3. Adolescents and young adults feel very strongly about the _____ they wear.
4. Their parents feel the same about their own designer _____.
5. There are designer or _____ brands all over the world.

## EJEMPLO DE TAREA 2. MULTITEXTO

### At a glance

**Level:** ISE I

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

**Aims:** Students practise reading four texts and matching statements to the relevant text

**Objectives:** Students can read a text for gist and look for specific information

**Skill:** Skimming and scanning

**Topic:** Special occasions

**Language functions:** Describing events in the indefinite and recent past, giving reasons, quantifying, expressing and requesting opinions and impressions

**Lexis:** Vocabulary used to talk about text types, special occasions and greeting cards

**Materials needed:** An example greeting card (this can be made by the teacher), whiteboard, paper and pens and one student worksheet per student

**Timing:** 40 minutes

### Procedure

#### Preparation

1. If possible, find a greetings card to take to the lesson. If not, you can make a very simple card by folding a thin piece of card in half, writing “Happy Birthday” and drawing a flower on the front, and writing a short greeting inside for example:  
*“To Maria, Wishing you a very happy birthday, Lots of love, Grandma”.*
2. Photocopy one worksheet for each student.

#### In class

1. Tell the students that they are going to do a “Which text? Multiple Matching” task which is similar to Task 2 – Multi-text reading of the ISE I Reading & Writing exam. Tell them that the reading texts are

about greeting cards. Hold your example greetings card up in front of the class. Ask students if they know what it is. If not, explain that it is something that people in the UK and the USA like to send to their friends and family on special occasions.

2. Write "Special occasions" on the board. Elicit one special occasion from the class. Put students into small groups, and tell them they have one minute to list all of the special occasions they can think of. Stop them after one minute, elicit all of their answers, and write them on the board. Add the following if they are not already on the list:

*Birthdays, Christmas, graduation, new home, engagement*

3. Tell students they are going to read four different texts about greetings cards. Give each student one worksheet. Put the students in pairs and ask them to discuss what kind of text they think text A, B, C or D is and where they would expect to find it. After two minutes, discuss as a class.

Example answers:

- Text A - A description of the tradition of sending greetings cards. It could be found in a school textbook.
  - Text B - Infographics on greetings cards. It could be found in a magazine.
  - Text C - An explanation of how e-cards work. It could be found on the homepage of a website selling e-cards.
  - Text D - An example greetings card verse. It could be found inside a Mother's Day card.
4. Now ask the students to complete the *Which text? Multiple Matching* questions on the worksheet. Give students 10 minutes to answer the questions individually. Then ask the students to compare their answers in pairs.
  5. Go through the answers with the class. Explain any vocabulary the students do not understand.
  6. Draw the students' attention to Task B on the worksheet. Ask students to discuss in pairs. Monitor and provide help where necessary. After 10 minutes, briefly elicit some answers from the class.

### **Extension activity**

1. Early finishers during the reading activity can write their own *Which text?* questions.
2. Early finishers during the speaking activity can talk about other special occasions.

### **Further support activity**

Weaker students can be given a choice of two texts for each *Which text?* question.

### **After class**

For homework, students can be asked to write an email to a friend describing the tradition of sending greeting cards.

## Student Worksheet

### **Task 2 – Multi-text Reading: Greeting Cards**

**Aim: To practise Which text? Multiple Matching (Part 2 of the ISE I Reading & Writing exam)**

**Read the following texts about greetings cards, then answer the questions below.**

#### **Text A**

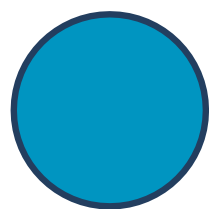
Over 2 billion greeting cards are sold in the UK each year. People in the UK send more cards per capita than any other nation. The greetings cards industry is also big in the US, but the custom is not consistently observed anywhere else.

Cards are sent to celebrate many types of occasion such as birthdays, Christmas, graduation, new home, engagement, and even divorce. Greeting cards come in different shapes, sizes and styles, including humorous cards, photo cards, artistic cards, and handmade cards.

Even in the age of social media, greeting cards continue to play a significant role in UK culture. People still want to celebrate special occasions with their loved ones and to mark many of life's important moments by sending a card.

**Text B**

Greeting Cards - Facts and figures



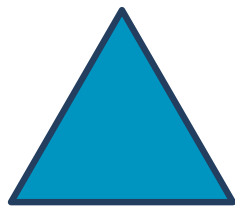
£1372 million Total market  
value



£1.42  
Average retail price of a card



£42.5 million  
Amount spent on Valentine's Day cards



3% Rise in sales in 2012 compared to 1993

## **Text C**

Welcome to ecards 4 u!

We have 100s of greeting cards that can be easily personalised by changing the text or uploading a photo. You'll find a wide variety of cards, including Birthday Cards, Christmas Cards, Congratulations Cards, Good Luck Cards, Thank You Cards, and Sympathy Cards.

Ecards 4 u is the perfect place to create and send thoughtful, funny and custom-made cards. You can also set reminders for special occasions.

Ecards cost £1.50 to send by email and £3.50 to send by post. Cards are sent by email within 3 hours, and by post the next working day.

## **Text D**

My darling mum, you're everything to me. Thanks to you I am happy and free.

You've made me who I am today, by supporting me in every way.

Together we have laughed and cried, you've always been there by my side.

I'll be there for you until the end

because you're my mum and my best friend.

## Questions

**A. Read questions 1-5 first and then read the four texts again. As you read each text, decide which text each question refers to. You can use any letter more than once.**

Which text...

- a) advertises cards that can be sent electronically?
- b) tells you how many cards are bought annually in the UK?
- c) shows the kind of text that can be found inside a greeting card?
- d) gives the price of personalised greeting cards?
- e) compares the
- f) sales of greeting cards in two different years?

## B. Discussion Questions

**Discuss the following questions in pairs.**

- a) Have you ever sent or received a greeting card? Who was it to/from? For what occasion?
- b) Did anything that you learnt about greeting cards today surprise you? What?/Why?
- c) Do you think that divorce cards are a good idea? Why?/Why not?
- d) What is your favourite special occasion and how do you usually celebrate it?

