

## ISE I (B1) Interview: preparing to discuss the Portfolio

### Level:

ISE I (or all ISE levels)

### Time:

45 minutes - 1hr 10 minutes

### Aims:

- ✓ To practise discussing points of detail from content of Portfolio
- ✓ To develop communication skills
- ✓ To prepare candidates for the ISE exam

### Resources:

- ISE DVD or website videos (optional)
- Handout 1 (H/O1): example language of ISE I (This is the same as Lesson Plan 1)
- Handout 2 (H/O2): example Portfolio task
- Handout 3 (H/O3): questions spinner
- Candidates' own completed Portfolio tasks

#### Handout 1



#### Handout 2



#### Handout 3

### Procedure:

#### 1. Optional - Warm-up: play the ISE DVD (15 minutes)

Tell students they are going to watch a DVD of the ISE exam at their Level, but only the Conversation phase. Ask the students to listen to the questions that the examiner asks about the candidate's Portfolio. Play the chosen ISE DVD. Don't tell them that they are going to see the Portfolio discussion. Tell them that it is only part of the Conversation.

Ask the students what questions they heard and write examples on the board. Ask pairs to discuss what the questions are about - explain they are about the **contents** of the candidate's Portfolio.

**Extension:** Tell the students to look at H/O1 - the example ISE I language. Ask pairs of students to find examples of the language used in the questions and answers from the DVD (e.g. "How many times have you been there..." = Present perfect).

#### 2. Portfolio key-words and question formation (10 minutes)

Give each student H/O2 and tell them to read the sample Portfolio question and task. Ask pairs of students to underline the key (=important) words.

With the class brainstorm key words and write examples on the board. Explain that these key words can be used to help make questions about the content of the Portfolio task.

Ask pairs of students to think of what questions they could ask about the content of the task using the key words on the board. Write some examples on the board. Check that the questions use the example language of ISE I on H/O1 (or in the ISE Syllabus p.32).

Pairs of students take turns to ask each other questions from the board. Each time, the partner must answer the question with their own ideas.

### **3. Question formation (10 minutes)**

Pairs of students continue to use H/O1 and H/O2.

Give pairs a copy of H/O3 (the *questions spinner*). Students place a pen on the centre of the page and then take turns to spin the pen. When the pen stops the student makes a question, about the Portfolio task, using the question prompt the pen is pointing to (e.g. **Have you ever...** 'been to London?'). Their partner gives an answer. Pairs repeat the process taking turns to ask each other questions.

On H/O3, there are spaces to write more questions. Ask pairs of students to write more questions on the handout in the spaces. Ask students to look at the example language on H/O1 (or the ISE Syllabus p. 32) to help them.

**Optional extension:** Repeat stages 2 and 3 using different sample tasks from the students' own work.

### **4. Questions for class Portfolios (13 minutes)**

Students change partners and work in new pairs. Each student gives their partner a copy of one of their own Portfolio tasks, including the question. Each student underlines the key words in the text they are reading and writes three questions to ask about the content. Students can look at H/O3 for help.

Pairs of students then take turns to role play the conversation between the Examiner and the Candidate, asking their three questions and listening to the answers about their partner's Portfolio task.

Tell the students that this is good practice for predicting the examiner's questions. But also, for ISE I, II, III and IV the Candidate must ask the Examiner a question about the Portfolio content.

### **5. Additional Portfolio questions - timed (10 minutes)**

Give students 2 minutes each. Students use H/O3 (the *questions spinner*) and continue to ask new questions about their partner's Portfolio task. After 2 minutes ask students to change place and repeat with a new partner.

**Optional extension:** Tell pairs of students to exchange their *question spinners* (H/O3), as each will have different questions entered by the students. Repeat stage 5.

**Note:** This lesson plan can be used for ALL ISE levels - to do this, use sample tasks from the Trinity website at the appropriate level and candidates can produce their own question spinner (H/O3), writing questions using the language of their ISE Level.

For ISE I, II, III and IV candidates **MUST** ask the examiner one question during the discussion of the Portfolio so this should be highlighted to the students and included in the role play activities above.

