

## GESE Grades 7-9: preparing the Conversation Phase

**Level:**  
GESE Grades 7-9 (CEFR B2)

**Time:**  
1 x 60 minutes + optional 15 minutes

**Aims:**

- ✓ To prepare vocabulary for the Subjects for Conversation
- ✓ To practise asking and answering questions on the Subjects for Conversation


**Resources and preparation:**

- Handout 1 (H/O1): Subjects for Conversation - Grade 7
- Handout 2 (H/O2): Subjects for Conversation - Grade 8
- Handout 3 (H/O3): Subjects for Conversation - Grade 9
- Handout 4 (H/O4): Example prompts for Grade 7 (These are the same as in Lesson 2.)
- Handout 5 (H/O5): Example prompts for Grade 8 (These are the same as in Lesson 2.)
- Handout 6 (H/O6): Example prompts for Grade 9 (These are the same as in Lesson 2.)

**Teacher preparation before the lesson:**

- Cut up Handouts 4, 5 and 6 into individual cards for the students to use and practise with. You need to have one set of cards per group, per Grade. (If you have already done this in Lesson Plan 2, you can just re-use the same cards.)
- To create interest, bring pictures (try [www.google.com/images](http://www.google.com/images)) or objects that represent the 6 Subjects for Conversation. Ask the students to decide what each picture 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: *pizza, local foods and drinks*
- Early memories: *pictures of a young child, children playing*
- Pollution and recycling: *recycling image () , a rubbish bag, a breathing mask*

**GRADE 8:**

- Society and living standards: *pictures of a poor and a rich street*
- Personal values and ideals: *give a list of ideas, e.g: respect, love, honesty, family, etc.*
- The world of work: *pictures people doing different jobs*
- Unexplained phenomena and events: *pictures of ufo, ghosts*
- National environmental concerns: *pictures of pollution, a power station*
- Public figures past and present: *pictures of actors, the prime minister, etc.*

**GRADE 9:**

- Dreams and nightmares: *picture of someone having a nightmare, Freddie Kruger*
- Crime and punishment: *picture of a police officer, police car, handcuffs*
- Technology: *a mobile phone, mp3 player*
- Habits and obsessions: *pictures of people smoking, biting their nails, etc.*
- Global environmental issues: *pictures of factories, floods, polar bear on an iceberg*
- Design: *pictures of furniture, tattoos, mobile phones*

**Procedure:**

**1. Students remember questions/prompts (10 minutes)**

Put all of the students together according to their Grade 7, 8 or 9. Then put all of the students into small groups of 2 (or 3, if necessary), with students from the same Grade working together.

Ask the students to try and remember as many questions as possible that they can ask for their Grade. (The students should try to remember questions from Lesson Plan 1 or 2 which they have already done.) Tell the students they have 6-7 minutes

**2. Stimulate interest: show objects that represent the Subjects for Conversation (10 minutes)**

Show each Grade of students the objects that you brought for their Grade. Tell them they have 5 minutes to decide what the objects represent. After 5 minutes, give the H/O1 to the Grade 7 students, H/O2 to the Grade 8 students and H/O3 to the Grade 9 students.

**3. Question preparation (20 minutes)**

Give the students the example prompt cards for their Grade (H/Os 4, 5 and 6). Tell the students they now have to use the prompt cards to create at least 2-3 questions for each Subject for Conversation. The students should write their questions on their handouts.

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.

**4. Students interview each other (20 minutes)**

The students have now made their questions. Tell them to sit with a new person from the same Grade (e.g. Grade 7 students change partners with other Grade 7 students and Grade 8 students change partners with other Grade 8 students, etc.) There should be 2 students of the same Grade in each group. If the numbers of people are not perfect, then you can allow 3 students in one group.

Tell the students that one of them is the 'examiner' and one of them is the 'candidate'. (If necessary, you can have 2 examiners in one group of 3 people.) Give them 1 minute to decide who is who. 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.

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/any questions.

**5. Optional: reflection (15 minutes)**

In groups, students select and write down the 10 most useful questions/phrases of the lesson.