## EJEMPLO DE LA TAREA 3. DE LECTURA A ESCRITURA.

### Task 3 – Reading into Writing: Strict or Relaxed Parents?

**Focus:** Task 3 – Reading into writing

**Aims:** To read information on a topic, write opinions and give advice

**Objectives:** To ask and answer questions on the topic; to learn vocabulary related to the topic; to read for gist; to read for specific information; to discuss opinions on the topic with peers; to write down an outline of opinions and advice; to write one paragraph expressing opinions and advice and to demonstrate understanding of topic by completing written work for homework

**Skill:** Reading for gist and specific information; writing a short article based on a reading text

**Topic:** Parenting styles: strict or relaxed

**Language functions:** Expressing opinions, giving advice and giving reasons

**Lexis:** Related to aspects of parenting **Materials**

**needed:** Student worksheet **Timing:** 60 minutes

### Procedure

#### Preparation

Print one student worksheet per student.

#### In class

1. Explain that the lesson is preparation for Task 3 – Reading into writing of the ISE I Reading & Writing exam. Write '*Strict or relaxed parents: which is better?*' on the board. Give the class three or four examples of strict parents and relaxed parents. For example, strict parents may make you come home at a fixed time and relaxed parents may let you have your friends to stay a lot and let you play loud music. Ask the class for other examples.
2. Write these questions on the board.



*'What time did you have to be home when you were younger?' 'Could you wear any clothes you wanted to?'*

*'Did your parents make you do your homework?' 'Were your parents strict or relaxed?'*

For a stronger class, you could dictate the questions.

Tell each learner to ask four people these four questions and to write down their answers. Get feedback from the class and write some examples of strict and relaxed parenting on the board.

3. Teach the words and phrases:

*To behave*

*Behaviour*

*To follow the rules To  
punish Punishment*

*Self-discipline*

Write the words on the board and practise the pronunciation.

4. Tell the class they are going to read an article about strict and relaxed parents and which kind is better. Give out the student worksheet and tell the class to look at question 1. Give the class five minutes to read the text and find the answer. Get class feedback. Tell the class to re-read the text and find the answers to question 2 (True or False). Let the class check in pairs and then get all the answers.
5. Tell the class that a local nursery school wants to prepare a short article called '*Ideas for Good Parents*' to give out to parents. The class must write an article (100-130 words) giving their opinion and advice about whether parents should be strict or relaxed, based on the article they have read. The best article in the class will be chosen by the nursery school to give to parents.
6. Tell the class they need to write the article in three parts:
  1. *Introduction (what the article is about)*
  2. *Five ideas about what parents can try to do to be good parents and why*
  3. *Then a conclusion (giving their ideas about whether strict or relaxed parents are better).*

Put this template on the board.

7. Ask the class:

*'What do you think good parents should do for their children?'*

Get some ideas from the class. Ask:

*'Which words do we use to give our opinions?'*

And elicit:

*'I think/I believe/In my opinion'.*

Write these phrases on the board.  
class which modal verbs we can use to give advice.

Get the learners to copy them down. Ask the

Elicit:

*Parents should.../shouldn't*

*Parents ought to...*

*Parents need to.../don't need to*

Write the phrases on the board. Put learners into pairs and get them to write five ideas for good parenting on their Worksheets.

8. When they finish, elicit one opinion and write it on the board but don't complete the sentence. For example:

*'I believe parents should give their children a rule about traffic ...' Ask: 'Why is this good advice?'*

Elicit an explanation and complete the sentence with, for example: *'because this keeps children safe.'*

Elicit another opinion and reason and make a second sentence with *'because'*.

9. Tell the class to write a two sentence introduction saying what their article is about. Give the class five minutes to write the introduction.
10. Tell the class to look at the five ideas they have written and to start writing the second paragraph of the article, giving two pieces of advice. Give the class eight minutes to write. Get each pair to read their partner's introduction and paragraph and tell their partner to point any areas where they could improve. You could ask the students to focus on spelling and grammar.
11. Tell the class that they must write the rest of the article for homework.

**Extension activity**

1. To write down and learn any other new words/ expressions in the article they have read.
2. To complete as much of the article as possible in class time.

**Further support activity**

1. Put at least five ideas about strict and relaxed parenting clearly on the board.
2. Put up one more example sentence with '*because*'.

**Homework**

Ask the class to complete the 100-130 word article about '*Ideas for Good Parents*' for homework.

## Student Worksheet

### Task 3 – Reading into Writing: Strict or Relaxed Parents?

#### 1. Read the text below and decide if strict or relaxed parenting is better?

Strict parents and relaxed parents are at the opposite ends of the parenting scale.

#### Strict Control or Relaxed Warmth

When a parent controls his or her child's behaviour, he or she always decides what the child is going to do and how the child is going to do it, without asking the child what he or she thinks or wants. A controlling parent also makes many rules and wants his or her child to follow the rules. If the child does not behave the way that the parent wants, then the child may be punished. Strict parents get angry when their children do not do what the parents want.

On the other hand, a relaxed parent does not usually make rules. The relaxed parent does not worry if the child does not follow a rule. These parents do not try to change the child. The relaxed parents help their children if they have a problem

#### Self-Discipline - managing your own behaviour

However, both strict and relaxed parents stop children from learning self-discipline, in other words, how the children manage their own behaviour. Strict parents make decisions and these help children to behave for a short time but it does not give the child an opportunity to solve problems or learn how to manage him or herself. Relaxed parents also have children who do not know how to manage themselves. This is because if the child behaves badly, the relaxed parents are never angry, so the child does not learn that his or her behaviour is wrong.

#### Power and Safety

Children of strict parents learn that power is important and that the parent has all the power. When their children become teenagers, the teenagers often get angry about how much power their parents have and

how little they have. Relaxed parents, however, often don't make rules about safety, for example, not running across the road without looking to

see if cars are coming, which sends the message that they don't care enough to be sure the child is safe. The child then behaves badly to try to make their parents give rules, which show the parents care.

### Strict and relaxed parents can both make problems for children

Parenting styles can influence how well children do at school and how happy they are. Relaxed parents often have children who are happy to be average students at school. Strict parents often have children who worry and feel unhappy a lot of the time.

**Now read the article again and write T if the statement is True and F if the statement is False.**

1. A controlling parent allows his or her children to make his/her own decisions.
2. Relaxed parents try to change how their children behave.
3. Both strict and relaxed parents help children learn how to manage their own behaviour.
4. The children of strict parents are powerful.
5. Relaxed parents don't seem to care about whether their children are safe.
6. Relaxed parents often have children who are top of the class.

## **Reading into Writing**

The local nursery school wants to give information about how to be a good parent. They have asked everyone in the class to write an article of 100-130 words. They will choose the best article to give to parents.

With a partner, decide on five points that, in your opinion, give good advice for new parents.

Planning notes:

1.

2.

3.

4.

5.

Write the introduction part of your article (about 20 words).

## **Ideas for Good Parents**

Introduction

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Give your opinion and advice about being a good parent (look at your planning notes above). Say why the advice is good.

