

**Free Practice
Activity**

Discussion Questions

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Talk a Lot

How to Use

Discussion Questions – Instructions

Students work in pairs, with student A asking student B the first question, then student B asking student A the same question, before moving on to the next question. After between 5-10 minutes the students change partners and repeat the process with a different student. Where there are empty boxes on the handout – for example questions 2, 4 and 7 on the “Cars” Discussion Questions handout from Book 2 – the student should write down their partner’s answers. This is partly to encourage the students to focus on the task in hand, and partly so that the teacher, who should be monitoring all the pairs, can see written evidence that the questions have been asked and answered. Depending on the level of the group, before the students move off to work in pairs the teacher should look at the handout with the whole group and ensure that everybody understands the task and vocabulary used in the questions before they begin. For example, the teacher could pre-teach some of the more difficult words and there could be a dictionary race to see which student finds each word the fastest.

Extension activity: pairs that have finished the activity early could think up their own new discussion questions based on the same topic, or the teacher could prepare additional questions for the students, using the blank template on p.8.2.

At the end of the activity the whole group comes back together for group feedback, where the teacher chooses different students to read a question and tell the class both their own answer and their partner’s answer. The teacher should highlight errors that have occurred and elicit the answers from the group. Interesting structures could be explored in more detail on the board, if there is time.

Assessment

Assessment is performed by the teacher checking and correcting during the task, listening for errors that can be dissected later on in a group feedback session, giving individual as well as group feedback, and referring students back to:

- a) the grammar they are learning from forming the sentence blocks, and building sentences
- b) the pronunciation work they are doing using the techniques of connected speech and the IPA

Each student’s achievement in this activity is also recorded as part of their overall lesson score (for both accuracy and effort) by the teacher on their course report.

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Talk a Lot

Topic: _____

Discussion Questions

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

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