

## Preparing the conversation

**Grade:** GESE Grade 8 (CEFR B2.2)

**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 8 Subject areas for the Conversation phase
- ▶ Worksheet 2 – Example prompts for GESE Grade 8

## 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:
  - ▶ Society and living standards: pictures of a poor and a rich street
  - ▶ Personal values and ideals: give a list of ideas, eg respect, love, honesty, family, etc
  - ▶ The world of work: pictures people doing different jobs
  - ▶ National environmental concerns: pictures of pollution, a power station
  - ▶ Public figures past and present: pictures of actors, the prime minister/president, etc

## 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**

**Society and living standards:**

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**Personal values and ideals:**

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**The world of work:**

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**National environmental concerns:**

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**Public figures past and present:**

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## Worksheet 2 – Example prompts for GESE Grade 8

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 8</p> <p>How does ... make you feel?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 8</p> <p>Is there anything that feels similar?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 8</p> <p>What do your friends say about it?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 8</p> <p>Have you talked to your family about it?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 8</p> <p>Tell me what your family say about it.</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 8</p> <p>What do you think your friends might say?</p>
<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 8</p> <p>How do you think it might change in the future?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 8</p> <p>What might be the reason for this?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 8</p> <p>Why might that be?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 8</p> <p>How could you persuade someone to ...?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 8</p> <p>How could you persuade someone that it's better now than in the past?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 8</p> <p>How could someone persuade you not to ...?</p>
<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 8</p> <p>What had you done before you ...?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 8</p> <p>If you had been born in your parent's generation, how different would life have been?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 8</p> <p>If you hadn't ..., what would you have done?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 8</p> <p>What might have happened if they hadn't ...?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 8</p> <p>Has anyone told you about ...?</p>	<p><b>TRINITY</b> COLLEGE LONDON</p> <p>GESE Grade 8</p> <p>How long have you been ...ing ...?</p>