

ISE II (B2) Interview: developing a Topic

Level:

ISE II (CEFR B2)

Time:

2 x 45 minutes

Aims:

- ✓ To expand topic points using mind maps
- ✓ To practise questions and prompts that could be used by the Examiner
- ✓ To practise interviews based on mind maps

Resources and preparation:

From Lesson 1:

- The students must bring their mind maps from Lesson 1

From this lesson:

- Handout 1 (H/O1): example language for ISE II (the same as Lesson Plan 1)
- Handout 2a (H/O2a): example language for ISE II
- Handout 2b (H/O2b): example language for ISE II

Each handout provides 18 individual questions for each different Grade. Cut up the cards on H/O2a and H/O2b to make one pack of 36 cards.

Before the lesson: cut up (✂) all of the example prompts from Handouts 2a and 2b put each set of cards into individual envelopes, one set in each envelope.

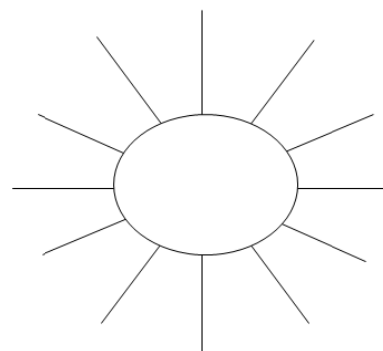


Procedure:

1. ISE II language and mind maps (45 minutes)

i) Demonstrating mind maps for the Topic (10 minutes): Put the students into groups of 3. The students need their final mind maps from Lesson Plan 1 and the lists of language of ISE II (H/O1).

Do a demonstration on the black/whiteboard. Draw a mind map on the board and ask the class for an idea for a Topic. (Remember not to use 'pets/best friends/family' or any of the 6 general Subjects for Conversation from ISE II: Encourage students to think of a specific Topic which is personally important or interesting to them.)



Write the title of the Topic in the middle of the mind map and ask the students to suggest different ideas connected to the Topic. Accept around 10 to 12 different ideas and add them to the mind map on the board.

ii) ISE II language and the demonstration mind map (10 minutes): Tell the students that they need to think of some ways of using the language of the ISE II to describe all of the points on the mind map on the black/white board. Give the students 2 minutes to think of some ideas. They can look at their handouts to help them.

After 2 minutes ask the students for ideas from ISE II to describe each point. You can fill the black/white board with multiple ideas from ISE II. This will show students that the most important thing is what you say about the mind map point and being sure that you use the language of ISE II.

iii) ISE II language and the students' own mind maps (15 minutes): Tell the students they have 15 minutes to look at their own mind maps from Lesson Plan 1. Students should work individually for the first 10 minutes. After 10 minutes, ask the students to tell each other what ideas they have for their Topics. Encourage students to use as many examples as possible of the language of ISE II with each point on their mind map. Tell them it's ok if they find that some are too difficult, they can move to the next mind map point.

iv) Choosing the best Topic points (5 minutes): Tell the students to choose the best 4 mind map points from their own mind maps. The best ones are the ones that generate the most ideas and the most language of the Level. Tell the students to draw a new mind map with their 4 best Topic points on it. They will need this mind map in the next activities.

2. Practising the Topic (45 minutes)

i) Thinking of ISE II questions (10 minutes): In order to warm the students up, tell them to look at the demonstration mind map on the black/white board that you used in the last section. Tell the class that they have 5 minutes to think of 5-10 different questions that they can ask about people's Topics. They must try to use ISE II language, as appropriate.

For example:

- What did you use to do when you were younger?
- What would you change about it if you could?
- What do your friends say about it?
- What would you have done differently if you had had the chance?

After 5 minutes, ask for example questions from ISE II and let the class make suggestions.

ii) Students Interview each other using the cards on H/O2a and H/O2b (25 minutes): Tell the students to change their seats and sit in new groups of 3. They need their mind maps with their 4 best Topic points with them. Ask each group of 3 to decide who is 'A', who is 'B' and who is 'C'. When each group has decided, tell them:

'A' = an examiner

'B' = an examiner

'C' = a candidate

Give the students a demonstration of the activity. Show the class the question cards from H/O2a and H/O2b. Tell the class that A and B must use the question cards and take turns to ask C questions about C's mind map. Demonstrate to the class how this works, including how to complete the questions cards which have some missing words.

