

## Classroom activity 4 – Preparing the conversation

**Grade:** GESE Grades 7-9 (CEFR B2)

**Focus:** The Conversation phase

**Time:** 60 minutes (plus an optional 15 minutes)

**Aims:**

- ▶ To prepare vocabulary for the subject areas for the Conversation phase
- ▶ To practise asking and answering questions on the subject areas for the Conversation phase

**Materials needed:**

- ▶ Worksheet 1 – Grade 7 Subject areas for the Conversation phase
- ▶ Worksheet 2 – Grade 8 Subject areas for the Conversation phase
- ▶ Worksheet 3 – Grade 9 Subject areas for the Conversation phase
- ▶ Worksheet 4 – Example prompts for Grade 7
- ▶ Worksheet 5 – Example prompts for Grade 8
- ▶ Worksheet 6 – Example prompts for Grade 9

### Preparation

1. Cut up Worksheets 4, 5 and 6 into individual cards for the students to use and practise with. You need to have one set of cards per group, per Grade. (If you have already done this in Classroom activity 2, you can just re-use the same cards.)
2. To create interest, bring pictures or objects that represent the six subject areas for the Conversation phase. Ask the students to decide what each object represents. Suggestions for objects:

Grade 7

- ▶ Education: picture of a teacher, picture of students studying, classroom objects
- ▶ National customs: pictures of events or street scenes from other countries
- ▶ Village and city life: pictures of a village and a city (next to each other)
- ▶ National and local produce and products: local foods and drinks
- ▶ Early memories: pictures of a young child, children playing
- ▶ Pollution and recycling: recycling image, a rubbish bag.

Grade 8

- ▶ Society and living standards: pictures of a poor and a rich street
- ▶ Personal values and ideals: give a list of ideas, eg: respect, love, honesty, family, etc.
- ▶ The world of work: pictures people doing different jobs
- ▶ Unexplained phenomena and events: pictures of UFOs, ghosts (if appropriate)
- ▶ National environmental concerns: pictures of pollution, a power station
- ▶ Public figures past and present: pictures of actors, the prime minister/president, etc.

Grade 9

- ▶ Dreams and nightmares: picture of someone having a nightmare, common dream images, eg flying
- ▶ Crime and punishment: picture of a police officer, police car, handcuffs
- ▶ Technology: a mobile phone, mp3 player
- ▶ Habits and obsessions: pictures of people biting their nails, etc
- ▶ Global environmental issues: pictures of factories, floods, polar bear on an iceberg
- ▶ Design: pictures of furniture, blueprints, fashion, mobile phones.

## In class

### Students remember questions/prompts (10 minutes)

1. Put all of the students together according to their grade (7, 8 or 9). Then put all of the students into small groups of two (or three, if necessary), with students from the same Grade working together.
2. Ask the students to try and remember as many questions as possible that they can ask for their grade. (The students should try to remember questions from Classroom activity 1 or 2 if they have already done it.) Tell the students they have 6-7 minutes.

### Stimulate interest (10 minutes)

1. Show the students the objects that you brought for their grade. Tell them they have 5 minutes to decide what the objects represent.
2. After 5 minutes, give Worksheet 1 to the Grade 7 students, Worksheet 2 to the Grade 8 students and Worksheet 3 to the Grade 9 students.

### Question preparation (20 minutes)

1. Give the students the example prompt cards for their grade (Worksheets 4, 5 and 6). Tell the students they now have to use the prompt cards to create at least two to three questions for each subject area for the Conversation phase. The students should write their questions on their worksheets.
2. The students can use the question cards to help them. They can use the question that they thought of at the beginning of the lesson. The students can also think of new questions if they want to. Tell the students they have 15 minutes to think of all of their questions.

