

Preparing the conversation

Grade: GESE Grade 6 (CEFR B1)

Focus: The Conversation phase

Time: 2 x 45 minutes

Aims:

- ▶ To prepare vocabulary for the subjects for conversation
- ▶ To practise asking and answering questions on the subjects for conversation
- ▶ To practise discussing the subjects for conversation interactively

Materials needed:

- ▶ Worksheet 1 – Subject areas for the Conversation phase
- ▶ Worksheet 2 – Question cards (one set cut up for each group of two or three)

Preparation

1. To create interest, bring objects that represent the six subjects for conversation. Suggestions for objects:
 - ▶ Travel: a passport, train or plane ticket
 - ▶ Money: a wallet or purse
 - ▶ Fashion: a new item of clothing
 - ▶ Rules and regulations: a sign (maybe from school) saying what students must/mustn't do
 - ▶ Health and fitness: sports clothes, exercise DVD
 - ▶ Learning a foreign language: an English dictionary.
2. Before the lesson, put your objects on a table and cover them with a cloth or blanket. Don't let the students look at them when they enter the room.

In class

Session 1 – Planning questions

Students remember questions/prompts (10 minutes)

1. Put all of the students into small groups of two (or three, if necessary).
2. Then ask the students to try and remember as many questions as possible that they have used for practising their topic.
3. If the students haven't prepared their topics yet, ask them to think of as many questions as possible to ask each other about their free time. Tell the students they have 6–7 minutes.

Stimulate interest (10 minutes)

1. Lift the blanket or cloth and show the class the objects that you have brought. Do not tell them what they represent.
2. Give them 1 minute to look at the objects and try to memorise them.
3. After 1 minute, cover the objects. Tell the students they have 5 minutes to remember the objects and decide what they represent.
4. After 5 minutes, give the students Worksheet 1 and ask them, in their groups of two or three, to decide which object represents which subject area for the Conversation phase.

Question preparation (20 minutes)

1. Give each group of two or three a set of question cards from Worksheet 2.
2. Tell the students they now have to use the question cards to create at least two or three questions for each subject area for the Conversation phase on Worksheet 1.

3. Tell the students they have 15 minutes to think of all of their questions. Make sure that the students think of questions for all subjects.
4. Also, make sure that each student has written down some example questions on their own worksheet as they will need a copy for the next activity.

Group feedback of example questions (5 minutes)

Ask the class for example questions from each subject area.

Session 2 – Students practise asking and answering questions

Students interview each other about the subjects for conversation (35 minutes)

1. The students have now practised making the questions. Now they need to practise answering them. Tell them they're going to do it six times - once for each subject area.
2. Tell the students to find a partner and sit with a new person.
3. Tell the students that you are going to tell them a subject area and they have 5 minutes to ask each other questions about this subject - and answer the questions!
4. After 5 minutes, tell the students to stand up and go and sit with a new partner. Once they are sitting with a new partner, give the class a new subject. Let them ask and answer questions for 5 minutes.
5. Repeat this activity, changing partners and subject 5 minutes until the class has discussed all six subject areas for the Conversation phase.

Class feedback (5 minutes)

Ask the students to tell you their favourite questions of the lesson.

Ask the teacher! (5 minutes)

Take off the blanket or cloth from the objects on the table at the beginning of the lesson. Invite the class to ask you questions connected to the objects and the subjects areas that they represent.

Worksheet 1 – Subject areas for the Conversation phase

Travel:

Money:

Fashion:

Rules and regulations:

Health and fitness:

Learning a foreign language:

Worksheet 2 – Example prompts for GESE Grade 6

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 6</p> <p>Tell me what you must/musn't do.</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 6</p> <p>What did you need to do when you...?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 6</p> <p>What do you need to do when you...?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 6</p> <p>What will you need to do when you...?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 6</p> <p>What's your opinion of...?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 6</p> <p>What do you think of...?</p>
<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 6</p> <p>Tell me what you were doing when you ...</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 6</p> <p>What do you do if...?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 6</p> <p>What do you think you'll do if...?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 6</p> <p>What might happen if...?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 6</p> <p>What were you doing this time last week/month/year?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 6</p> <p>What did you have to do when you...?</p>
<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 6</p> <p>Do you think you might...?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 6</p> <p>What do you have to do to...?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 6</p> <p>Next month I'm travelling to... What about you?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 6</p> <p>Why do you do it? To... or to...?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 6</p> <p>What were you doing when you...?</p>	<p>TRINITY COLLEGE LONDON</p> <p>GESE Grade 6</p> <p>Why?</p>