

ISE II (B2) Interview: preparing the Interactive Task

Level:

ISE II (CEFR B2)

Time:

3 x 45 minutes

Aims:

- ✓ To prepare for the Interactive Task - what is it? What do you need to do?
- ✓ To show students good examples of the Interactive
- ✓ To show students how to avoid mistakes in the Interactive Task
- ✓ To practise the Interactive Task in role plays

Resources and preparation:

- Trinity DVD or DVDs from the Trinity website: www.trinitycollege.co.uk
- Handout 1 (H/O1) - **Language and skills for the Interactive Task, ISE II**
- Handout 2 (H/O2) - A **Demonstration Prompt** for a strong student to role play the teacher. N.b. Only 1 copy is necessary, this is not for the whole class.
- Handout 3a (H/O3a): **Prompts for Speaker A, ISE II**

Procedure:

1. Introducing the Interactive Task (up to 45 minutes):

i) Showing a DVD of the Interactive Task (up to 25 minutes):

Tell the students they are going to watch a DVD of an Interactive Task. Show the students the following list on the black/white board (ideally, you should write this before the lesson begins):

Basic skills for an Interactive Task: all students at ISE II must at least -

- ✓ Start the interaction by asking for more information.
- ✓ Ask the examiner questions and make comments.
- ✓ Invite the examiner to make comments.
- ✓ Take responsibility for maintaining the interaction between the student/examiner.

Next, show the DVD. Tell the students to look for the examples in the box above. Tell them to notice whether they see the student demonstrating these skills.

Show the DVD of Anthasia doing the Interactive Task.

After watching the DVD(s), ask the class if they saw the candidate demonstrating all 4 skills. Ask them for any examples of what the candidate did correctly. Accept as many suggestions as possible and be as positive as possible. Finish by telling the students that what the examiner needs to see is that you can take control of the conversation and keep the examiner involved by asking relevant questions to develop the conversation.

ii) The language and skills of the Interactive Task (up to 20 minutes):

Now give the class copies of H/O1. Give them a few minutes to read through the list of language and skills that they need to demonstrate. Explain that some language and skills must always be demonstrated and other language and skills are required depending on the situation that the examiner reads to you.

Tell the class that they are going to watch the DVD again. This time they need to tick (✓) the boxes on H/O1 that describe what the candidate is doing. Answers:

Athanasia ISE II

✓	ask for further information
✓	comment on the examiner's responses
✓	encourage comments and opinions from the examiner
✓	take, give up and offer turns when appropriate

✓	speculate
✓	give advice
✓	make suggestions
	describe past habits
	express impossibility
	persuade and discourage
✓	express feelings and emotions
✓	report the conversations of others
	express possibility and uncertainty
	express agreement and disagreement
	highlight advantages and disadvantages

2. Practising the Interactive Task (up to 45 minutes):

i) 1st role play (25 minutes):

Divide the class into 2 groups, A and B (e.g. divide the room into halves, rows, small groups of 4-6, or whatever is practical). Give the A students H/O3. Tell the A students that they should look at Speaker A prompts, **Prompt 1**. They are going to be examiners and they need to invent a 'backstory' - the story of what has already happened until now. They should work together in their small groups to try and invent a 'backstory'.

At the same time, students in the B groups should look at H/O1 and look at the box of language and skills for ISE II. They should think of phrases and questions they can use to express everything in the list. They are going to be the candidates.

For the teacher: here are some examples of language that the students could use. If you prefer, you could teach these examples in an earlier lesson, before preparing Trinity. Please remember that these are **only examples**, they are **not essential phrases**. There are many different ways of expressing these functions:

ISE II - example language for demonstrating the functions

speculate	<i>I wonder what might happen... It could have been caused by...</i>
give advice	<i>You should/ought to... If I were you...</i>
make suggestions	<i>Why don't you...? Have you thought about...?</i>
describe past habits	<i>I used to... We would...</i>
express impossibility	<i>It can't have been... That would never happen...</i>
persuade and discourage	<i>You should consider... I wouldn't... if I were you.</i>
express feelings and emotions	<i>It makes me...</i>
report the conversations of others	<i>He/she told/promised/warned me that...</i>
express possibility and uncertainty	<i>That might help... I'm not sure about that...</i>
express agreement/disagreement	<i>I see what you mean... I'm not sure I agree...</i>
highlight advantages/disadvantages	<i>On the one hand... However, on the other hand...</i>

After 10 minutes, tell the students that they are now going to do a role play exam. Tell them to sit in A+B pairs (x2). If you have students of different Grades in the class, put together A+B with the same Grade. Tell the students that the A is going to be the examiner and must read out Prompt 1. The B is going to be the student and has to start the conversation, by demonstrating all of the skills and language they have prepared. After 5 minutes, stop the activity. Tell the students to discuss which language was used by B. Did they do everything?

ii) Five common problems to avoid in the Interactive (background information for teachers)

One of the best ways to stop misconceptions and misunderstandings is to illustrate ways in which the activity *shouldn't* be done. The demonstration of 5 ways to do the Interactive badly is a very effective way of doing this.

