

## **Introduction to Discussion**

### **Lesson goals**

Pupils will be able to:

- ◆ discuss a range of topics from basic to in depth
- ◆ take part in pair, group and class discussions
- ◆ use different phrases to express their opinions
- ◆ think critically and decide as part of a group.

### **Required materials**

- Discussion Fun Keynote Presentation
- Island Challenge worksheet x number of pupils
- Useful Language worksheet x number of pupils
- Theme Park details worksheet x 4 (1 for each group)
- Theme Park layout worksheet x 4 (1 for each group)

### **Lesson Plan**

#### **1. Warm up: teacher's choice (5 min.)**

#### **2. Discussion vs argument (5 min.)**

Using the Keynote presentation, explain the difference between a discussion and an argument. Emphasize they will not be arguing but only discussing.

#### **3. Expressing a basic opinion (5 min.)**

Using the Keynote presentation, explain how to give a basic opinion. Give two or three examples then have the pupils all stand up and individually give you an opinion on any topic. When they have given an opinion they may sit down. Next explain how to add a reason to your opinion. Demonstrate with a few examples then get a few volunteers to give you an opinion with a reason.

#### **4. Discussion flow (5 min.)**

Use Keynote to explain the flow of a discussion. Expand points as necessary.

#### **5. Useful language (5 min.)**

Hand out the **Useful Language** sheets to the pupils. Go through the language on the sheet using the Keynote presentation. Explain any of the phrases as required. After this, tell them to refer to this sheet during the lesson to help them use different English during their discussions.

#### **6. Simple discussions (10 min.)**

Using the Keynote presentation, select a few of the topics and have the pupils discuss them in groups (tables work best). Encourage them to use language from the worksheet and walk around the class joining in with the discussions.

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### **7. Survivor (15 min.)**

Explain they are on a sinking ship and there is only space in the lifeboat for 1 person. They must think about why they should get the lifeboat. Use the Keynote to show a few examples before they begin. Give them a few minutes to think, then each pupil in their group must explain his reasons to the rest of the group. Walk around the room and join in. They must NOT select a winner from their groups.

Remind them their reasons don't have to be real. Creative thinking is encouraged.

### **8. The £10,000,000 island challenge (15 min.)**

Tell the class they must survive on a deserted island for 10 weeks to win £10,000,000. The island has clean running water and they have basic food and clothes. However, they are allowed to bring six items with them to the island. They can be for survival, comfort or just pleasure. Hand out the worksheet and individually they must brainstorm ideas of items they want to take to the island. After individually brainstorming, they must share their ideas with their group and discuss which items are the top 6 items they should take. Next write up each of the groups' six final items on the board, then as a class discuss what the final six should be for the class.

### **9. Advanced discussion topics (upper level pupils only) (10–15 min.)**

If you think the class has a good level of English, give them a few of the topics from the Keynote to discuss in groups. Walk around and join in and guide the discussions. Another way to do this activity is to have the class stand up, show them one of the topics and instruct the people who agree to move to the right side of the class, the people who disagree to move to the left of the class and the people who are on the fence to stand in the middle of the room. Now select pupils to give their opinions from their positions in the room. Try to create a good class discussion.

### **10. Create a theme park (to finish)**

Introduce the idea to the pupils that in their groups they will create a new theme park. Use the Keynote to explain the process. They must discuss and decide on all the relevant information and draw a map of their park. Hand out an A3 copy of both worksheets to each group. Walk around and give the pupils ideas and inspiration for their parks. If time is available, have each group come to the front and present their parks to the class.