ISE II (B2) Interview: preparing to discuss the Portfolio

Level:
ISE II

Time:
3 x 45 minutes (+ Homework)
1 x optional extra 45 minutes

Aims:

✓ To develop candidates' awareness of the 'process' of writing their Portfolio tasks.

✓ To guide candidates' preparation for their Portfolio discussion: how do they discuss the process of writing?

✓ To give candidates practice in discussing the process and content of their work in a communicative way.

Resources:

○ The students' own 3 completed Portfolio tasks

○ Handout 1 (H/O1): Writing your Portfolio – Stages and Sequence - Teacher's copy

○ Handout 1 (H/O1): Writing your Portfolio – Stages and Sequence - Students' copy

○ Handout 2 (H/O2): Ways of discussing the Portfolio writing process

○ Handout 3 (H/O3): Example language of ISE II (this is the same H/O as Interview Lesson Plan 1)

○ DVD clips of the Portfolio discussion for ISE II

Handout 1

Handout 2

Handout 3

Procedure:

1. Ideas for discussing students' completed Portfolio tasks (45 minutes+homework)

i) Writing the Portfolio – which sequence? (15 minutes)

Ask the students to have a quick look at their 3 completed Portfolio tasks that they are going to present in the exam. Now give them H/O1. Ask pairs of students to decide which is the best sequence for preparing their Portfolios tasks. (There is a teacher's answer sheet in these notes.)

Do some class feedback on what they think is the best process. Allow a discussion, but do not develop the discussion too much as 'the perfect way' is not the point of this exercise. Please remember that although Trinity suggests a recommended way of preparing the Portfolio tasks (which is given on the teacher's answer sheet) you need to re-assure students that the examiner is not going to test them on one perfect way of preparing. The point is that they should be able to explain orally how they prepared their Portfolio tasks, what they learned from the process and what they might do differently next time.

ii) Watch a DVD clip of the Portfolio discussion (10 minutes)

Tell the class that you're going to show them a clip of someone at ISE II discussing their Portfolio. Tell the students to listen for the types of questions the examiner uses.

After watching the DVD, ask the students to tell you examples of questions that they heard the examiner use. Write some example questions on the black/whiteboard. Tell the class that:

> "The examiner might ask you about the **content of your Portfolio**. But **also**, the examiner might ask you about **the process of writing your Portfolio**. You need to plan to talk about both the process of writing each task and the content."

iii) Preparing for examiner questions (15 minutes)

Tell the class to look at their 3 best completed Portfolio tasks (which will be given to the examiner on the exam day). Tell the students to choose ONE of their completed tasks to work with for the next exercise. Tell the class:

> "Because the examiner is going to ask you about both the **process of writing the Portfolio and the content of each Portfolio,** we have to plan how we might answer the examiner's questions. I'm going to give you a handout with possible examiner questions. You have to think about how you would answer these examiner questions in order to discuss ONE of your Portfolio tasks."

Give each student a copy of H/O2. Ask students to work together in pairs to help each other complete the question boxes for their 1st Portfolio task. Tell the class they can write notes, but they don't need to write long, full sentences. This activity will also recycle some of the ideas from H/O1. Tell them they have 10 minutes to look at all of the questions. Tell them it's ok if they have different answers to their partners - they can discuss the differences. After 10 minutes, ask for a few example answers from the class.

If some students finish early, tell them to choose another completed Portfolio task that they have written and repeat the exercise in section 3.

IMPORTANT! In ISE I, II, III and IV Portfolio discussions, the candidates MUST ask the examiner one question. They must think of a question using the language of ISE II to include on H/O2.

Homework task: tell the students to repeat the exercise in Section iii) for homework until they have answered the possible examiner questions for all 3 of their completed Portfolio tasks.

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2. **Which language items and function to use when discussing the Portfolio with the examiner (45 minutes+homework; another 45 minutes in the next lesson)**

  - The class will need H/O2 and H/O3, plus their 3 x best Portfolio tasks

i) Example ISE II language (H/O3) (10 minutes)

Warm-up: do a class brainstorm - ask the class to try and remember as many of the ISE II language and functions as they can. Give the class 2 minutes to work in pairs and then ask the whole class for their ideas for another 3 minutes. Then give the class H/O3 and tell them to see how many items they successfully remembered. Remind the class that the examiner needs to hear them using this language in the exam.

ii) Using the language of ISE II to answer examiner questions (20 minutes)

Tell the class to look at the notes they wrote on H/O2: ideas for discussing their Portfolio tasks. Now tell the class to also look at the language examples for ISE II on H/O3. Tell the class they have 15 minutes to think about how they can include the language of ISE II from H/O3 in their answers on H/O2. They can work in pairs, but they need to go quickly and think of ideas for each question.

