



Classroom activity 4

PREPARING THE CONVERSATION

Grade: GESE Grade 7 (SELT B2)

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 – 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. (If you have already done this in Classroom activity 2, you can just re-use the same cards.)
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:

Grade 7

- ▶ 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 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. (The students should try to remember questions from Classroom activity 1 or 2 if they have already done both or one of these activities.) Tell the students they have 6-7 minutes.

Stimulate interest (10 minutes)

1. Show the students the objects that you brought. 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 (Worksheet 2). Tell the students they now have to use the prompt cards to create at least two or 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 questions 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 written their questions. Tell them to sit with a new person. If the number of students is not divisible by two, allow one group of three.
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 10 most useful questions or phrases of the lesson.

Worksheet 1 – Grade 7 subject areas for the Conversation phase

Education:

National customs:

Village and city life:

National and local produce and products:

Early memories:

Pollution and recycling:

Worksheet 2 – Example prompts for Grade 7

Cut these prompts into 18 individual cards.

IMPORTANT! These are only example prompts. The real exam will contain other questions.

TRINITY COLLEGE LONDON GESE Grade 7 Tell me about how ... used to be.	TRINITY COLLEGE LONDON GESE Grade 7 What did you use to do when you were younger?	TRINITY COLLEGE LONDON GESE Grade 7 Is the situation different today compared to how it used to be?	TRINITY COLLEGE LONDON GESE Grade 7 I don't know if ... is better than it used to be.	TRINITY COLLEGE LONDON GESE Grade 7 Tell me about how ... is used.	TRINITY COLLEGE LONDON GESE Grade 7 Why is ... used?
TRINITY COLLEGE LONDON GESE Grade 7 How could it be improved?	TRINITY COLLEGE LONDON GESE Grade 7 What should be done in the future?	TRINITY COLLEGE LONDON GESE Grade 7 If the situation changed, what would you miss?	TRINITY COLLEGE LONDON GESE Grade 7 Is it because of ...?	TRINITY COLLEGE LONDON GESE Grade 7 Is it due to ...?	TRINITY COLLEGE LONDON GESE Grade 7 Tell me about a person who helps in this situation.
TRINITY COLLEGE LONDON GESE Grade 7 If you could change one thing, what would you change?	TRINITY COLLEGE LONDON GESE Grade 7 What do you think I might enjoy?	TRINITY COLLEGE LONDON GESE Grade 7 What would you recommend I try?	TRINITY COLLEGE LONDON GESE Grade 7 If you had the opportunity, what would you do differently?	TRINITY COLLEGE LONDON GESE Grade 7 Tell me about the advantages and disadvantages.	TRINITY COLLEGE LONDON GESE Grade 7 Not everyone has the same opinion. Do you agree with your friends?