

**UNIT TWO**  
**INTERACTION, SPEAKING AND DISCUSSION**  
**(NB. The numbers in square brackets refer to notes in the Commentary.)**

Approx. timing	Programme	Support Mats
00.10 [1]	<p>Practise a series of interactive exercises. [2]                      Arrange the participants in groups of four. It is also possible to work with one or two odd-numbered groups. Do exercises 1 - 4.</p> <ol style="list-style-type: none"> <li>1. Demonstrate Exercise 1. [3]</li> <li>2. Groups work through Exercises 1 – 4. [4] [5]</li> <li>3. Explain and then do Exercise 5. [6]</li> <li>4. Organise and then do Exercise 6. [7]</li> </ol>	Varieties of Interaction.
01.00	<p>Small-group discussion of the activities 1 - 5 just practised. The discussion exercise will be returned to after lunch.</p> <p>Consider in groups of 4 – 6 answers to the following questions for each exercise practised: [8]</p> <ol style="list-style-type: none"> <li>1. What was being practised?</li> <li>2. How were you organised?</li> <li>3. What did you DO?</li> <li>4. Why were you asked to do it in that way?</li> </ol>	
01.30	BREAK	
02.00	<p>If necessary, continue working in groups to finish the discussion started before the break.</p> <p>When the participants are ready, begin the plenary group feedback and discussion.</p> <ol style="list-style-type: none"> <li>1. Get some answers to the questions asked about the interactive exercises. [9]</li> <li>2. Distribute the Varieties of Interaction worksheets and give the participants time to see how the exercises are set out.</li> <li>3. Discuss how these exercises relate to what was said and discussed in the previous unit and, in particular, consider to what extent these activities are communicative. [10]</li> <li>4. Discussion in groups: how can we make exercises more communicative?</li> <li>5. Feedback from groups. Build up proposals on the board. Feed in the points on the handout.</li> <li>6. Give out copies of the handout and invite people to add other valid suggestions from those listed on the board. [11]</li> </ol>	What can we do to make an activity in the classroom more communicative?
03.30	LUNCH	

04.30	<p>Discussion Activities: Topic and Task.</p> <p>(Remind the group about the discussion activity done as the final interactive exercise this morning.)</p> <ol style="list-style-type: none"> <li>1. In groups of 4/5, do Activity 1 on the handout, <i>Speaking Practice: Topic and Task</i>.</li> <li>2. Do Activity 2 on the handout. (Allow about 10 minutes for each activity.) <b>[12]</b></li> <li>3. Still in groups, discuss the differences between the two activities. Consider differences in:             <ul style="list-style-type: none"> <li>task</li> <li>organisation</li> <li>quality of discussion</li> <li>results</li> </ul> </li> <li>4. Plenary feedback discussion: consider the importance of differentiating between Topic and Task. <b>[13]</b></li> <li>5. Give another example. Distribute the handout <i>Discussion Activities: two examples</i>. The first example is based on an activity from a traditional school textbook. Discuss how it might work in the classroom. <b>[14]</b></li> <li>6. Try doing the “half and half” version of the discussion exercise 2. (Full instructions in the Commentary.) <b>[15]</b></li> <li>7. Plenary discussion: which version is more effective in producing interaction and why? <b>[16]</b></li> </ol>	<p>Speaking Practice: Topic and Task.</p> <p>Discussion Activities: Two Examples.</p>
05.30	<p>Interactive Exercise Workshop. <b>[17]</b></p> <ol style="list-style-type: none"> <li>1. Put the participants in small groups (max. 4) and make sure everyone has sight of a copy of the Varieties of Interaction sheets used this morning.</li> <li>2. Look at the first four exercises we did this morning.</li> <li>3. Write a similar set of interactive exercises to practise one of the following points of grammar:             <ul style="list-style-type: none"> <li>- use of the present continuous form to talk about the future:</li> <li>- the simple past form:</li> <li>- uses of Some and Any.</li> </ul> </li> <li>4. The groups write their finished exercises on large pieces of paper (use marker pens and poster paper if possible).</li> <li>5. Display the work on the walls of the room and have a few minutes before the end of the session for everyone to walk round and look at each other’s work. <b>[18]</b></li> </ol>	
06.30	<p>Session ends. (You may want to take time at the beginning of the next day’s session to talk briefly about the results of the workshop.)</p>	

