

Preparing the conversation

Grade: GESE Grade 9 (CEFR B2.3)

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 9 Subject areas for the Conversation phase
- ▶ Worksheet 2 – Example prompts for GESE Grade 9

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:
 - ▶ 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, a laptop
 - ▶ 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 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 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

Dreams and nightmares:

Crime and punishment:

Technology:

Habits and obsessions:

Global environmental issues:

Design:

Worksheet 2 – 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>TRINITY COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>What do you hope might happen?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>What do you wish you could do?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>Is there anything you wish you could have done?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>Is there anything you wish hadn't happened?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>Is there anything you regret (not) doing?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>What do you think your friends might say?</p>
<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>What do you think could have been done differently?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>If you had to explain why ... happened, what would your best guess be?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>What should have been done?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>I'm not sure which is the better option: X or Y?</p>	<p>TRINITY 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>TRINITY COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>How could someone persuade you not to ...?</p>
<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>It can't have been easy.</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>What do you remember ...ing?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>Is there anything you didn't remember to do?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>What should we stop ...ing?</p>	<p>TRINITY 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>TRINITY COLLEGE LONDON</p> <p>GESE Grade 9</p> <p>How long have you been ...ing ...?</p>