

## Preparing the conversation

**Grade:** GESE Grade 4 (CEFR A2)

**Focus:** The Conversation phase

**Time:** 2 x 45 minutes

**Aims:**

- ▶ To prepare vocabulary for the subjects for conversation
- ▶ To practise asking and answering questions on the subjects for conversation
- ▶ To practise discussing the subjects for conversation interactively

**Materials needed:**

- ▶ Worksheet 1 – Subjects for conversation GESE Grade 4
- ▶ Worksheet 2 – GESE Grade 4 question cards (one set cut up for each group of two or three)

## Preparation

1. To create interest, bring objects that represent the six subjects for conversation. Suggestions for objects:
  - ▶ Holidays: holiday brochure, postcard, swimming costume
  - ▶ Shopping: a shopping bag
  - ▶ School and work: school books
  - ▶ Hobbies and sports: sports equipment
  - ▶ Food: a menu, a cake or other food
  - ▶ Weekend and seasonal activities: a non-school book, winter coat/hat.
2. Before the lesson, put your GESE Grade 4 objects on a table and cover them with a cloth or blanket. Don't let the students look at them when they enter the room.

## In class

### Session 1 – Planning questions

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

1. Put all of the students into small groups of two (or three, if necessary).
2. Then ask the students to try and remember as many questions as possible that they have used for the Conversation phase.

#### Stimulate interest (10 minutes)

1. Lift the blanket or cloth and show the class the objects that you have brought. Do not tell them what they represent.
2. Give them 1 minute to look at the objects and try to memorise them.
3. After 1 minute, cover the objects and tell the students they have 5 minutes to remember the objects and decide what they represent.
4. After 5 minutes, give the students Worksheet 1 and ask them, in their groups of two or three, to decide which object represents which subject for conversation.

#### Question preparation (20 minutes)

1. Give each group of two or three a set of question cards from Worksheet 2. Tell the students they now have to use the question cards to create at least two or three questions for each subject for conversation on Worksheet 1.
2. Tell the students they have 15 minutes to think of all of their questions. Make sure that the students think of questions for all subjects.
3. Also, make sure that each student has written down some example questions on their own worksheet as they will need a copy for the next activity.

**Group feedback of example questions (5 minutes)**

Ask the class for example questions from each subject area.

**Session 2 – Students practise asking and answering questions**

**Students interview each other about the subjects for conversation (35 minutes)**

1. The students have now practised making the questions. Now they need to practise answering them. Tell them they're going to do it six times - once for each subject area.
2. Tell the students to find a partner and sit with a new person.
3. Tell the students that you are going to tell them a subject area for conversation and they have 5 minutes to ask each other questions about this subject - and answer the questions!
4. After 5 minutes, tell the students to stand up and go and sit with a new partner. Once they are sitting with a new partner, give the class a new subject for conversation and let them ask and answer questions for 5 minutes.
5. Repeat this activity, changing partners and subject for conversation every 5 minutes until the class has discussed all six subject areas for conversation.

**Class feedback (5 minutes)**

Ask the students to tell you their favourite questions of the lesson.

**Ask the teacher! (5 minutes)**

Take off the blanket or cloth from the objects on the table at the beginning of the lesson. Invite the class to ask you questions connected to the objects and the subjects areas that they represent.

**Worksheet 1 – Subject areas for conversation**

**Holidays:**

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**Shopping:**

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**School and work:**

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**Food:**

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**Weekend and seasonal activities:**

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## Worksheet 2 – example prompts for Grade 4

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 4</p> <p>What are you going to do...?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 4</p> <p>Where are you going to...?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 4</p> <p>When did you...?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 4</p> <p>Where did you...?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 4</p> <p>What did you...?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 4</p> <p>What was the best moment in your last...?</p>
<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 4</p> <p>Tell me about where you...</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 4</p> <p>Tell me about what you...</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 4</p> <p>How did you...?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 4</p> <p>What's the difference between... and...?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 4</p> <p>Is there a difference between... and...? Tell me about it.</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 4</p> <p>Tell me about the worst...</p>
<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 4</p> <p>Tell me about the best...</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 4</p> <p>Tell me about what your last...</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 4</p> <p>Tell me about what your next...</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 4</p> <p>How often do you...?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 4</p> <p>What do you like and dislike about...?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 4</p> <p>When are you going to...?</p>