### Students interview each other (20 minutes)

1. The students have now made their questions. Tell them to sit with a new person from the same grade (eg Grade 7 students change partners with other Grade 7 students and Grade 8 students change partners with other Grade 8 students, etc). There should be two students of the same grade in each group. If the numbers of people are not perfect, then you can allow three students in one group.
2. Tell the students that one of them is the 'examiner' and one of them is the 'candidate'. (If necessary, you can have two examiners in one group of three people.) Give them 1 minute to decide who is who.
3. They are now going to talk about themselves. Tell the students that the 'examiner' has 5 minutes to interview the 'candidate', using their own prompts.
4. After 5 minutes, tell the 'examiners' and 'candidates' to change roles: the 'examiner' becomes the 'candidate' and the 'candidate' becomes the 'examiner'. Stop the activity after another 5 minutes and ask the class for feedback or questions.

### Optional – reflection (15 minutes)

In groups, students select and write down the ten most useful questions or phrases of the lesson.

**Worksheet 1 – Subject areas for conversation Grade 7**

**Education:**

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**National customs:**

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**Village and city life:**

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**National and local produce and products:**

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**Early memories:**

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**Pollution and recycling:**

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**Worksheet 2 – Subject areas for Conversation Grade 8**

**Society and living standards:**

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**Personal values and ideals:**

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**The world of work:**

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**Unexplained phenomena and events:**

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**National environmental concerns:**

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**Public figures past and present:**

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**Worksheet 3 – Subject areas for Conversation Grade 9**

**Dreams and nightmares:**

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**Crime and punishment:**

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**Technology:**

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**Habits and obsessions:**

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**Global environmental issues:**

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**Design:**

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**Worksheet 4 – example prompts for Grade 7**

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

<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 7</p> <p>Tell me about how ... used to be.</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 7</p> <p>What did you use to do when you were younger?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 7</p> <p>Is the situation different today, compared to how it used to be?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 7</p> <p>I don't know if ... is better than it used to be.</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 7</p> <p>Tell me about how ... is used.</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 7</p> <p>Why is ... used?</p>
<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 7</p> <p>How could it be improved?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 7</p> <p>What should be done in the future?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 7</p> <p>If the situation changed, what would you miss?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 7</p> <p>Is it because of ...?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 7</p> <p>Is it due to ...?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 7</p> <p>Tell me about a person who helps this situation.</p>
<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 7</p> <p>If you could change one thing, what you would change?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 7</p> <p>What do you think I might enjoy?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 7</p> <p>What would you recommend I try?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 7</p> <p>If you had the opportunity, what would you do differently?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 7</p> <p>Tell me about the advantages/disadvantages.</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 7</p> <p>Not everyone has the same opinion. Do you agree with your friends?</p>

## Worksheet 5 – example prompts for Grade 8

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

<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 8</p> <p>How does ... make you feel?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 8</p> <p>Is there anything that feels similar?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 8</p> <p>What do your friends say about it?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 8</p> <p>Have you talked to your family about it?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 8</p> <p>Tell me what your family say about it.</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 8</p> <p>What do you think your friends might say?</p>
<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 8</p> <p>How do you think it might change in the future?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 8</p> <p>What might be the reason for this?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 8</p> <p>Why might that be?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 8</p> <p>How could you persuade someone to ...?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 8</p> <p>How could you persuade someone that it's better now than in the past?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 8</p> <p>How could someone persuade you not to ...?</p>
<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 8</p> <p>What had you done before you ...?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 8</p> <p>If you had been born in your parent's generation, how different would life have been?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 8</p> <p>If you hadn't ..., what would you have done?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 8</p> <p>What might have happened if they hadn't ...?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 8</p> <p>Has anyone told you about ...?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 8</p> <p>How long have you been ...ing ...?</p>

## Worksheet 6 – example prompts for Grade 9

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

<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>What do you hope might happen?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>What do you wish you could do?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>Is there anything you wish you could have done?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>Is there anything you wish hadn't happened?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>Is there anything you regret (not) doing?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>What do you think your friends might say?</p>
<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>What do you think could have been done differently?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>If you had to explain why ... happened, what would your best guess be?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>What should have been done?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>I'm not sure which is the better option: X or Y?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>I'm not sure which would have been the better option: X or Y?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>How could someone persuade you not to ...?</p>
<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>It can't have been easy.</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>What do you remember ...ing?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>Is there anything you didn't remember to do?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>What should we stop ...ing?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>I'm not sure I completely understand. Can you say that in a different way?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>How long have you been ...ing ...?</p>