Move around the class and encourage the students as they may find this task quite challenging. Tell them that they only need one or two ideas for each question. After 15 minutes, do a quick class feedback, asking them for some suggestions that they have thought of.

iii) Students role play the exam - discussing a Portfolio (15 minutes)

Ask students to work in pairs. Each student reads ONE of their partner's completed Portfolio scripts and prepares questions to ask, following the ideas in H/O2. They should think about what they'd like to know more about regarding the content of the script and the process of writing it. Set a time limit of 10 minutes.

In pairs, students role-play a Portfolio task discussion as if they were examiner and candidate. They can ask their partner any prepared question and their partner must try to use the language of ISE II in their reply. They have 2 minutes each to interview each other. Stop the activity after 5 minutes.

Homework task: the students take home a copy of their partners' other completed TWO Portfolio scripts and prepare more questions for use in the next lesson.

3. Repeating the role-play from Section 2 (45 minutes)

- The class will need H/O2 and H/O3, plus their 3 x best Portfolio tasks

i) Role play (45 minutes)

Students repeat the activity in 2.iii) above, discussing the TWO Portfolio task questions that they prepared for homework. But this time, give them more time, in order to ask more questions, use a greater range of language and develop confidence. Give each pair 4 x 10 minutes to interview each other about each other's two Portfolio tasks. Eg:

> A interviews B about Portfolio task 2 (10 minutes)
>
> B interviews A about Portfolio task 2 (10 minutes)
>
> A interviews B about Portfolio task 3 (10 minutes)
>
> B interviews A about Portfolio task 3 (10 minutes)

IMPORTANT! In ISE I, II, III and IV Portfolio discussions, the candidates MUST ask the examiner one question. Remind the students that they have to ask their 'examiner' partner at least ONE question during the role play.

Allow 5 minutes at the end to deal with any points, issues or any questions.

ii) (Optional) If you choose, you could repeat all of the role play but change the students' partners, for more question/answer/discussion practice. The more practice they have, the more prepared the students will feel in the real exam.

4. (Optional extension for further practice) (45 minutes)

Show more videos of the ISE II Portfolio discussion. Stop the video regularly and ask the students how they would answer the examiner's question. Also, frequently ask the students what they would ask the examiner.

Handout 1: Writing your Portfolio - Stages and Sequence

Teacher's copy

This is Trinity's suggested stages and sequence (Please note, these are only suggestions. Teachers and students will have their own suggestions or planning styles.)

Choosing a task:

1/. Read all 15 of this year's Portfolio tasks.

2/. Choose at least one task from each of the 3 categories: Correspondence, Factual writing, Creative and Descriptive writing. Choose one of the three tasks to start.

Planning a task:

1/. What are the requirements for each task? How many components are there in my chosen task? What do I have to do?

2/. Which format do I need to use for my task? Report? Summary? Letter? Email? Story? Article?

3/. Do I need to do some research before I write my tasks?

4/. Check the ISE Syllabus for language: which language items and functions do I need to use?

Writing a task:

1/. Make a simple plan.

2/. Write my 1st draft.

3/. Check and edit my 1st draft before giving it to my teacher to check.

4/. Read my teacher's feedback on my Portfolio Feedback Form and review/correct my work.

5/. Write the final version of my task.

6/. Check/edit/correct the final version of my task.

Handout 1: Writing your Portfolio – Stages and Sequence

Students' copy

Here are some suggested stages for choosing, planning and writing your Portfolio tasks. Which sequence would you choose? Put a number in each box to indicate the sequence:

Choosing a task:

1	Read all 15 of this year's Portfolio tasks.
2	Choose at least one task from each of the 3 categories: Correspondence, Factual writing, Creative and Descriptive writing. Choose one of the three tasks to start.

Planning a task:

	What are the requirements for each task? How many components are there in my chosen task? What do I have to do?
	Do I need to do some research before I write my tasks?
	Which format do I need to use for my task? Report? Summary? Letter? Email? Story? Article?
	Check the ISE Syllabus for language: which language items and functions do I need to use?

Writing a task:

	Check/edit/correct the final version of my task.
	Check and edit my 1st draft before giving it to my teacher to check.
	Write my 1st draft.
	Write the final version of my task.
	Read my teacher's feedback on my Portfolio Feedback Form and review/correct my work.
	Make a simple plan.

Handout 2: Ways of discussing the Portfolio writing process

Choosing a Portfolio task:

Why did you choose this task? Have you written tasks like this before?

Planning a Portfolio task:

How did you plan your task? What did you do first?

Planning a Portfolio task:

Did you do any research? What did you do? Which resources did you use?

Writing a Portfolio task:

What tools did you use for writing and checking your work? Computer? Dictionaries? How did they help you?

Writing a Portfolio task:

What language and functions of ISE II did you try to include?

Writing a Portfolio task:

How did you decide that your work was the best that it could be?

Writing a Portfolio task:

If you were starting this task again, what might you do differently?

Writing a Portfolio task:

What comments would you make about the Portfolio writing process?

Asking the examiner:

What question would you like to ask the examiner about this task?