

The Interactive phase - ISE III

The purpose of the Interactive phase is for candidates to demonstrate their ability to take control of and maintain the interaction while demonstrating their ability to use the language functions and grammatical items of the grade.

- In the Interactive phase at ISE III, candidates are required to express the **language functions** of the level and demonstrate their control of the **grammatical items** listed for the level and the previous levels.
- In addition to general functions such as requesting information, some of the language functions listed for the particular level should arise naturally from each task prompt. Therefore, candidates must be able to understand and use the language functions of the level to take a full part in the exchange.
- It is important that, once the examiner has set up the situation, the **candidate takes responsibility** for the interaction by asking questions and commenting on the examiner's responses. The interaction will take the form of multiple turns, with the examiner's turns being much shorter than those of the candidate.
- In some cases the interaction may involve role play but the examiner and candidate are free to 'be themselves' so as to create as authentic an exchange as possible.
- In the Interactive phase, the responsibility for maintaining the interaction is the candidate's. If a candidate fails to maintain the interaction of this phase, the examiner will not intervene and take control. In such a case, the phase will not extend to the full four minutes and the candidate's performance will not be rated highly.
- Candidates may ask the examiner to repeat the initial oral prompt if necessary.

Those responsible for preparing candidates for the Interactive phase are strongly advised to help them practise:

- question formations using the grammatical structures of the level and preceding levels
- expressing the functions of the specific ISE level in a variety of ways
- holding conversations which naturally result in the use of the language functions of the specific ISE level
- strategies to maintain the flow of conversation
- taking the initiative and controlling the direction of the conversation.

On the following pages are some **SAMPLE** interactive prompts for ISE III. Please note these are samples and will **NOT** be used in an actual examination.

At ISE III, the examiner will introduce this phase by saying:

'In this task, I'll start by telling you something. You'll have to ask me questions to find out more information and make comments. It's **your responsibility to maintain the conversation. Are you ready?'**

ISE III - Sample interactive prompts

1. There was a programme on television a while ago asking people to choose a favourite period in history they would have liked to live in. I couldn't have disagreed more with some of their choices.

(Possible functions: justifying an argument, evaluating different standpoints, expressing reservations)

2. There's a huge problem in my area concerning the organisation of rubbish collection and disposal. We are supposed to be recycling more but at the moment it doesn't seem to be happening.

(Possible functions: inferring, expressing reservations, challenging arguments and opinions)

3. I recently read about a theft from an international art gallery. It seemed that international art thieves are becoming ever more ingenious.

(Possible functions: inferring, challenging arguments and opinions, expressing reservations)

4. A good friend of mine has asked me if he/she can be my lodger. There are certain benefits to the arrangement but I could be getting myself into hot water.

(Possible functions: evaluating different standpoints, expressing reservations, expressing caution, expressing empathy and sympathy)

5. I've read several reports about overcrowding in prisons. Some countries, I understand, have found very creative alternatives to prisons but not everyone agrees with them.

(Possible functions: justifying an argument, evaluating different standpoints, expressing reservations, challenging arguments and opinions)

6. People say that laughing is good for your health and I'm sure that's true. I always feel better after a good laugh and there are lots of things that make me laugh but sometimes I wonder if I should be laughing at them at all.

(Possible functions: inferring, justifying an argument, evaluating different standpoints, challenging arguments and opinions)

7. We all seem to get inundated all the time with appeals for money from different charities. You can't give to all of them and I find it very hard to decide which ones to support.

(Possible functions: inferring, expressing caution, evaluating different standpoints, expressing reservations, expressing empathy and sympathy)

8. Last week, I had someone in to do some home improvements for me but you should see what my house looks like now.

(Possible functions: inferring, expressing caution, challenging arguments and opinions, expressing reservations)

9. A friend of mine came to see me the other day and said he was desperate for my help. I really don't know what to do.

(Possible functions: inferring, expressing caution, expressing reservations, evaluating different standpoints, expressing empathy and sympathy)

10. People always talk about what period in the past they would like to have lived in. I'm happy to be living in the present when you think what the future could hold.

(Possible functions: inferring, evaluating different standpoints, justifying an argument, expressing reservations)

11. Last year I decided to study something new. I didn't learn much about the subject but attending the course changed my life.

(Possible functions: inferring, expressing caution, challenging arguments and opinions)

12. I've heard about people getting married in some very strange places and in unusual ways. It does make me wonder how serious these people are about marriage.

(Possible functions: inferring, justifying an argument, challenging arguments and opinions, evaluating different standpoints)

13. I really feel I ought to tell my boss how unhappy many of the staff are and how low morale is at the moment but it's a very difficult thing to do and I don't know whether to go ahead or leave it.

(Possible functions: evaluating different standpoints, justifying an argument, expressing caution, expressing empathy and sympathy)

14. My sister complains that her husband never helps with the housework but at the same time she gets her daughter to help with the washing-up and lets her son sit and do nothing. I often talk to her about it but she can't see what I'm getting at.

(Possible functions: evaluating different standpoints, justifying an argument, challenging arguments and opinions, expressing empathy and sympathy)

15. At my son's school they've been discussing whether subjects like music and dance should be a compulsory part of the curriculum or if they should be optional extras. The problem is no one can seem to agree on the matter.

(Possible functions: justifying an argument, challenging arguments and opinions, evaluating different standpoints)

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