Give students 'A' and 'B' a set of the questions cards. 'A' and 'B' ask 'C' questions about 'C's mind map and 'C' must answer the questions by trying to use the language of ISE II.

After 5 minutes, stop the activity. Tell the class to swap roles.

'A' = a candidate

'B' = an examiner

'C' = an examiner

Repeat the activity using 'A's mind map. The students can re-use the question cards if they finish all of the questions. After 5 minutes, stop the activity and change roles one more time:

'A' = an examiner

'B' = a candidate

'C' = an examiner

Repeat the activity. If the teacher prefers, this game can be longer - it could be as much as 45 minutes. In order to prepare for the exam, it is a good idea to use the game many times.

iii) Feedback and development (10 minutes) Ask for feedback from the class: which questions were the best? Which questions produced long answers? Which points on the mind maps were easy to talk about? Which points on the mind maps were hard to talk about? Ask the students if they want to completely change their Topic and try something new. This is ok, and is part of the process of developing the best Topic.

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: Even though, in spite of, although, to continue, in other words, for example	<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>

Handout 2a: example prompts for ISE II

IMPORTANT! These are only example prompts. The real exam will contain other questions. (Cut ✂ these prompts into 18 individual cards)

<p>ISE II</p> <p>Tell me about how used to be.</p>	<p>ISE II</p> <p>What did you use to do when you were younger?</p>	<p>ISE II</p> <p>Is the situation different today, compared to how it used to be?</p>	<p>ISE II</p> <p>I don't know if is better than it used to be.</p>	<p>ISE II</p> <p>Tell me about how is used.</p>	<p>ISE II</p> <p>Why is used?</p>
<p>ISE II</p> <p>How could it be improved?</p>	<p>ISE II</p> <p>What should be done in the future?</p>	<p>ISE II</p> <p>If the situation changed, what would you miss?</p>	<p>ISE II</p> <p>Is it because of?</p>	<p>ISE II</p> <p>Is it due to?</p>	<p>ISE II</p> <p>Tell me about a person who helps this situation.</p>
<p>ISE II</p> <p>If you could change one thing, what would you change?</p>	<p>ISE II</p> <p>What do you think I might enjoy?</p>	<p>ISE II</p> <p>What would you recommend I try?</p>	<p>ISE II</p> <p>If you had the opportunity, what would you do differently?</p>	<p>ISE II</p> <p>Tell me about the advantages/disadvantages.</p>	<p>ISE II</p> <p>Not everyone has the same opinion. Do you agree with your friends?</p>

Handout 2b: example prompts for ISE II

IMPORTANT! These are only example prompts. The real exam will contain other questions. (Cut ✂ these prompts into 18 individual cards)

<p>ISE II</p> <p>How does make you feel?</p>	<p>ISE II</p> <p>Is there anything that feels similar?</p>	<p>ISE II</p> <p>What do your friends say about it?</p>	<p>ISE II</p> <p>Have you talked to your family about it?</p>	<p>ISE II</p> <p>Tell me what your family say about it.</p>	<p>ISE II</p> <p>What do you think your friends might say?</p>
<p>ISE II</p> <p>How do you think it might change in the future?</p>	<p>ISE II</p> <p>What might be the reason for this?</p>	<p>ISE II</p> <p>Why might that be?</p>	<p>ISE II</p> <p>How could you persuade someone to?</p>	<p>ISE II</p> <p>How could you persuade someone that it's better now than in the past?</p>	<p>ISE II</p> <p>How could someone persuade you not to?</p>
<p>ISE II</p> <p>What had you done before you?</p>	<p>ISE II</p> <p>If you had been born in your parent's generation, how different would life have been?</p>	<p>ISE II</p> <p>If you hadn't, what would you have done?</p>	<p>ISE II</p> <p>What might have happened if they hadn't?</p>	<p>ISE II</p> <p>Has anyone told you about?</p>	<p>ISE II</p> <p>How long have you beening?</p>