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Conclusion (say whether you think strict or relaxed parents are better)

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Get your partner to check what you have written. Complete the article for homework.

## **Model Article**

### **Good Ideas for Parents**

I have read about strict and relaxed parents. In this article I will give my opinion about good parents.

Parents shouldn't try to change their children because children are happy that their parents accept them the way they are. Parents shouldn't give too many rules because children need to learn how to solve problems. Parents ought to get angry sometimes if a child is wrong because the child needs to learn good behaviour. Parents ought to let children make decisions because children need to learn to manage him or herself. Parents shouldn't be very powerful because teenagers can get angry that they have very little power.

It is not good to be very strict or very relaxed. I think good parents are a little strict and a little relaxed.



## EJEMPLO DE TAREA 4. REDACCIÓN

### Task 4 – Extended Writing

#### Blogging about Things to Do in Your Town/City

##### At a glance

**Level:** ISE I

**Focus:** Task 4 – Extended writing

**Aims:** To write informally about things that people can do in towns/cities and to suggest changes to leisure time activities

**Objectives:** Reading, speaking and making notes about leisure activities in your town/city, recognising informal language and language for making suggestions, recognising the difference in formal/informal language, writing three blog posts and reading a blog

**Skill:** Writing: giving informal opinions about one's home town/city

**Topic:** Leisure activities and 'blogging'

**Language functions:** Making suggestions and giving opinions

**Lexis:** Informal adjectives for describing activities

**Materials needed:** Student worksheet, access to the internet, pens and paper for learners & board

**Timing:** 60 minutes

##### Procedure

##### Preparation

1. Copy one student worksheet for each member of the class.
2. If you can, go to the following blog to show your class.  
<http://www.girlinlondon.com/my-story/>

If you cannot do this in class, find a blog on the internet about your city/town/country and print a page of it before the class to show your students.

##### In class

1. Explain that today's lesson is preparation for Task 4 – Extended writing of the ISE I Reading & Writing exam. Tell the class they are going to decide what the best leisure time activities in their town/city are and which ones are not very good and how they could be changed.

2. Hand out the student worksheet and ask the students to get into groups of 4. Direct the students to Task 1, which is a table about good and not so good leisure activities in their town/city that the students must complete. Ask each group to decide which activities exist in their town/city, if they are good or not, and if they are not, how they could improve the activities. Do the first example with the class 'Going to the cinema'. Find out if there is a cinema and whether it is a good cinema or not. Then how could the cinema/the cinema programme be better? Introduce the students to some useful language to suggest changes, for example:

*We could have... We  
should have...*

*It would be good to have... It'd be  
better to have...*

Write these phrases on the board.

3. Give the class 15 minutes to ask and answer in their groups and complete Task 1 on the worksheet.
4. Get feedback from the class about different leisure activities in their town. Put examples on the board. For example:

*The sports centre is quite good and there are lots of activities. The  
swimming pool's very small. It'd be better to have a large pool.*

5. Introduce 'blogging'. Write it on the board. Ask the class if they know what it is. Tell them 'blogging' is writing informally on the internet about things they know. If you can, show them a blog about your city/town/country. Tell the students that when they blog, people 'post' some new information and pictures each time they find something interesting to write about. Tell the class you want them at the end of the class to write a blog and post the first entry today. The blog they are writing is about leisure activities in their town/city and how to make them better.
6. Direct the students to Task 2. Tell the class to read the blog and decide with their partner which is the best leisure activity on the blog and why. Get open-class feedback. Tell the class that Task 2 shows them an example of a model answer to the writing task.
7. Tell the class to look at the underlined words on the blog. Ask them to work in pairs and complete the table with informal expressions and suggestions.
8. Give the class 3 or 4 minutes to put the underlined words into the correct column. Get open-class feedback and write up the correct

answers, if necessary, on the board. Ask the students to add a few extra words to each list (see answer sheet for examples).

9. Tell the class that this is informal language and go through what the formal equivalent is. Elicit and write up some more ways of suggesting change to leisure activities.
10. Tell the class to use the ideas and language on the board to write three entries for a blog called 'Leisure activities in XX (my town/city)' (Task 3). They need to write between 100-130 words. Give the class 15 minutes to do this task.
11. After 15 minutes, get pairs to exchange their work to see if they have chosen the same leisure activities or different ones, what changes they have suggested and to check for any errors.

### **Extension activity**

More advanced students can write two more entries for the blog.

### **Further support activity**

Less able students can write only two entries for the blog. Put a further example on the board to help them.

### **After class**

Ask a family member about another leisure activity and add one further blog entry to your work.

## Student Worksheet

### **Task 4 – Extended Writing Blogging about things to do in your town/ city**

#### **Task 1**

In groups think about which leisure activities are possible in your city/ town/ area. Decide if they are good or not. Decide how you could improve them.

<b>Activity</b>	<b>Good or Bad?</b>	<b>How to improve?</b>
Cinemas		
Eating places/coffee shops/snack bars		
Sports (e.g. football/gym/swimming/sports centre)		
Picnic areas/walking		
Sights to see (e.g. buildings/art galleries)		
Other places/activities		

## Task 2

1. Read the blog below and decide with your partner which leisure activity you like best in Sandgate.
2. Look at the underlined words and phrases. Put them into two lists: informal language and suggestions. What formal language would you use instead of the informal expressions?

Informal Language	Suggestions

### Sara's Blog about Leisure activities in Sandgate... and how to make them better!

Posted: May 2, 2015

Welcome to my blog about Sandgate and things you can do when you've got free time.

The Sports Centre is really fabulous and you can ski, play badminton and do lots of sports. The swimming pool's a bit small though. It'd be better to have a large pool.

The cinema was built in 1930. It's got big pictures of old film stars on the walls with red curtains. It looks nice and it's not bad but it's often cold and I'd rather have more films ever week.

Posted: May 3, 2015

One of the best things to do in Sandgate is go walking down the cliffs to the beach. That's fantastic with an amazing view. Or you can go down hundreds of steps and climb up again. Why don't they have a lift!!!

### **Task 3**

**You have 15 minutes to write three entries for a Blog called ‘Leisure activities in xx (my town/city)’.**

**You should write 100-**

**130 words and use the ideas and language covered in today’s lesson.**

**Entry 1 (max 43 words)**

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**Entry 2 (max 43 words)**

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**Entry 3 (max 43 words)**

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## EJEMPLO DE TAREA 1 DE LISTENING

### At a glance

**Level:** ISE I

**Focus:** Independent listening task 1

**Objectives:** To practise answering questions based on a listening and to talk about money

**Aims:** To practise listening, to deal with gist questions and more detailed questions and to learn vocabulary connected to money

**Topic:** Money/spending money

**Language functions:** Expressing certainty and uncertainty **Grammar:** The past simple, present perfect and first conditional **Lexis:** Money and work

**Materials needed:** The audio script (one copy), one worksheet per student, an audio copy of the Abba song “Money, Money, Money” (this can be accessed via YouTube), lyrics to the song (if possible), dictionaries, pens, and paper.

