



Speaking activity

Interacting in a conversation

This worksheet will help you with:

- ▶ conversation in all situations
- ▶ GESE Grade 7 (SELT B2) – Interactive and Conversation phases

Activity 1

Read the sentence spoken by Jeremy and ten possible responses. For each response, 1–10, decide what its function (A–E) is – that is, what the speaker is trying to do by saying it.

Jeremy: I've offered to take my young nephew and niece out at the weekend and I'm trying to think of where to take them.

Functions (what the speaker is doing)

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

Number	Response	Function (choose from A–E)
1	How about taking them somewhere special that they wouldn't normally go to?	
2	That could be quite a tiring day for you!	
3	How old are they?	
4	What about doing something nobody else could organise for them, like taking them to your workplace?	
5	When you say 'at the weekend', how long exactly do you mean?	
6	I sometimes take my young cousin out.	
7	So, would you like me to suggest a few places you could go?	
8	Do you know if they both enjoy the same sort of thing?	
9	I'm sure they'll enjoy that.	
10	Do you know what sort of thing they'd enjoy?	

Activity 2

Complete this conversation by writing one of the sentences (A–G) in each gap. The sentences are on the next page.

Rosie: My doctor told me I need to get fit, but I don't like doing exercise. Have you got any suggestions?

You: _____

Rosie: Well, yes, I suppose that's what it comes down to.

You: _____

Rosie: My doctor didn't say exactly. I suppose I need to be able to walk further without getting out of breath.

You: _____

Rosie: No, but at the moment I don't often walk more than a kilometre or two a day, so maybe I could try to increase that.

You: _____

Rosie: I've never enjoyed it. It just seems like a way of spending time that's better spent doing other things. And some people get so obsessed about exercise!

You: _____

Rosie: I'd hate it. So many people go because they take exercise really seriously, and I'm sure I'd feel out of place.

You: _____

Rosie: Mm, that sounds like a much more sensible idea.

You: _____

Rosie: That would be perfect!

A Can you identify what it is about doing exercise that you dislike?

.....

B I know you won't really fancy this, but you could always join a gym.

.....

C You might find you really enjoy it, and you get fitter without noticing it!

.....

D Has your doctor set you a target, or a way of measuring your fitness?

.....

E Am I right in thinking you want to get fit but without doing any exercise?

.....

F Thinking outside the box for a minute, how about taking up an activity that would provide you with exercise without you being aware of it, like dancing?

.....

G When you say 'get fit', what do you mean?

.....

Activity 3

On the dotted line under each sentence (A–G) above, write its function in the conversation from this list:

Clarifying the situation

Checking you've understood a word

Making a comment

Asking for further information

Making a suggestion

Making a suggestion that might seem strange

Top-tip activity

Decide which five of the following a strong candidate is most likely to do in the Interactive phase of a test. Draw a star for 'Yes' or draw a line through the sentence for 'No'.

Make more suggestions than questions

☐

Talk about a similar situation you've been in

☐

Make sure you understand what you need to do

☐

Ask about the meaning of every word you don't understand

☐

Ask about the meaning of any word you don't understand that's important in the situation

☐

Avoid suggestions that might seem strange

☐

Show you understand how the other person might feel

☐

Wait for the other person to ask you to make a suggestion

☐

Take a very active role in the conversation

☐

Take time to form a detailed picture of the situation before making a suggestion

☐