

Activity Type

Reading and Vocabulary Exercises: matching, gap-fill

Speaking Activity: discussion, communicative practice (group work)

Focus

Discussion skills: interaction techniques

Aim

To learn and practice three discussion interaction techniques and their associated language.

Preparation

Make one copy of the two-page worksheet for each student.

Level

Upper-intermediate (B2)

Time

40 minutes

Introduction

In this interaction techniques worksheet, students learn and practice three effective discussion interaction techniques and their associated language.

Procedure

Give each student a copy of the two-page worksheet.

First, students read about three discussion interaction techniques.

Students then read a discussion dialogue that demonstrates the techniques being used and number the parts in bold according to the interaction technique they represent.

Exercise B - Answer key

2. Signal your wish to speak

Can I add something to that? / I'd like to say something too. / Can I answer that?

3. Connect your points to what others have said

Building on Lily's point... / Speaking of group projects... / I'd like to build on what Ann said.

5. Ask open-ended questions

Tom, what do you think about using social media for group projects? / ...what do you all think about the role of social media in enhancing or hindering communication skills? / What do you think, Jack?

6. Use probing questions

Why do you think that is? / Do you think using video calls could mitigate this issue?

After that, students complete interaction technique questions and expressions with words from a box.

Exercise C - Answer key

- | | | |
|----------------|---------------|----------------|
| 1. contribute | 5. impact | 9. follow |
| 2. perspective | 6. conclusion | 10. Regarding |
| 3. offer | 7. solutions | 11. evidence |
| 4. thoughts | 8. line | 12. challenges |

Next, go through the discussion prompt with the class and elicit some of the pros and cons associated with using public transport.

Finally, in groups of four, students prepare their ideas and then discuss the pros and cons of public transport using the techniques and language introduced in the worksheet.

Note: This resource can be edited using a PDF editor.

A. Read the three simple and effective discussion interaction techniques.

Turn-taking
1. Wait for natural pauses to speak. 2. Signal your wish to speak: <i>May I say something?</i> or <i>If I could just add...</i>
Building on Others' Ideas
3. Connect your points to what others have said: <i>In addition to what Tom said,...</i> 4. Add additional information or perspective.
Asking Questions
5. Ask open-ended questions to encourage deeper discussion: <i>What's your opinion on...?</i> 6. Use probing questions to explore ideas further: <i>What makes you say that?</i>

B. Read the discussion dialogue that demonstrates the techniques being used and number the parts in bold according to the interaction technique they represent.

Tom: I think social media can have both positive and negative effects on academic performance. On the one hand, it provides access to educational resources and study groups. On the other hand, it can be a major distraction if not used wisely.

Lily: **Can I add something to that?** (.....) While it's true that social media offers educational resources, it's also about how students manage their time. For example, using apps like Instagram during study breaks can quickly become hours of lost time.

Jack: **I'd like to say something too.** (.....) **Building on Lily's point** (.....), I think it's also about setting boundaries. For instance, having specific times for using social media can help manage its impact. **Tom, what do you think about using social media for group projects?** (.....)

Tom: Good question, Jack. I believe social media can be very useful for group projects. Platforms like WhatsApp can facilitate communication and collaboration outside of school hours.

Lily: **Speaking of group projects, (.....) what do you all think about the role of social media in enhancing or hindering communication skills?** (.....)

Ann: **Can I answer that?** (.....) I think social media has both helped and hindered communication skills. While it makes it easier to stay in touch, it can reduce face-to-face interactions, which are essential for developing strong interpersonal skills.

Jack: That's a great perspective, Ann. **Why do you think that is?** (.....)

Ann: Online communication often lacks non-verbal cues, leading to misunderstandings.

Tom: **I'd like to build on what Ann said.** (.....) **Do you think using video calls could mitigate this issue?** (.....)

Lily: Video calls help, but they still aren't a perfect substitute for in-person meetings. **What do you think, Jack?** (.....)

C. Complete the interaction technique questions and expressions with the words from the box.

thoughts	line	evidence	contribute	challenges	solutions
perspective	follow	offer	regarding	conclusion	impact

- I'd like to to that point.
- Could I share my on this?
- I'd like to another viewpoint.
- What are your on...
- What do you think the of that will be?
- Can you explain what led you to that?
- What are some potential to the problem of...
- In with Priya's thoughts, I would also like to mention...
- To up on Sanya's comment, I think...
- Amina's perspective, I agree and would like to add...
- What supports your view?
- What might be some potential to your argument?



D. In groups, read the instructions below and have a discussion to practice the interaction techniques covered in this worksheet.

Discuss the pros and cons of using public transportation. Consider aspects like cost, environmental impact, convenience, and accessibility. Think about both the advantages and disadvantages.

As you discuss, practice the following interaction techniques:

Turn-taking

Wait for natural pauses to speak.
Signal your wish to speak using phrases like, *Can I add something?* or *I'd like to say...*

Building on Others' Ideas

Connect your points to what others have said, e.g. *I'd like to build on what Maria mentioned...*
Add additional information or perspective.

Asking Questions

Ask open-ended questions to encourage deeper discussion, e.g. *What do you think about...?*
Use probing questions to explore ideas further, e.g. *Why do you think that is?*