

Activity Type

Vocabulary and Speaking
Activity: role-play,
performing dialogues,
identifying, preparing
and delivering a dialogue,
guided discussions,
controlled and
communicative practice
(pair work)

Focus

Discussions

Aim

To build fluency through
practicing discussions.

Preparation

Make a copy of the
worksheet for each
student.

Level

Intermediate (B1)

Time

30 minutes

Introduction

In this fluency-building discussion activity, students practice discussion expressions and then take part in rapid-fire discussions where they answer questions that ask them to choose between two things and reach an agreement within a specific time period.

Procedure

Divide the students into pairs.

Give each student a copy of the worksheet.

Students start by role-playing an example discussion with a partner two times, changing roles each time.

Students then read the dialogue one more time and underline ten expressions that are commonly used in discussions.

Exercise A - Answer key

1. We need to...
2. Should we... or should we...?
3. Well I think...
4. What do you think?
5. I see what you mean.
6. I just think...
7. Why do you say so?
8. Well, it seems to me that...
9. That's a good point, but...
10. OK. It's a deal.

Next, each pair uses the expressions to write a discussion dialogue that answers the question 'Should we visit the park or go to the museum?'

Afterwards, choose some students to read their dialogues to the class and provide feedback.

(continued on the next page)

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Procedure continued

After that, students take part in rapid-fire discussions with their partner where they discuss questions that ask them to choose between two things each time, reaching an agreement within a specific time period.

Read out one of the topics below and give the students three minutes to reach a decision.

Possible topics:

- Should we get a cat or a dog?
- Should our class trip be to the beach or the mountains?
- Should we read a book or watch a movie?
- Should we watch a comedy or a drama?
- Should we watch TV or play games?
- Should we eat at home or eat out?
- Should we get up early or sleep late?
- Should we drive or use public transportation?
- Should we go for a run or go swimming?
- Should we have Italian food or Chinese food?
- Should we do an art project or a science project?
- Should we go to the store or shop online?
- Should we do group projects or individual projects?
- Should we study in the library or in the coffee shop?

When the time is up, students share their choices with the class by a show of hands.

Choose some students to share the reasoning behind their choices and give feedback.

If the students are doing well, reduce the time limit to two minutes.

Repeat for several topics, as time allows.

A. Role-play the example discussion with a partner two times, changing roles each time.

A: We need to schedule a meeting to discuss the project. Should we have the meeting online, or should we meet in person?

B: Well, I think meeting in person is better. It's easier to talk. What do you think?

A: I see what you mean. I just think it's a bit of a pain.

B: Oh! Why do you say so?

A: Well, it seems to me that meeting online is much more convenient. For example, there's no need to find a place to meet.

B: That's a good point, but talking online just feels a bit cold and impersonal to me. And anyway, I just found a great coffee shop not far from your house. We could meet there.

A: Oh, really? Where is it?

B: It's only a five-minute walk from your place. I tell you what, I'll buy you a coffee.

A: OK. It's a deal. Send me the directions and I'll meet you there.

B. Read the dialogue again and underline ten expressions that are commonly used in discussions.

C. Now, in pairs, use the expressions to write a discussion dialogue that answers the question 'Should we visit the park or go to the museum?'

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