

Preparing for the Interactive task – ISE IV

Aims:

- ▶ To review the format of the task
- ▶ To identify suitable examples of questions and comments for the task
- ▶ To review ISE IV functions

Activity 1: Knowing the Interactive task

What do you know about the Interactive task?

Look at the following statements and circle True or False:

- | | |
|---|--------------|
| 1. The examiner will read a short prompt to the candidate. | True / False |
| 2. The candidate and the examiner should speak the same amount. | True / False |
| 3. The candidate needs to play a role. | True / False |
| 4. Functions are more important than accuracy in this task. | True / False |
| 5. The candidate is responsible for keeping the conversation going. | True / False |

Look at the ISE IV Exam Information booklet to check your answers:
trinitycollege.com/ISE-IV-exam-information

Activity 2: Asking questions and making comments

What do you need to do in the task?

At the start of the Interactive task, the examiner will say the following rubric:

'In this task, I will start by telling you something. You'll have to ask me questions to find out more information and make comments. It's your responsibility to maintain the conversation. Are you ready?'

It's important to ask questions to check your understanding of the prompt and find out information about how the examiner stands on the issue. Then make comments and give your views. Remember to engage the examiner throughout and if there are pauses in the conversation, it's your responsibility to fill the silences and keep the conversation going.

Look at the following example of an Interactive task:

One effect of increased globalisation is that minority languages are gradually becoming extinct. Many people regret this, but I'm not sure it's such a bad thing.

What would be suitable questions and comments for you to make during this task? Select the most appropriate options (a or b) from the below pairs:

1. a) 'You think globalisation and losing minority languages isn't a bad thing?'
b) 'You say you're not sure if losing minority languages would be negative, but what makes you say that?'

2.
 - a) 'What have people told you about this?'
 - b) 'In your view, why would some people feel that minority languages need to be preserved?'
3.
 - a) 'I would say that minority languages should be preserved because they are such an important part of culture. To what extent would you say that culture would be lost if languages disappeared and does that matter?'
 - b) 'We should preserve languages because they are an important part of cultures and so cultures would be lost if languages disappeared. I think globalisation is killing cultures as well as languages. What do you think?'
4.
 - a) 'I can understand that globalisation might mean that everyone speaks English and therefore might make communication easier, but surely that puts native English speakers at an advantage and would contribute to inequality?'
 - b) 'Do you think everyone should learn English? Wouldn't that lead to inequality? I don't think that's a good thing.'

Look at the following sample Interactive task prompts. Write down some possible questions and comments you could say.

1. *The concept of a world without borders seems an impossible dream, but I feel it's one worth pursuing.*
2. *Some people claim that sensationalist journalism simply reflects society and doesn't shape it. I wonder if that really is the case.*
3. *Some schools encourage competitiveness in their students, while others generally discourage it. It's clearly a controversial issue.*

Activity 3: Thinking about ISE IV functions

What are the functions you need to demonstrate at ISE IV?

Look at the following Interactive task prompt:

It is often said there should be no limits to the activities of the press, even when it comes to people's private lives. I couldn't agree more.

Complete the following statements with suitable words and indicate which function is being demonstrated.

1. I'm 100% _____ our press. I think we need them more than ever.
Function: _____
2. There's no truth behind these _____. Where is the evidence?
Function: _____
3. I'm not _____ they are completely innocent. We can all agree on that!
Function: _____
4. _____ said that, there are some publications which cross the line.
Function: _____
5. You only have to _____ which historical figures have tried to control the press in the past.
Function: _____
6. There really shouldn't be any _____ about this. The press play a fundamental role in our society.
Function: _____

Preparing for the Interactive task – ISE IV Answers

Activity 1

1. True
2. False – The candidate should have longer turns.
3. False – The candidate can be themselves.
4. True – You must be able to understand and use the functions to participate fully in the task.
5. True

Activity 2

1. b – Clarifies the prompt and asks for more information about the examiner's view.
2. b – More complex and formal question.
3. a – More succinct and formal. b - Has repetition and basic structure.
4. a – More assertive and challenging.

Activity 3

(suggested answers)

1. behind / in favour of / supportive of / in support of
Function: asserting
2. claims / rumours / accusations / suggestions
Function: denying
3. saying / claiming
Function: softening and downplaying
4. having
Function: contradicting
5. look at / recognise / think about
Function: implying
6. doubt / argument
Function: affirming