

## Preparing the conversation

**Grade:** GESE Grade 7 (CEFR B2.1)

**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 – GESE Grade 7 Subject areas for the Conversation phase
- ▶ Worksheet 2 – Example prompts for Grade 7

## Preparation

1. Cut up Worksheet 2 into individual cards for the students to use and practise with. You need to have one set of cards per group.
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:
  - ▶ 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

## In class

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

1. Put all of the students into small groups of two (or three, if necessary).
2. Ask the students to try and remember as many questions as possible that they can ask for their grade. 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.

### Question preparation (20 minutes)

1. Give the students the example prompt cards for their grade (Worksheet 2). 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. 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**

**Education:**

---

---

---

---

**National customs:**

---

---

---

---

**Village and city life:**

---

---

---

---

**National and local produce and products:**

---

---

---

---

**Early memories:**

---

---

---

---

**Pollution and recycling:**

---

---

---

---

## Worksheet 4 – Example prompts for GESE 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>