**Timing:** 45 minutes

### Procedure

#### Preparation

1. Access the Abba song “Money, money, money” and if possible print the lyrics to the song from: <http://www.azlyrics.com/lyrics/abba/moneymoneymoney.html>
2. Print one student worksheet per student.

#### In class

1. If possible, play the Abba song “Money, Money, Money!” as a warmer and introduction to the topic or have it on in the background as the students enter the classroom. Ask the students if they have heard this song before and to tell you what it is about. Tell the students that in today’s lesson they are going to focus on the Independent listening task 1 of the ISE I Speaking & Listening exam.

2. Give each student one worksheet. Draw the students' attention to Task A. Put the students in pairs and tell them to write down definitions of words that they know. Tell the students to look up any unknown words in a dictionary. Give the students approximately 8-10 minutes. Once they have completed this task, open-class feedback. Write up the answers on the board, if necessary.

3. Now write on the board:

- Why do people work?
- Why do people need to earn money?
- Why do you go to school/college/university (delete as appropriate)?

Try to encourage the students to say "to earn money" or "to pass exams" so they practise the infinitive of purpose.

4. Tell the students you are going to read a text to them and you would like them to tell you what the text is about. This is to practise for gist understanding and also to encourage the students to see that even if they don't understand everything, they can get a general idea. You can help them if they have real difficulties by asking:

*"What words did you hear?"*

*"What's „the lottery“?" etc.*

5. Now tell the students that you are going to read the text again and whilst you are reading, ask the students to answer the questions in Task B on the student worksheet. Once you have finished reading, give the students one minute to complete Task B and ask the students to check their answers with their partner. Give feedback in open-class. Write up the correct answers on the board.

6. Ask the students to look at Task C (Summary Completion) and see if they can complete the gaps before listening for a third time. Read the text again. Once you have finished reading the text, ask the students to quickly compare their answers. Please note that in the exam, they will not hear the recording three times but it's better to build the student's confidence by allowing them to hear the text an extra time.

7. Carry out feedback on Task C in open-class. Put the correct answer on the board. Ask the students why they gave that answer? What words did they hear which helped them to choose their answer?

8. To bring the class to an end, play the Abba song again and give or show the students (on the whiteboard) the lyrics to the song and ask the students to sing along.



### Extension activity

Ask the stronger students to complete Tasks D & E on the student worksheet. Group the stronger students together and do the first one as an example with them. You may need to revise the first conditional.

### Further support activity

Give the weaker students a copy of the audio script and ask them to underline the answers to the questions.

### After class

Tell the students to write a paragraph about what they would and wouldn't do if they won a lot of money.

### Student Worksheet

#### Independent Listening Task 1: Money

##### A. Vocabulary definitions What do these words mean?

lottery	
pocket money	
salary	
designer clothes	
party animal	
part time job	
earn	
homeless	

##### B. True or False?

1. Everybody thinks money can buy happiness.
2. Some people who won the lottery now don't have a house.
3. People who spent all their lottery winnings may now be poor but are still happy.
4. The president of a country doesn't always earn more than other people.
5. Footballers sometimes behave like animals.

### C. Summary Completion

Many people think money can buy (1)\_\_\_\_\_ but is this really true? A lot of lottery winners spent the money in a very short time and now are very (2)\_\_\_\_\_ and (3)\_\_\_\_\_. They were actually in a (4)\_\_\_\_\_ situation before they won the money.

Footballers sometimes earn more than the (5)\_\_\_\_\_ of the country. They are paid for doing what is a (6)\_\_\_\_\_ for a lot of people. And how do they spend that money? They spend it on (7)\_\_\_\_\_ out and (8)\_\_\_\_\_ themselves.

### D. Gap Fill

Fill in the gaps in the following sentences using the first conditional

Example: If it (to be) hot tomorrow *I (go) to the beach* Answer: *If it is hot tomorrow I'll go to the beach.*

1. *If my friend (to arrive) soon, we (to go) to the cinema.....*

2. *He (to play) football this afternoon if it (not rain).....*

3. *If I (to go) to bed very late tonight I (to wake up) late tomorrow*

4. *I (to swim) in the sea if we (to go) to the beach next weekend.*

### Extra Practice Complete the sentences

If I wake up late tomorrow I won't go to school If I don't go to school I.....

If I don't go to the class I.....

If I miss the lesson I.....

If I don't know the answers in the test I....

If I fail the test .....

## EJEMPLO DE TAREA 2 DE LISTENING

### Independent Listening Task 2: Fashion of the Future?

#### At a glance

**Level:** ISE I

**Focus:** Independent listening task 2

**Aims:** To develop listening strategies by identifying general and specific information in a listening task

**Objectives:** To listen for gist and summarise the main point and to listen for detail and identify six pieces of information

**Topic:** Fashion in science-fiction movies

**Language functions:** Giving reasons, asking for information, describing the future, predicting and expressing certainty and uncertainty

**Grammar:** Wh-questions with main verb '*to be*' vs. other verbs

**Lexis:** Fashion and movies

**Materials needed:** Whiteboard, audio script or audio recording and equipment, one student worksheet per student, pens and blank paper

**Timing:** Approximately one hour

#### Procedure

##### Preparation

1. Print one worksheet per student.
2. Pre-record the audio. If no equipment is available to record and/or play the audio, print out the audio script and read it to the class at a normal pace.

##### In class

1. Explain to the class that they will be doing a listening activity and that this will help them to prepare for the Independent listening task 2 of the ISE I Speaking & Listening exam.
2. Ask the students what they know about Independent listening task 2. Then, give the students the worksheet and ask them to carry out Task  
A. Students read five statements about Independent listening task 2 of the ISE I Speaking & Listening exam. Tell the students to discuss in pairs whether the answers are *True or False*. Carry out feedback as a class.

Answer key: *All statements are true.*

3. Write 'movie genres' on the board and elicit from the students different genres. Write the examples on the board.
4. Now, ask students to discuss in pairs what people may wear in each kind of movie. Ask the groups to feedback and elicit responses.

