

## **ISE I (B1) Interview: visual materials for the Topic**

**Level:**

ISE I (CEFR B1)

**Time:**

45 minutes

**Aims:**

- ✓ To plan a poster to take to the exam
- ✓ To practise asking and answering questions on the posters

**Resources and preparation:**

- A large blank sheet of paper for each student
- Completed Topic forms from Lesson Plan 2

**IMPORTANT!**

Candidates do **NOT** have to bring visual materials with them for the Topic presentation and discussion, but they can if they want to. Students do not need to bring posters. They can bring a few photographs or an object. However, choosing pictures, etc. can be motivating and help students to think about the language they want to use in the exam, including the examiner's questions. If students want to make a poster, this lesson plan gives teachers some ideas about how to use posters/pictures in the ISE I exam. But please remember, bringing pictures/posters is **optional**. ISE I candidates only need to write their ideas on the Topic form and it is **NOT** necessary to bring other materials into the examination room (see the ISE Syllabus 2010, page 30).

There is also a warning:

- Please remember that the exam is a conversation and the students need to demonstrate their spoken English skills. The examiner is assessing the candidate's English conversation skills, **NOT** their ability to make pretty pictures. The students should always spend most of their time preparing language and ideas, **NOT** preparing posters. But if the students think that bringing posters/pictures/objects is helpful, they can bring them in to the examination room.
- The advice given in this lesson plan is only a suggestion.

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**Procedure:**

**1. Introduction:** the aims of the lesson (5 minutes)

Explain that:

- Making a poster is **not** obligatory.
- Students can take the exam without bringing any posters or pictures.

BUT... posters/pictures might be helpful in the exam. Ask the students why. Good reasons are:

- Pictures/posters are a good way of generating ideas for things to talk about.
- Pictures/posters can be very helpful for remembering information and communicating ideas.
- Pictures/posters are a great support if you're feeling nervous.

Suggestion for the Teacher: for this lesson put the class in DIFFERENT small groups to those from Lesson Plan 1 and 2.

## **2. Divide the poster into sections (25 minutes)**

Ask the students to find their completed Topic mind maps from either Lesson 1 or Lesson 2. They should put them on their desks. Give out a large blank sheet of paper to every student.

Tell the students to divide the sheet into sections to represent the points on their Topic form, and transfer the title of each Topic point into each of the boxes on their paper. For example:

|  |                                   |
|--|-----------------------------------|
| <i>My dance club<br/>and how I<br/>started</i> | <i>Rules</i>                      |
| <i>Possible<br/>future plans</i>               | <i>Reasons for<br/>continuing</i> |

Next, ask the students for suggestions: what can a poster contain?

- *Pictures connected to my Topic*
- *Also, maps, photos, drawings, diagrams, adverts, tickets*

Remind the students that each picture or object must be helpful for using the language of their Grade. The picture must NOT:

- Be too technical or difficult to talk about in English
- Be just basic facts such as names and dates (These do not generate much conversation in the exam.)
- Contain lots of English words. Titles are ok, but not sentences.

Students use pencils and carefully plan what they will put in each section of their poster to help communicate the information of each topic point in a clear and interesting way. The students don't need to have the objects with them today. This is only a plan and they can draw on the paper what they want to put there later.

## **3. Asking and answering questions about the Topic plans (10 minutes)**

When the students have made the plans, tell them to swap their posters with other people in their groups. They can now ask each other questions about the planned posters. You can use the question cards from Lesson Plan 2.

## **4. Reflection and development (5 minutes)**

Tell the class to make their final posters at home (or make this an optional activity) and finally ask the students to tell the teacher the benefits of taking a poster into the ISE exam.