# *Subjects for* **Conversation**

**7**  
**GRADE**

**Education:**

**National customs:**

**Village and city life:**

**National and local produce and products:**

**Early memories:**

**Pollution and recycling:**

# *Subjects for* **Conversation**

**8**  
GRADE

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**Society and living standards:**

**Personal values and ideals:**

**The world of work:**

**Unexplained phenomena and events:**

**National environmental concerns:**

**Public figures past and present:**

# *Subjects for* **Conversation**

**9**  
GRADE

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**Dreams and nightmares:**

**Crime and punishment:**

**Technology:**

**Habits and obsessions:**

**Global environmental issues:**

**Design:**

## Handout 4: example prompts for Grade 7

IMPORTANT! These are only example prompts. The real exam will contain other questions. (Cut ✂ these prompts into 18 individual cards)

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

## Handout 5: example prompts for 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 8</b> COLLEGE LONDON</p> <p>How does .... make you feel?</p>	<p><b>TRINITY 8</b> COLLEGE LONDON</p> <p>Is there anything that feels similar?</p>	<p><b>TRINITY 8</b> COLLEGE LONDON</p> <p>What do your friends say about it?</p>	<p><b>TRINITY 8</b> COLLEGE LONDON</p> <p>Have you talked to your family about it?</p>	<p><b>TRINITY 8</b> COLLEGE LONDON</p> <p>Tell me what your family say about it.</p>	<p><b>TRINITY 8</b> COLLEGE LONDON</p> <p>What do you think your friends might say?</p>
<p><b>TRINITY 8</b> COLLEGE LONDON</p> <p>How do you think it might change in the future?</p>	<p><b>TRINITY 8</b> COLLEGE LONDON</p> <p>What might be the reason for this?</p>	<p><b>TRINITY 8</b> COLLEGE LONDON</p> <p>Why might that be?</p>	<p><b>TRINITY 8</b> COLLEGE LONDON</p> <p>How could you persuade someone to ....?</p>	<p><b>TRINITY 8</b> COLLEGE LONDON</p> <p>How could you persuade someone that it's better now than in the past?</p>	<p><b>TRINITY 8</b> COLLEGE LONDON</p> <p>How could someone persuade you not to ....?</p>
<p><b>TRINITY 8</b> COLLEGE LONDON</p> <p>What had you done before you ....?</p>	<p><b>TRINITY 8</b> COLLEGE LONDON</p> <p>If you had been born in your parent's generation, how different would life have been?</p>	<p><b>TRINITY 8</b> COLLEGE LONDON</p> <p>If you hadn't ...., what would you have done?</p>	<p><b>TRINITY 8</b> COLLEGE LONDON</p> <p>What might have happened if they hadn't ....?</p>	<p><b>TRINITY 8</b> COLLEGE LONDON</p> <p>Has anyone told you about ....?</p>	<p><b>TRINITY 8</b> COLLEGE LONDON</p> <p>How long have you been ....ing ....?</p>

## Handout 6: example prompts for Grade 9

IMPORTANT! These are only example prompts. The real exam will contain other questions. (Cut ✂ these prompts into 18 individual cards)

<p><b>TRINITY 9</b> COLLEGE LONDON</p> <p>Tell me about the theory of ....</p>	<p><b>TRINITY 9</b> COLLEGE LONDON</p> <p>What do you hope might happen?</p>	<p><b>TRINITY 9</b> COLLEGE LONDON</p> <p>What do you wish you could do?</p>	<p><b>TRINITY 9</b> COLLEGE LONDON</p> <p>Is there anything you wish you could have done?</p>	<p><b>TRINITY 9</b> COLLEGE LONDON</p> <p>Is there anything you wish hadn't happened?</p>	<p><b>TRINITY 9</b> COLLEGE LONDON</p> <p>Is there anything you regret (not) doing?</p>
<p><b>TRINITY 9</b> COLLEGE LONDON</p> <p>Do you think .... was the right thing to do?</p>	<p><b>TRINITY 9</b> COLLEGE LONDON</p> <p>What do you think could have been done differently?</p>	<p><b>TRINITY 9</b> COLLEGE LONDON</p> <p>If you had to explain why .... happened, what would your best guess be?</p>	<p><b>TRINITY 9</b> COLLEGE LONDON</p> <p>What should have been done?</p>	<p><b>TRINITY 9</b> COLLEGE LONDON</p> <p>I'm not sure which is the better option: X or Y?</p>	<p><b>TRINITY 9</b> COLLEGE LONDON</p> <p>I'm not sure which would have been the better option: X or Y?</p>
<p><b>TRINITY 9</b> COLLEGE LONDON</p> <p>It must have been difficult/easy?</p>	<p><b>TRINITY 9</b> COLLEGE LONDON</p> <p>It can't have been easy.</p>	<p><b>TRINITY 9</b> COLLEGE LONDON</p> <p>What do you remember ....ing?</p>	<p><b>TRINITY 9</b> COLLEGE LONDON</p> <p>Is there anything you didn't remember to do?</p>	<p><b>TRINITY 9</b> COLLEGE LONDON</p> <p>What should we stop ....ing?</p>	<p><b>TRINITY 9</b> COLLEGE LONDON</p> <p>I'm not sure I completely understand. Can you say that in a different way?</p>