

ISE II (B2) Interview: choosing a Topic

Level:
ISE II (CEFR B2)

Time:
2 x 45 minutes

Aims:

- ✓ To choose individual Topics
- ✓ To develop topics through mind maps
- ✓ To choose the best mind map points for generating the language of the Level

Resources and preparation:

- Pictures of famous people/place/object/activity/ambition/social problem - to be used to stimulate ideas at the beginning of the class
- Handout 1 (H/O1): a simple mind map (1 per group OR shown on black/white board)
- Handout 2 (H/O2): example functions and language of ISE II

Procedure:

1. Thinking of ideas for a Topic (45 minutes)

i) Thinking of questions for the teacher's favourite things (10 minutes)

Show on screen or hold up some large pictures of *an object that's important to you/a person that you respect or dislike/a place that's important to you/an important social activity in your life/an ambition/a social problem*. (Please note, these are only suggestions for generating ideas. You can choose alternative themes or objects if you think they are more productive and stimulating for your class.)

Tell the class that they are going to think individually of questions they would like to ask you about the pictures. The questions can be either FACTUAL (e.g. *"What are the 3 most important facts about this object/person?"*) or PERSONAL (e.g. *"If you could meet the person what would you say?" "If you could change the object or situation, what would you do?"*) Use a strong student first to demonstrate a couple of questions. Give the class 2 minutes to write their questions down.

After 2 minutes, put the students in groups of 3 to compare questions and discuss grammatical accuracy. Give them another 2 minutes to discuss their questions. Then invite the class to ask you questions about the pictures for 4 minutes.

ii) Small group discussion: brainstorming possible topic titles (15 minutes)

Ask the class how doing an interview can be more comfortable for us > the answer is: Interviews are more comfortable if we can choose to talk about something that we're interested in. Tell the class that they are going to think of a selection of possible interesting ideas to talk about in the Topic.

Instructions for the class:

- Put the students in mixed-ability groups of 3.
- Each group must write down at least 5 topics that they are interested in and would like to be interviewed about for 4 minutes.
- Tell the class that not to choose anything too complex, too technical or a Topic which involves lots of new vocabulary. This will be too difficult to talk about in the exam.
- To start the brainstorming, write a few ideas on the board, e.g:

An object that's important to me: my guitar, a special concert ticket
A person that I respect/dislike: sports person, humanitarian, politician
A place that's important to me: my school, London, the USA,
An important social activity in my life: clubs, the people I meet, etc
An ambition: future career, fantasy career, a competition I'd like to win
A social problem: a problem in my city/country, in a different country

- The students continue brainstorming in their groups.

iii) Collecting information, and choosing a Topic (20 minutes)

1 student from each group comes up to board to write all their ideas on the board. When they have finished, look at the suggestions and diplomatically (!) cross out (e.g. ~~crosses out~~) ideas on the board that are not appropriate or useful, giving a reason (e.g. the Topic is not personalised, it's too complex, or it's exactly the same as the Grade's Subjects for Conversation. Trinity strongly recommends that students do not choose 'my family', 'my best friend' or 'my pet' as their Topic. In our experience, these are not communicative or productive Topics.)

Tell the students that they have to choose a Topic. It can be one from the board, or it can be another idea that they have. Give the students some time to choose their topic.

2. Using mind maps to develop Topic ideas (45 minutes)

i) Making/showing/explaining a mind map (20 minutes)

Show a very simple mind map on the board (see H/O1 for an example shape). Ask the class to suggest one Topic to use on the mind map. Then do a class brainstorm of possible ideas to add to the mind map. After 2 minutes, tell the students that it is now their turn to complete a mind map for their own Topic.

Give every student a copy of H/O1 and tell the class to make a mind map with as many ideas (words and phrases) as possible on their Topic. Remind the students to use as much variety of language as they can (e.g. not just the present tense) and encourage the students to collaborate and help each other.

ii) Choosing the best Topic points: matching ideas with the language of the Grade (20 minutes)

Divide the class into groups of 2 or 3 students.