In summary, the 5 mistakes to avoid are:

- 1/. Don't interrupt the instructions.
- 2/. Don't focus only on 1 word from the prompt.
- 3/. Don't just ask 1-word questions.
- 4/. Don't talk about yourself, talk about the examiner's situation.
- 5/. Ask questions to find out more information before you give advice or make comments.

You can write these 5 points on the board after the activity.

iii) How to demonstrate these 5 mistakes (20 minutes): This is a fun activity and students will enjoy it, if you are a bit over dramatic. Once you have finished, elicit any positive feedback and give the students the chance to ask any questions. Choose a student that you think is going to be strong enough to play the role of the examiner. You then pretend to be a student. Pretending to be the student, you then demonstrate five different ways to do the Interactive badly. After each demonstration, ask the class what you're doing wrong. Give the strong student you have selected the Demonstration Prompt on H/O2. Here are the instructions for doing the demonstration:

Example 1:

The first time, the 'examiner' reads the introduction and the prompt and you constantly interrupt them with, "yeah, I know, I know, yes, yes, yes" type comments. Ask the class what you're doing wrong. Keep accepting guesses until somebody says: 'you shouldn't interrupt the examiner'. Congratulate the class on getting the correct answer. Be positive.

Examples 2-5:

For the next four examples, the 'examiner' reads the actual prompt not the introduction. The ways in which you get it wrong each time are:

- 2/. Just talking about colleges without talking about the examiner's problems
- 3/. Just asking one-word questions
- 4/. Talking only about yourself, I..I..I..
- 5/. Just giving advice without even asking what's wrong.

3. The 2nd and 3rd role plays (Up to 45 minutes)

i) Preparing for the 2nd role play (15 minutes)

Organise this activity in a similar way to the previous role play, except this time, divide the class into 3 groups: A, B and C. Try to give people a different role from the last time.

A = students B = examiners C = observers

Each group needs to look at handouts:

The students (A):

Look at the language on H/O2.

Examiners (B):

Look at H/O3. All students should look at example 2 on their handouts.

The observers (C):

Look at both H/O2 (Language) and H/O3 (Prompts) - make sure they are looking at the correct language and prompts for their Grade.

Give the groups 15 minutes' preparation time: The students (A) think of phrases they can use for their language list. The examiners (B) think of some ideas for their backstory. The observers (C) think about how the language list and prompt can work together.

ii) Doing the 2nd role play (10 minutes)

Put A, B and C students from the same Grade together in groups of 3.

The examiners start by reading their prompts

The students ask the examiner for more information and let the conversation develop.

The observers must note all good examples of language that they hear. They must be prepared to tell the students if they used all of the language on H/O2 and if they avoided the 5 mistakes that you demonstrated in the 'ways not to do the Interactive Task' activity.

After 5 minutes, stop the activity and give the observers 2 minutes to tell the students all of the positive things that they did. Students need a lot of positive signals to gain confidence.

iii) The 3rd role play (20 minutes)

Change the students' roles and repeat the last activity. Make sure that they are now using a new prompt: Prompt 3 on H/O3.

Option: If you have time or want more examples, play more samples from the Trinity DVD or the Trinity website. Encourage the students to tell you what the student is doing right, and if there is anything that they could do better.

Handout 1 - Language & skills for the Interactive: ISE II

ISE II

You must always:

	ask for further information
	comment on the examiner's responses
	encourage comments and opinions from the examiner
	take, give up and offer turns when appropriate

And when appropriate:

	speculate
	give advice
	make suggestions
	describe past habits
	express impossibility
	persuade and discourage
	express feelings and emotions
	report the conversations of others
	express possibility and uncertainty
	express agreement and disagreement
	highlight advantages and disadvantages

Handout 2: Interactive Phase - a demonstration prompt

For the student: you are going to pretend to be the examiner. You have to read out the 'Instructions' and the 'Prompt'. You will need to invent a story to help to keep the conversation going. You can use the 'Hints' to help you think of things to say.

Instructions:

'For the next part, I'll tell you something. Then you have to ask me questions to find out more information. You need to keep the conversation going. After about four minutes, I'll end the conversation. Are you ready?'

Prompt:

My local college has a great range of courses and I'd really like to study something, but I'm not sure which course to take.

*Hints:

- You haven't studied at college for some years and feel nervous.
- You're not sure if you would choose something physical or academic.
- But when you were at school, you used to be good at art.
- Your family thinks it's a good idea.
- Advantages: you would be able to do something independently.
you would be able to meet new friends.
- Disadvantages: you would have to go alone with no other friends.

Handout 3: example ISE II Interactive prompts - **SPEAKER A**

ISE II, Prompt 1 - Speaker A:

If I hadn't met my best friend, I think my life would have been different in many ways.

ISE II, Prompt 2 - Speaker A:

It's often said that life was much better 100 years ago, but I'm not sure I agree.

ISE II, Prompt 3 - Speaker A:

When I came back from holiday, my neighbour told me about some strange things that had happened in the street while I was away.