

Preparing the conversation

Grade: GESE Grade 5 (CEFR B1)

Focus: The Conversation phase

Time: : 2 x 45 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
- ▶ To practise discussing the subject areas for the Conversation phase interactively

Materials needed:

- ▶ Worksheet 1 – Subject areas for the Conversation phase
- ▶ Worksheet 2 – Question cards (one set cut up for each group of two or three)

Preparation

1. To create interest, bring objects that represent the six subject areas for the Conversation phase. Suggestions for objects:
 - ▶ Festivals: clothing or objects from a festival (local/religious/national)
 - ▶ Means of transport: car keys, bus or train ticket
 - ▶ Special occasions: birthday card
 - ▶ Entertainment: cinema/theatre tickets
 - ▶ Music: an instrument, a CD
 - ▶ Recent personal experiences: a diary/calendar indicating the last week
2. Before the lesson, put your 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 practising their topic.
3. If the students haven't prepared their topics yet, ask them to think of as many questions as possible to ask each other about their free time. Tell the students they have 6–7 minutes.

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. 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 area for the Conversation phase.

Question preparation (20 minutes)

1. Give each group of two or three a set of question cards from Worksheet 2.
2. Tell the students they now have to use the question cards to create at least two or three questions for each subject area for the Conversation phase on Worksheet 1.
3. 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.

4. 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 (5minutes)

Ask the class for example questions from each subject area.

Session 2 – Students practise asking and answering questions

Students interview each other about the subject areas for the Conversation phase (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 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. Let them ask and answer questions for 5 minutes.
5. Repeat this activity, changing partners and subject 5 minutes until the class has discussed all six subject areas for the Conversation phase.

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 subject areas that they represent.

Worksheet 1 – Subject areas for conversation

Festivals:

Means of transport:

Special occasions, eg birthday celebrations:

Entertainment, eg cinema, television, clubs:

Recent personal experiences:

Worksheet 2 – example prompts for Grade 5

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

<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 5</p> <p>Have you ever...?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 5</p> <p>How many times have you...?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 5</p> <p>How long did you... for?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 5</p> <p>How long have you... for?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 5</p> <p>How long will you... for?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 5</p> <p>Do you think you'll ever...?</p>
<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 5</p> <p>How long do you think you'll...?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 5</p> <p>When do you think you'll...?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 5</p> <p>Where do you think you'll?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 5</p> <p>Why have you...?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 5</p> <p>Tell me about why you...</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 5</p> <p>Tell me about which you prefer: X or Y?</p>
<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 5</p> <p>Why?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 5</p> <p>How has... changed in the last 2/5/10 years?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 5</p> <p>Have you ever...? Tell me about it.</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 5</p> <p>Have you ever been to...? Tell me about it?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 5</p> <p>Why did you...?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 5</p> <p>Why do you prefer...?</p>