Suggested answers:

Westerns: *cowboy hats, jeans, checkered shirts, boots.*

Science-fiction movies: *fashion of the future, spacesuits.* Adventure movies: *comfortable clothes.*

Comedy, horror movies, thrillers, drama: *contemporary clothes.*

Gangster movies: *suits, hats.*

War movies: *soldier uniforms.*

Historical movies: *fashion of the time period.*

5. Put the following words on the board:

*action, imagination, fashion, actors, costume design, technology*

Tell the students that these words are in the recording and ask them to discuss the meaning in pairs. Do feedback as a class.

6. Practise the pronunciation of the words by letting the class repeat after you. Drill the words chorally and individually.
7. Tell the students to look at the words and ask them to guess what the recording is about. Listen to a few suggestions as a class but don't say if they are correct or not. Tell students to listen to the recording to check if their predictions were correct. Clearly announce when you are about to play the audio. If you were unable to pre-record the audio, read out loud the audio script at a normal pace and with appropriate pausing. Do group feedback and write the answer on the board.

Answer key: *The person is talking about fashion in science-fiction movies.*

8. Tell the students they are going to listen to the audio again. This time they have to carry out Task B. In the recording two kinds of science-fiction movies are mentioned. This time the students have to write down three pieces of information for each kind of science-fiction movie. Once they have carried out the task, ask students to compare their answers in pairs. Then go over the answers as a class.

Answer key:

*The first kind of science-fiction movie:*

1. *Shows a better future.*
2. *Sees technology as positive.*
3. *Costume design follows rules of fashion.*

*The second kind of science-fiction movie:*

4. *Shows a negative future.*
  5. *Sees technology as negative.*
  6. *Costumes show the fashion of that time period.*
9. Tell the students they are going to listen to the audio again and this time they carry out Task C. Ask them to write down at least two more pieces of information they can hear. Once they have carried out the task, ask students to compare their answers in pairs. Then go over the answers as a class.

Answer key:

1. *Science-fiction movies are popular because of the action and imagination.*
  2. *Some people also look at what actors are wearing in science-fiction movies.*
  3. *It isn't strange that science-fiction movies show the fashion of the past because fashion comes and goes.*
  4. *Science-fiction movies also influence fashion.*
10. Tell the students that in the exam the examiner will ask questions about the pieces of information they did not mention. Ask students to write down one question for each piece of information from Task C. Ask students to write the answers on the board.

Answer key:

1. *Why are science-fiction movies popular?*
  2. *What do people also look at when watching sci-fi movies?*
  3. *Why is it not strange that sci-fi movies show the fashion of the past?*
  4. *What do science-fiction movies influence?*
11. Elicit from the students when we use the auxiliary verb 'do' when making wh-questions. Elicit further examples to check understanding.

Answer key:

*When the main verb is 'to be' we don't use an auxiliary verb after the question word.*

12. Ask students to work in pairs and ask each other the four questions about the recording.

### Extension activity

It's the year 2050. Ask students to discuss in pairs what fashion will or may look like in 2050.

### Further support activity

Allow students to listen again to the audio and tell them to follow the audio script.

### After class

1. Ask students to look up a science-fiction movie on the internet and describe the clothes the actors are wearing.
2. Ask students to brainstorm ideas for costume design in their own science-fiction movie.

### Student Worksheet

#### **Independent Listening Task 2: Fashion of the Future?**

#### **A. Read five statements about Independent listening task 2 of the ISE I Speaking & Listening exam.**

**Are the statements True or False?**

1. You will hear the recording twice.
2. You can take notes while listening.
3. There are ten pieces of information in the audio.
4. You need to record only six pieces of information.
5. The examiner will ask four follow-up questions about the facts you didn't record.

#### **B. What do you think the audio is about based on these words: *action, imagination, fashion, actors, costume design & technology*?**

**Listen to the audio. Were your predictions correct?**

#### **C. Listen to the audio again and write down three pieces of information for each kind of science-fiction movie.**

<b>The first kind of science- fiction movie:</b>	<b>The second kind of science- fiction movie:</b>
1.	4.
2.	5.
3.	6.

#### **D. Listen to the audio again and write down at least two more pieces of information.**

## EJEMPLO DE TOPIC

### Topic Task: Generating Ideas

#### 1. At a glance

**Level:** ISE I

**Focus:** Topic task

**Aims:** To practise communicative skills in speaking, to practise forming questions using the language of the grade and to generate ideas for the Topic task

**Objectives:** Students ask and answer questions using the language of the grade and students consider the topic they would like to develop in the Topic Phase

**Topic:** Students' own choice

**Language functions:** Expressing preferences, describing events in the indefinite and recent past, giving reasons, stating the duration of events and describing past actions over a period of time

**Grammar:** Present perfect tense, connecting clauses using *because*, adjectives and adverbials of quantity, expressions of preference and past continuous tense

**Lexis:** Vocabulary related to topics chosen

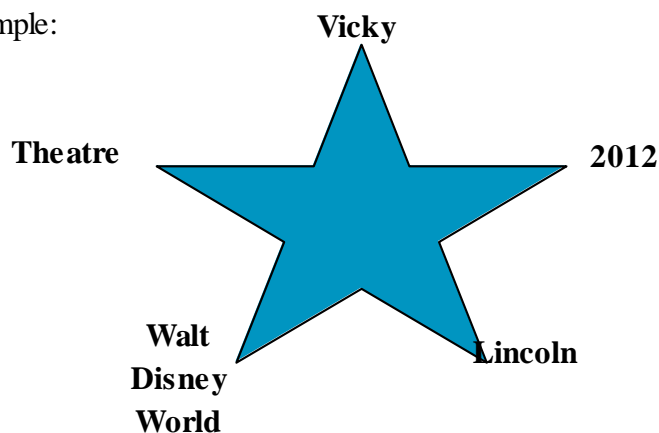
**Materials needed:** ISE I specifications, whiteboard, paper and pens

**Timing:** 90 minutes

#### Procedure

##### Preparation

1. Draw a five point star on the board.
2. At each point, write something that is important to you (e.g. names, dates, places, etc.)
3. Here is an example:



### In class

1. Remind students that the ISE I Speaking & Listening exam starts with a four minute Topic task. Explain that the Topic task is not a presentation, but rather a discussion about a topic that the candidate has previously chosen and prepared. Tell students that in this lesson they will practise talking about different topics and generate ideas for their own topic for the exam.
2. Tell students that the five points of the star represent things that are important to you. Ask students to ask you questions to find out **why** these things are important to you. The students should not just ask “Who is Vicky?” but “Is Vicky your best friend?”.
3. Write question forms on the board and drill if necessary.
4. Tell students you want them to ask you more information about each point for example:  
“How long have you known Vicky?”  
Elicit some example questions and write them on the board.
5. Ask students to take out their ISE I specifications and look at the language requirements. Ask them to write more follow-up questions using the language of the grade in pairs. Some possible questions are:
  - a. *Have you been to Walt Disney World many times/recently?*
  - b. *Do you prefer going to the theatre to the cinema? Why?*
  - c. *How long did you live in Lincoln for?*
  - d. *Where were you living in 2012?*
6. Elicit and answer one or two follow-up questions for each point from different pairs. Write up the questions on the board.
7. Now tell students that it's their turn to identify some important things. Ask students to draw their own star and write five things that are important to them.
8. In pairs, students take turns to ask and answer questions about each other's stars, as they did with you. Tell students to spend two minutes on each point of the star.
9. After ten minutes, stop the students and tell them to write down the name of their partner and the point they found **the most interesting**.
10. Students repeat this activity with four different partners.