**Handout 1:** ISE I language (Please see the ISE Syllabus p.32 for full details.)

# 1

## ISE

Here are some examples of the language of ISE I...

**Example language:**

The past → using the present perfect: *Have you had a drink?*  
*Yes, I have. I've had 2 glasses of water*  
*How many ice creams have you had today?*  
*I've had 3!*  
*Have you ever been to London?*  
*Yes, I have.*  
*How many times have you been there?*

The past → using the past continuous: *What were you doing last night?*  
*I was watching tv.*  
*What was happening in this photo?*  
*My friend was swimming with a dolphin!*

How long?  
 'For' and 'since': *How long were you there for?*  
*For 3 weeks.*  
*How long have you lived here?*  
*Since I was 10.*

Preferences: *What type of music do you prefer?*  
*I like rock, but I prefer pop.*

Giving reasons: *Why do you like rock music?*  
*Because it's very energetic.*

Adjectives and adverbials of quantity:  
 (How much/many, how good/bad,  
 how big/small, how easy/hard, etc:)  
*How many toys have you got?*  
*I've got lots of toys!*  
*How big is your cat?*  
*It's very small.*  
*My homework was really easy!*

Intention: *I practise football to stay fit.*  
*I do my homework to earn pocket money!*

Obligations/lack of obligation  
 Prohibition/necessity: *What do you have to study at school?*  
*We have to study English and maths.*  
*I need to learn English to get a good job.*  
*I don't need to do any homework tonight!*  
*You mustn't smoke!*

0/1<sup>st</sup> conditionals and 'when': *What will you do if you win the competition?*  
*If I can, I'll come to your birthday party.*  
*What do you do when you see a spider?*

Common phrasal verbs:

*What are you looking for?  
I need to sit down!*

The future → using 'will':

*Do you think you'll come to my party?  
What do you think you'll do tonight?  
I won't be able to come.  
Do you think life will be different in future?*

The future → using the present continuous:

*Where are you going on holiday?  
We're going to London.  
What are you doing next week?  
I'm visiting my cousins.*

Future possibility:

*What do you think you might do tonight?  
I might go to the cinema.*

Future expressions:

*What are you doing in 3 days' time?  
What are you doing the day after tomorrow?*

## Handout 2: ISE I Portfolio tasks - candidate answers

### ISE I - Section 1 - Correspondence (70-80 words)

It's your cousin's 18<sup>th</sup> birthday soon. Her friend, Jane, has asked you what present she might like. Write an email to Jane saying what you think is a suitable gift and why. Say how your cousin is planning to celebrate her birthday.

Dear Jane,

Sometimes my cousin is a crazy girl! Just imagine, she wants to celebrate her 18<sup>th</sup> birthday at the beach with a barbecue and she has already hired many fire-eaters to impress her guests.

But she hasn't bought a dress yet so you could buy her something to wear at the party. If you prefer to buy a cheaper gift, I'll be able to go with you to choose something nice like flowers or a pair of earrings. She loves them both. If you need me, just call me.

Sara

### ISE I - Section 2 - Factual writing (110 - 130 words)

Someone has just stolen your bag. Write a report for the police explaining what happened and what you were doing at the time. Say what was in your bag.

REPORT FOR THE POLICE

Subject: Sara Green's bag was stolen

At 19:15 on the 10<sup>th</sup> December 2011 I (Sara Green) was sitting on a bench platform 4 of London railway station, waiting for the train for Scotland. I decided to buy something from a vending machine that was near the bench.

I left my bag on the bench and went to the machine, but I heard a noise. When I turned my head and I saw a very tall man in dark clothes who was running away with my bag. I followed him as far as the railway station car park, but there I lost sight of him.

Contents of the bag:

- wallet (including credit card, identity card, bus tickets and about £50)
- mobile phone
- personal diary
- address book

### Handout 3: the question spinner

Have you ever been to....?

What do you think you'll....?

How long did you....for?

\_\_\_\_\_ ?

\_\_\_\_\_ ?

Why did you...?

Do/did you need to....?

\_\_\_\_\_ ?

\_\_\_\_\_ ?

Which do/did you prefer: ... or ...?

What do/did you have to do....?

What were you doing when you....?