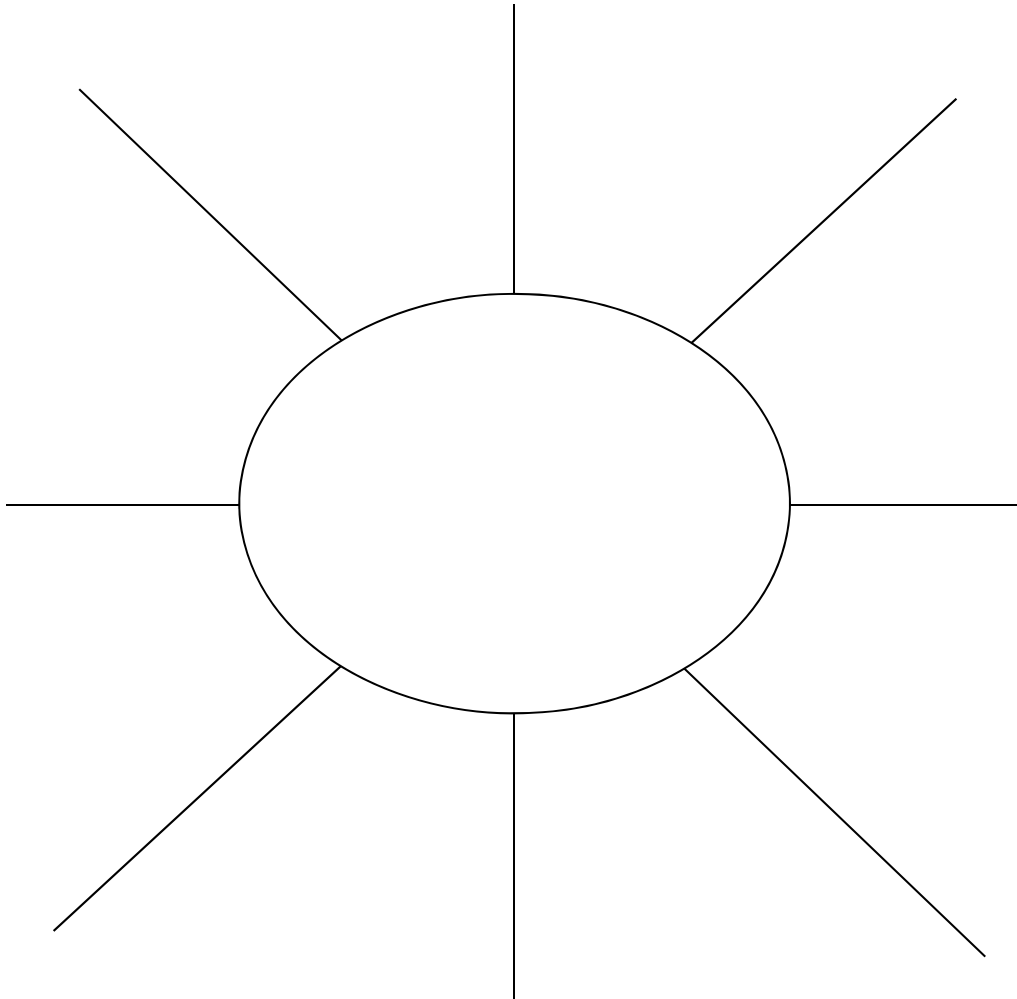
Give each group a photocopy of the FUNCTIONS and LANGUAGE of their Grade (see H/O2). Explain that this language **MUST** be demonstrated in their Topic. Ask the students to discuss together which mind map points seem to be the most interesting. How can they change these points to show language of ISE II?

Tells the students to decide on just 5 points maximum that they think will generate the most language of ISE II.

iii) Summary (5 minutes)

Invites the students to summarise to class what makes a good topic. Tell the students to continue developing their mind maps at home.

Handout 1: an example mind map



Handout 2: ISE II example language (Please see the ISE Syllabus p.39 for full details.)

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Here are some examples
of ISE II language...

Example language:

Give advice and make suggestions:
including *should/ought to*, etc.

What you should do is
If I were you, I'd
You ought to
You'd better
Have you thought abouting?
What should be done is

Talk about advantages/disadvantages:

There are advantages and disadvantages.
One of the advantages is
One of the disadvantages is

Describe past habits using 'used to':

When I was younger, I used to
We didn't use to
It's different now, but it used to

Present perfect continuous:

I've been studying English for 10 years.
I've been thinking about

Past perfect tense:

Before I met you, I had never met an English person.
I had never been to England until last month.

The simple passive tense:

I'm not sure what should be done.
It is used foring.
It is made from

Relative clauses:

She's the person who
It's a thing that/which
It's a place where

2nd conditional:

If I could, I would
If I were rich, I would
It would be better if

3rd conditional:

If I hadn't studied so hard, I wouldn't have passed.
It could be
It may be
I would have gone, if I hadn't been late.
If I hadn't had an accident, I would have won.

Ask for further information:

Can you tell me more?
What have you done so far?

Agreement/disagreement:	<i>I'm not sure I agree with you.</i> <i>I'm sorry, I don't agree.</i> <i>I completely agree.</i> <i>I couldn't agree more.</i>
'Because of' and 'due to'	<i>He couldn't go <u>due to</u> the weather</i> <i>I passed the exam <u>because of</u> the teacher.</i>
Feeling and emotions:	<i>It makes me feel...</i> <i>I have mixed feelings about it.</i>
Speculating:	<i>I can't be sure, but it might be</i> <i>One possibility is that <u>it could be</u></i> <i>A reason for <u>this may be</u></i>
Possibility and uncertainty:	<i>I <u>might/might not</u></i>
Impossibility:	<i>I'm sure it <u>can't be</u></i> <i>It can't possibly be</i> <i>There is no way I would</i>
Persuading and discouraging:	<i>Have you ever considered?</i> <i>It might be better if you</i> <i>I wouldn't do that if I were in your shoes.</i> <i>I'm not sure that would be a good idea.</i>
Reporting the conversation of others:	<i>My friends <u>say that</u> I</i> <i>My family <u>think that</u></i> <i>Most people <u>seem to believe</u> that</i> <i>My teacher <u>told me</u> she had</i> <i>I <u>heard that</u> you shouldn't</i>
Linking expressions/cohesive devices: <i>Even though, in spite of, although, to continue, in other words, for example</i>	<i><u>Even though</u> it's raining, it's still warm</i> <i>I passed the exam, <u>in spite of</u> the noisy room.</i> <i>I enjoyed windsurfing, <u>although</u> I wouldn't go again.</i> <i><u>To continue</u>, I was talking about my plans.</i> <i><u>In other words</u>, I don't understand!</i>