11. Circulate a piece of paper for each student (write their name at the top). Ask everyone who spoke to that student to write the point they found the most interesting on it.

12. Students take back the piece of paper with their name on, complete with a list of suggestions for interesting topics for the exam.

13. Whilst students are working in pairs, write up the errors you hear on the board. Once the students have completed the task, comment on their progress and then address the errors.

### **Extension activity**

Students who produce their stars more quickly should be encouraged to anticipate questions that they may be asked about each point on their star.

### **Further support activity**

The weaker students can be told to write example answers to the questions their partner asks them. You should then check their example answers.

### **After class**

Ask students to consider the topic they would like to develop in the Topic task and write down five important things about that topic. In the next lesson, put the students in pairs and ask them to talk about their topic and to explain the five important things.

## EJEMPLO DE CONVERSACIÓN

### Conversation Task: Travel, Fashion & Money

#### At a glance

**Level:** ISE I

**Focus:** Conversation task

**Aims:** Becoming familiar with questions related to the ISE I topics

**Objectives:** Answering questions related to the ISE I topics

**Topics:** Travel, money, fashion, rules and regulations, health and fitness and learning a foreign language

**Language functions:** Expressing preferences, giving reasons and describing the future

**Grammar:** Present perfect, *will* for predicting the future and zero and first conditionals

**Lexis:** Vocabulary specific to the topics above

**Materials needed:** Board game, dice or coins, counters, board, board marker and ISE specifications

**Timing:** 60 minutes

#### Procedure

#### Preparation

#### In class

1. Explain to the class that today they are going to practise the Conversation task in the ISE I Speaking & Listening exam using a board game with questions related to the ISE I topics.
2. Ask the class what the subject areas are for ISE I

*Travel, money, fashion, rules and regulations, health and fitness, learning a foreign language*

Write them on the board.

3. Ask the class what the grammar areas are for ISE I

*Present perfect tense, connecting clauses using **because**, **will** for informing and predicting, adjectives and adverbials of quantity, e.g. **a lot (of)**, **not very much**, **many**, expressions of preference, zero and first conditionals, present continuous tense for future use, past continuous tense, modals connected to the functions listed above and infinitive of purpose*

Write some of these on the board.

4. Ask the class how long the Conversation task lasts in the exam (two minutes), and how many questions they think they will be asked in that time (four or five usually).
5. Divide the class into groups of four (or six or eight, depending on student numbers). Give each group a subject area to focus on and ask them to brainstorm questions they could ask related to their subject, using the grammar of the level. Elicit an example, for example:

*“Have you ever been to London?”*

*“Do you think you will go to London in the future?”*

Give the students 5-10 minutes to complete this task.

6. Now give each group a number (1, 2, 3, 4, 5, etc.) and tell them to ask another group their questions. For example, groups 1 and 2 ask and answer their questions etc.
7. Explain to the class that now they are going to play a game involving answering questions related to the ISE I Conversation task subject areas.
8. Give out one board game per small group, one dice and enough counters for one per student (or students can use coins).
9. Demonstrate how the game should be played. For example, a student throws a “5” and moves forward five squares and answers the question “Have you ever helped your friends to choose their clothes?” Ask the students to talk about their question for 30 seconds.
10. Monitor the groups, checking for understanding and helping where necessary.

## **Extension activity**

More advanced students can think of additional questions to ask related to the subject areas, using the grammar of the level

## **Further support activity**

Weaker students can be asked to answer the questions as a whole group, for example:

For the first question: “What would you wear to a fashionable party?”

Everyone answers this as a team effort, helping each other and becoming familiar with this question.

## **After class**

Ask students to work in groups of four to design their own board game, using different questions.

**PROGRAMACIÓN DE CLASE. El professor o la profesora adaptará las actividades al tiempo real de clase de esta material de dos horas semanales.**

WEEK 1				
Day	Lesson focus	Activities	Resources	Learning aims
1	Group warmer	<p>20 minutes: 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>20 minutes: 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>	Worksheet 1: Overview of the exam Guide for Students — ISE I (B1)	
	Student self-evaluation (reading and writing)	<p>30 minutes: 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>Worksheet 2: 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>	
	Speaking & Listening exam — watching ISE I videos	<p>60 minutes: Watch an ISE I sample video and complete a speaking and listening self-evaluation. Worksheet 3</p> <ol style="list-style-type: none"> <li>1. 15 minutes — Students watch any of the ISE I videos on the Trinity website and complete an observation sheet.</li> <li>2. 5 minutes — Students compare their work with their partners.</li> <li>3. 15 minutes — Students watch again and check their answers.</li> <li>4. 10 minutes — Using Worksheet 2 (self-evaluation for speaking and listening), students give self-evaluation of the skills needed.</li> <li>5. 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>ISE I sample video Worksheet 3: Set of speaking and listening video observation questions</p> <p>Worksheet 2: Student self-evaluation worksheet, Speaking and Listening sections</p>	

Day	Lesson focus	Activities	Resources	Learning aims
2	Warm-up	10 minutes: Review the previous lesson. Students review their readings self-evaluation worksheet.	ISE I sample video Worksheet 3: Set of speaking and listening video observation questions Worksheet 2: Student self-evaluation worksheet, Speaking and Listening sections	<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> </ul>
	Exam familiarisation (Task 1 — Long reading)	<p>50 minutes: Students are given the Guide for Students and the reading sections of Sample exam paper 1 (with answers) pages 1–6.</p> <p>Task 1 — Long reading</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> <p>1. 15 minutes — Pairs read the text together and complete their set of questions only.</p> <p>2. 15 minutes — In groups of six, pairs explain the task they completed to the other pairs in their group.</p> <p>3. 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.</p> <p>4. 5 minutes — The teacher shows answers on board and gives students a copy each for reference.</p>	Worksheet 2: Self-evaluation (from day 1)	<ul style="list-style-type: none"> <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 2 — Multi-text reading)	<p>50 minutes: Task 2 — Multi-text reading</p> <p>Repeat procedure above (used for Task 1 — Long reading) for Task 2 — Multi-text reading.</p>	<p>Guide for Students — ISE I (B1)</p> <p>Sample exam paper 1 (with answers) pages 1–6</p> <p>Answers are at the end of the exam paper</p>	

