

Classroom activity 5 – Preparing for the Conversation phase

Grade: GESE Grade 10 (CEFR C1)

Focus: The Conversation phase

Time: 60 minutes

Aims:

- ▶ To review the exam format
- ▶ To review the functions of GESE Grade 10
- ▶ To focus on using the functions in the Conversation phase
- ▶ To identify true statements about the Conversation phase
- ▶ To practise talking about social issues
- ▶ To identify examples of GESE Grade 10 functions

Materials needed:

- ▶ One copy of Worksheet 1, 2 & 3 for each student

Preparation

1. Make copies of Worksheets 1, 2 and 3 for all students.

In class

What do you know about the Conversation phase? (5 minutes)

1. Tell the students you are going to focus on the Conversation phase. Give them 2 minutes to discuss in pairs or small groups what they know about this phase. Encourage them to name as many subject areas as they can.
2. When they finish talking, take a few suggestions from the group and put them on the board. Don't confirm if their ideas are right or wrong at this point.

True or false? (10 minutes)

1. Give the students Worksheet 1 and ask them to work on it for about 4 minutes alone. They need to read each statement and tick the ones they believe are true and try to correct the false ones.
2. When they've finished, get them to check their answers in pairs, and then elicit and confirm the answers on the board as a group. Confirm which of their ideas from the first task were true too if they haven't been covered in the task.

How to prepare for the conversation phase (5 minutes)

1. Spend a few minutes eliciting and writing on the board ideas from the group about how to prepare for the conversation phase. Encourage your students to read the newspaper daily, focussing particularly on articles relating to the subject areas. Point out that they can search online versions of English language newspapers using key words from the subject areas, eg curriculum.
2. Tell them to note down relevant vocabulary from the articles. Encourage them to have conversations in their first language with friends and family members about the subject areas so they have plenty of ideas.

Talking about social issues – part 1 (10 minutes)

1. Tell the students you're going to give them about 10 minutes to discuss some statements about social issues. Explain that they will have two opportunities to discuss them.
2. The first time, you want to see what language they can use, and how accurately they speak so you can make suggestions on how they could make their conversations more complex and accurate the second time.
3. Put the students in pairs and give them about 7 minutes to discuss the questions on Worksheet 2. As they speak, note down examples of errors in grammar, lexis and pronunciation. Try to notice when students struggle to explain an idea.
4. If you can think of a suitable word or expression they could use, note down the way they say it and your suggestion. Encourage them to note down in their first language any words they can't think of in English.

- At the end, spend a few minutes asking them what they spoke about – focus on the subjects and ideas (not the language they used).

Feedback (10 minutes)

- Note down any examples of interesting language or errors you'd like to focus on with your students on the board, and give them about 5 minutes to decide if it's a good example or an error, and to correct any errors.
- After, elicit the answers and correct any errors on the board. Support them with the meaning, form and pronunciation of any challenging language. Try to focus their attention on good use of language of the grade, as well as mistakes.

Giving tentative answers (10 minutes)

- Tell the students you're going to focus on some good examples of language for GESE Grade 10. Give them Worksheet 3 and tell them to choose which option sounds more tentative between A and B for each answer. Make sure they understand what tentative means by doing the first one as an example. Get them to work alone for about 4 minutes, then compare their answers with their partner.
- Finally, elicit the correct answers, check they understand them, and model and drill their pronunciation.
- Use the grid in the answers below for guidance on what is tentative about the sentences. Make sure they understand that it's important to use the functions of GESE Grade 10 in their answers as much as possible.

Talking about social issues – part 2 (10 minutes)

- Get the students to work with a different partner. Tell them they are going to discuss the statements again. Encourage them to use tentative language and any other language you focussed on in feedback to the last task.
- Monitor and note down any good examples of the students using tentative language. After about 6 minutes, ask the group if they heard any new ideas in their second conversations, and then spend a few minutes pointing out any good examples of GESE Grade 10 language you heard them using.

Extension activity

In 'Talking about social issues – part 2', more advanced students could think of their own questions about social issues.

Further support activity

Weaker students could write model conversations contributions in 'Talking about social Issues – part 2' instead of speaking. They could be encouraged to use the tentative language from Worksheet 3 in their response.

After class

Students can find an article about social issues which they'd like to talk about in the next class. They could write two or three statements about the content of the article to discuss in class.

Answers

Worksheet 1

- False - The examiner will select 2 topics at random from the whichever list the candidate has chosen.
- True
- False - the candidate and the examiner share responsibility for the maintenance of the conversation.
- True - but the centre must notify Trinity in advance if the candidate is old enough to discuss list B. If so, the examiner will select 2 out of the 6 subject areas in list B. If not, the examiner will select 2 out of the 6 subject areas in list A.
- False - it is important.

Worksheet 3

- A
- A
- B
- A
- B

What makes the answers tentative?

	A	B
1	I suppose you could say they're growing up a bit faster but I don't think it's true of all kids.	No they're not – this is an exaggeration. Every kid is different – some grow up fast, some don't.
2	It's a little early to say, isn't it? I have to say it's not looking particularly good though!	How can we know – it's only been around for a few years. Let's wait and see.
3	They really are! No one cares about anyone else any more. People just look after number one.	There is quite a lot of evidence to suggest this, but I wouldn't want to make a sweeping statement like this about the whole of society.
4	I know it's silly but I think maybe robots might be able to help out one day.	In ten years' time we will have robots looking after sick and poor people – I'm sure of it.
5	This is ridiculous. Some people are never going to get better – what are they supposed to do?	I think this is a little bit shortsighted – there are some people who have long-term illnesses. I don't think we can expect them to miraculously cure themselves!

Worksheet 1 – The Conversation phase

Decide if the following sentences are true or false.

1. You can decide which subject area to talk about in the exam.
2. This phase lasts for up to 6 minutes.
3. You only need to answer questions in this phase.
4. There are 12 possible subject areas.
5. Grammatical accuracy is not important in this phase.

Worksheet 2 – Social Issues

Talk about the following statements with your partner.

1. Children are growing up too fast these days.
2. Social media will have long-term damaging effects on kids.
3. People are becoming more selfish and less society-minded.
4. It's no longer possible to look after everyone in our society because there are just too many people.
5. Welfare and benefits should only be available to people for a limited time.

Worksheet 3 – Choose the best answer

	A	B
1	I suppose you could say they're growing up a bit faster but I don't think it's true of all kids.	No they're not – this is an exaggeration. Every kid is different – some grow up fast, some don't.
2	It's a little early to say, isn't it? I have to say it's not looking particularly good though!	How can we know – it's only been around for a few years. Let's wait and see.
3	They really are! No one cares about anyone else any more. People just look after number one.	There is quite a lot of evidence to suggest this, but I wouldn't want to make a sweeping statement like this about the whole of society.
4	I know it's silly but I think maybe robots might be able to help out one day.	In ten years' time we will have robots looking after sick and poor people – I'm sure of it.
5	This is ridiculous. Some people are never going to get better – what are they supposed to do?	I think this is a little bit shortsighted – there are some people who have long-term illnesses. I don't think we can expect them to miraculously cure themselves!