

Questions, comments and suggestions

This worksheet will help you with:

- ▶ conversation in all situations
- ▶ GESE Grade 7, interactive and conversation phases
- ▶ ISE I, conversation task

Activity 1

Asking for information, making a comment and making a suggestion.

Read the sentence spoken by Helen, and ten possible responses. For each response, 1-10, decide what its function is (A-E) – that is, what the speaker is doing.

Helen: It's my friend's birthday soon, and I'm trying to think of a way to help her celebrate.

Functions (what the speaker is doing)

- A asking for information
- B making a comment
- C making a suggestion
- D checking that you've understood
- E unclear, so not a good response

Number	Response	Function (choose from A-E)
1	Why don't you organise a party?	C
2	That's really nice of you.	B
3	So you want to organise something for her?	D
4	Have you thought about organising a party?	C
5	What does she like doing?	A
6	You mean doing something special for her?	D
7	She's a good friend of yours.	E
8	How old will your friend be?	A
9	I'm sure she'll appreciate that.	B
10	Is it her birthday?	E

Check that the students understand the functions and can think of an example.

Check students' answers, and stress

- ▶ the need to ask for information clearly – which usually means in an interrogative (question) sentence
- ▶ the need to check you've understood, if you aren't sure
- ▶ the need, often, to ask for further information before making a suggestion

Elicit ways of making a suggestion, using questions such as

- ▶ Why don't you ... ?
- ▶ Why not ... ?
- ▶ What about (doing) ... ?
- ▶ How about (doing) ... ?

Activity 2

Asking questions.

Read Helen's sentence again, and six questions you could ask her. Complete the six questions with the right word.

Helen: It's my friend's birthday soon, and I'm trying to think of a way to help her celebrate.

Number	Question
1	..... <u>When</u> is her birthday?
2	..... <u>Where</u> does she live?
3	..... <u>What</u> does she like doing?
4	..... <u>How</u> do you think she'll react?
5	..... <u>What</u> sort of thing would she appreciate most?
6	..... <u>Would</u> she enjoy a party, do you think?

Activity 3

Asking questions.

Helen goes on to say:

I'm thinking of arranging a party for her.

Complete these questions with one word or a phrase.

Number	Response
1	..... <u>Would</u> she prefer to have a lot of people there, or just her closest friends?
2	..... <u>How</u> do you think she'd react to a surprise party?
3	..... <u>Do/Would</u> you want to have the party at your house or in a restaurant?
4	..... <u>Have</u> you organised one before?
5	..... <u>Does</u> she have a lot of friends?
6	..... <u>How much</u> do you want to spend?
7	..... <u>How many/</u> <u>Which</u> people would you invite?
8	..... <u>How</u> would you keep it secret?
9	..... <u>What</u> time of day would be best?
10	..... <u>Where</u> would be a good place to hold it?

Check students' answers. Remind them of the importance of using the correct word order in questions – normally an auxiliary verb (eg would, do, have) before the subject, as in 1-6 in Activity 2.

Students could now plan a party in pairs or small groups, with one as 'Helen' and the others commenting, asking for information and making suggestions.



Star test-taker activity



Here are three things you should do in conversation, particularly in the interactive phase of the GESE tests. Draw a line from the beginning of each sentence (1-3) to the right ending (A-C).

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|--------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| 1) You should ask questions |  | A) to show what you think about something. |
| 2) You should make suggestions |  | B) to give the other person ideas for things they might consider doing. |
| 3) You should make comments |  | C) to get information or to show interest. |