Day	Lesson focus	Activities	Resources	Learning aims
3	Task 1 — Long reading	<p>60 minutes: 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> </ul> <p>Pairs write a brief paraphrase of each paragraph — put these on the wall, circulate and read/compare.</p>	<p>Long reading Cinema Sample exam paper 2 pages 2–3</p> <p>Answers are 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> <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>
4	Speaking and language development	<p>60 minutes: Language focus of ISE I</p> <p>Worksheet 4 — Lexical matching/awareness activity for all speaking language functions.</p>	Worksheet 4: Language functions	<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>
5	Speaking and topic development	<p>90 minutes: Topic task: Classroom activity 1 — Generating ideas</p> <p>30 minutes: Weekly review</p> <p>Look through self-evaluation tick list from Monday's lesson (Worksheet 2).</p> <p>Review and change to reflect any improvements or new problems.</p> <p>Write what the teacher will focus on in week two.</p> <p>Look at Worksheet 5. The teacher adds ideas for work outside the classroom</p>	<p>Topic task: Class. activity 1 — Generating ideas</p> <p>Worksheet 2: Student self-evaluation worksheet from Monday's lesson</p> <p>Worksheet 5: Activities student's might do outside the classroom</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>

WEEK 2				
Day	Lesson focus	Activities	Resources	Learning aims
1	Question and task analysis (Task 4 — Extended writing)	<p>90 minutes: 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>Sample exam paper 1 (with answers) page 10</p> <p>Worksheet 6: Task analysis table</p> <p>Worksheet 7: 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>30 minutes: 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>	Worksheet 8: Brainstorming activity	
2	Proofreading and error correction (writing)	<p>90 minutes: 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>Task 4 — Extended writing essays from Monday's lesson</p> <p>Worksheet 4: 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	30 minutes: Students rewrite essays		



Day	Lesson focus	Activities	Resources	Learning aims
3	Speaking (Conversation task)	60 minutes: 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.	Guide for Students —ISE I (B1) Worksheet 9: 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 patterns4</li></ul>
		30 minutes: New pairs discuss each subject area. Swap after 5 minutes and repeat until all six areas have been discussed.	Worksheet 10: Mind map template for conversation subjects — Language and ideas	
		30 minutes: Use language input from Wednesday to make mind maps of possible language/ideas		
4	Task 1 — Long reading	50 minutes: Long reading: Classroom activity 1—Fashion	Worksheet 10: Mind map template for Conversation subject areas	<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>

Day	Lesson focus	Activities	Resources	Learning aims
5	Listening (exam task familiarisation and practice)	<p>15 minutes: Introduction to Independent listening task 1. Look at the information in the Guide for Students about this task.</p> <p>15 minutes: 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>Guide for Students — ISE I (B1)</p> <p>ISE I sample video</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> </ul>
		<p>75 minutes:</p> <ol style="list-style-type: none"> <li>45 minutes — Independent listening task 1: Classroom activity 1 — Money.</li> <li>30 minutes — Extension activities.</li> </ol>	<p>Independent listening task 1: Classroom activity 1 — Money</p>	
	Speaking practice and revision	<p>30 minute: 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>Worksheet 10: Mind map template for conversation subject areas — Language and ideas (from Wednesday's lesson)</p>	

WEEK 3				
Day	Lesson focus	Activities	Resources	Learning aims
1	Task 2 — Multi-text reading	<p>40 minutes: 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>Sample exam paper 1 (with answers) 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>60 minutes: 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>Sample exam paper 1 (with answers) page 7</p> <p>Worksheet 6: Task analysis table</p> <p>Guidance on writing genres</p> <p>Worksheet 7: 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> </ul>
	Speaking	<p>20 minutes: 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>Worksheet 10: Mind map template for conversation subjects — language and ideas (from last Wednesday's lesson)</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 spelling and punctuation accurately</li> <li>Use clear and understandable pronunciation and use appropriate stress and intonation patterns</li> </ul>

Day	Lesson focus	Activities	Resources	Learning aims
2	Listening (Task 2 — Independent listening)	15 minutes: Students watch a video of ISE I Independent listening task 2, and simply follow the information about this task in the Guide for Students.	ISE I sample video Guide for Students — ISE I (B1)	<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>
		60 minutes: Independent listening task 2: Classroom activity 1 — Learning a foreign language 30 minutes: Extension activities from classroom activity	Independent listening task 2: Classroom activity 1 — Learning a foreign language	
		15 minutes: In groups of four, discuss own tactics for language learning outside the classroom. Make lists and put on walls for all to read.	Worksheet 11: List for teacher — Some activities students could try outside the classroom	
3	Language development and writing task review	45 minutes: Language review, input, correction. Taken from common errors from Monday's writing task. Input/correction work.	Articles from Monday's writing tasks  Worksheet 12: Cohesive devices and paragraph organisation	<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>
		45 minutes: 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.		
		30 minutes: Text cohesion input Worksheet 12: Cohesive devices and paragraph organisation etc.		

4	Revision Task 3 — Reading into writing)	90 minutes: Reading into writing: Classroom activity 3 — Sugar	Reading into writing: Classroom activity 3 — Sugar	<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>
		30 minutes: Peer review of writing task 1. Students use proofreading checklist and own individual feedback from teacher as guidance for how/what to critique. 2. Repeat for at least three students' scripts to see variety of ideas/styles and problems.	Worksheet 7: Proofreading checklist	
5	Speaking (topic development)	60 minutes: Topic task: Classroom activity 3 — Music	Topic task: Classroom activity 3 — Music	<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> </ul>
		60 minutes: Topic subjects development 1. 10 minutes — Students brainstorm longlists of subjects (put on flip chart paper or similar). 2. 5 minutes — In groups of four, students choose a subject and have a five-minute discussion. 3. 35 minutes — Repeat for as many subjects as possible. 4. 10 minutes — Students make a list of possible subjects that interest them and create posters to put up on the walls.	The teacher should make own list of about 40 possible subjects	<ul style="list-style-type: none"> <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>

WEEK 4				
Day	Lesson focus	Activities	Resources	Learning aims
1	Complete practice Reading & Writing exam	2 hours: Practice exam	ISE I Sample exam paper 3	<ul style="list-style-type: none"><li>▸ All related to reading and writing</li></ul>
2	Speaking (topic development)	60 minutes: Topic task: Classroom activity 2 — Preparing a good topic form	Topic task: Classroom activity 2 — Preparing a good topic form	<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>
		60 minutes: Pronunciation 45 minutes: Worksheet 13 — Based on requirements in ISE I Speaking and listening rating scale: Delivery 15 minutes: 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>	Worksheet 13: Pronunciation	
3	Practice exam — self-evaluation	30 minutes: Return exam papers and review skills 1. If suitable, give students the answers and ask them to mark their own work. 2. 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?	Practice papers completed on Monday of this week Answers for practice exam paper Worksheet 2: Student self-evaluation worksheet	<ul style="list-style-type: none"><li>▸ Listen intensively for factual information and explicitly stated ideas and information and understand all or</li><li>▸ 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>
	Independent listening tasks 1 and 2, and follow-up speaking	40 minutes: 1. Cheese rolling text. Practice in pairs (one examiner/one candidate). 2. Listen to the script — ‘examiner’ uses rubric, etc to manage the test, ‘candidate’ responds. 3. Check answers. 4. Compare notes after. 5. Repeat all with ‘Emus’ audio (swap roles). 6. Repeat process with Independent listening task 2 — Child language learning.	Practice audio activities Independent listening task 1 — audio, examiner rubric and answers for ‘Cheese rolling festival’ and ‘Emus’ Independent listening task 2 — audio, examiner rubric and answers for ‘Child language learning’ Worksheet 10: Mind map template (from Wednesday, week 2)	
		50 minutes: Using texts of listening tasks. 1. In pairs, select any useful vocabulary for festivals (for written exam) and language learning (for speaking exam). 2. Make vocabulary mind map for each subject. 3. 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) 4. In groups of six share ideas.		

		<p>5.Travel discussion (the teacher puts four or five questions on the board to stimulate discussion). In groups of three discuss travel.</p> <p>6.In groups of six share ideas.</p> <p>7.Make vocabulary mind maps for travel.</p> <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>		
	Homework	Students revise vocabulary for a test on Monday.		
4	Task 1 — Long reading and analysis	<p>20 minutes: 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.</p>	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>
		20 minutes: Worksheet 14 — Text/paragraph analysis	Worksheet 14: Text/paragraph analysis	
		20 minutes: 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	
		20 minutes: Exam task — Individually answer questions. Students check with others then check with answer sheet.		
		40 minutes: 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	

Day	Lesson focus	Activities	Resources	Learning aims
5	Reading strategies (Task 3 — Reading into writing)	90 minutes: 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)	30 minutes: Students compare and use proofreading checklist to comment on other's work. Repeat for at least five students' work	Worksheet 7: Proofreading checklist	



WEEK 5				
Day	Lesson focus	Activities	Resources	Learning aims
1	Writing workshop	<p>2 hours: 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>Worksheet 7: Proofreading checklist</p> <p>ISE 1 Sample exam paper 1 (Task 4 — Extended writing) page 10</p>	<ul style="list-style-type: none"> <li>▸ Self-evaluation, proofreading, error correction</li> </ul>
2	Speaking (video watching and assessment)	<p>60 minutes: 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>Two ISE 1 video samples and rationales</p> <p>Worksheet 15: Simplified speaking rating scale</p> <p>Worksheet 16: 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>60 minutes: 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>Two ISE 1 video samples and rationale</p> <p>Worksheet 17: Language functions and lexis lists and answer sheets</p> <p>Topic form prepared last week</p>	
3	Language input/grammar workshop	<p>2 hours:</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>	Teacher's own grammar materials	

4	Independent listening task	60 minutes: Independent listening task 2: Classroom activity 2—Fashion of the future	Independent listening task 2: Classroom activity 2 — Fashion of the future	<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>
		20 minutes: Extension activities from the classroom activity on fashion.		
		20 minutes: Practice audio activities for Independent listening task 2 (any on website)		
		<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>		
5	Speaking (topic preparation)	60 minutes: Role play	Worksheet 18: 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>
		60 minutes: 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>		

WEEK 6				
Day	Lesson focus	Activities	Resources	Learning aims
1	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>BBC Learning English news reports</p> <p>Worksheet 19: 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>
2	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>Worksheet 7: 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>

3	Reading	<p>2 hours: Reading, note-taking and discussion. The teacher brings in suitable authentic reading texts (about six texts) or use selection from BBC Learning English (<a href="http://bbc.co.uk/learningenglish">bbc.co.uk/ learningenglish</a>)</p> <ol style="list-style-type: none"> <li>1. Students read and take notes, summarise and paraphrase.</li> <li>2. Swap and try to expand the summarised text into fuller versions, checking them against the original texts afterwards.</li> <li>3. If useful the teacher could use the questions and activities given by the BBC.</li> <li>4. 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>
4	Task 3 — Reading into writing	<p>60 minutes:</p> <p>Using notes and summaries from BBC reading texts from Wednesday</p> <ol style="list-style-type: none"> <li>1. Students write a plan for a response to each text using own notes (questions in next column).</li> <li>2. Students swap and discuss their plans. Decide on which to write in full.</li> <li>3. Students write two full responses to the task questions.</li> <li>4. 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>1. What's your opinion of...?</li> <li>2. What do you think will happen in the future for...?</li> <li>3. Describe what has happened in...?</li> </ol> <p>Worksheet 7: 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>
5	Speaking (conversation subject areas)	<p>2 hours: Mingling activity, 20 minutes for each subject</p> <ol style="list-style-type: none"> <li>1. 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>2. Repeat for all six subjects.</li> <li>3. Students review subject vocabulary mind maps and add any new lexis.</li> </ol>	Worksheet 20: Just for teachers. Teacher support worksheet of stems, statements and subjects	<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>

WEEK 7		
Day	Lesson focus	Resources
1	Listening practice exams	<a href="#"><u>Practice audio activities (on website)</u></a>
2	Speaking practice: – Topic – Full speaking and listening exam run through	
3	Reading and writing practice	<a href="#"><u>Sample exam papers (on website)</u></a>
4	Reading and writing exam review, listening practice	<a href="#"><u>Sample exam papers (on website)</u></a>
5	Speaking practice: Conversation, full Speaking & Listening exam run through	<a href="#"><u>Listening task audio (on website)</u></a>