

Student A

Your class is planning to go on a spring school trip. You and your partner are discussing possible destinations for the excursion: *going to an open-air museum or a science centre*.

You will present your position, listen to your partner's position, and then discuss the situation together.

Your position: The class should go to an open-air museum.

Step 1: Presenting a position

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

activities / socializing / educational value / workshops / interests

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

Step 2: Discussion

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **on the best way to find out your classmates' opinion**,
- answer the teacher's questions (give extended answers).

1. Would you support the position you have just presented in a real-life situation? Why/Why not? (1st to answer – Student A, 2nd – Student B)
2. Do you think having school trips is important? Why/Why not? (Student B)
3. Do you think visiting museums is important? Why/Why not? (Student A)

Student A

Your class is planning a podcast for the school website. You and your partner are discussing the topic for the first episode. You have two options: *online learning resources* or *book recommendations*. You will present your position, listen to your partner's position, and then discuss the situation together.

Your position: You should create a podcast on online learning resources.

Step 1: Presenting a position

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

interests / problems / homework / school subjects / information

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

Step 2: Discussion

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together what other topics you could include into the podcast,
- answer the teacher's questions (give extended answers).

1. Would you support the position you have just presented in a real-life situation? Why/Why not? (1st to answer – Student A, 2nd – Student B)
2. Where do you get information about the latest events? Why? (Student B)
3. How can social networks help you learn a new skill? (Student A)

Student A

You and your partner are discussing whether students should be allowed to use their smartphones during lesson and find out that your opinions are different.

You will present your position, listen to your partner's position, and then discuss the topic together.

Your position: Students should not be allowed to use their smartphones during lessons.

Step 1: Presenting a position

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

attention / motivation / learning / activities / goal

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

Step 2: Discussion

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **how you will find out your classmates' opinion on the use of phones**,
- answer the teacher's questions (give extended answers).

1. Would you support the position you have just presented in a real-life situation? Why/Why not? (1st to answer – Student A, 2nd – Student B)
2. How do you keep in touch with your friends? (Student B)
3. Do you ever use the Internet to help you study? Please explain. (Student A)

Student B

Your class has decided to organise an event at school. You and your partner are discussing two possible topics: 'Healthy Lifestyle and Teenagers' or 'Career Day'.

You will present your position, listen to your partner's position, and then discuss the topic together.

Your position: You should organise a 'Career Day' event.

Step 1: Presenting a position

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

interests / activities / guests / educational value / motivation

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

Step 2: Discussion

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **how you will find out your classmates' opinion**,
- answer the teacher's questions (give extended answers).

1. Would you support the position you have just presented in a real-life situation? Why/Why not? (1st to answer – Student A, 2nd – Student B)
2. Where can teenagers find information about a healthy lifestyle? (Student B)
3. Who could help teenagers decide on their future career? (Student A)

Student B

You and your classmate are discussing a school trip destination for your class: *an art museum* or *a natural history museum*. When discussing the trip, you find out that your opinions differ. You will present your position, listen to your partner's position, and then discuss the topic together.

Your position: The class should go to a natural history museum.

Step 1: Presenting a position

(Preparation time: 5 mins)

You should:

- prepare a 2 min talk on your position, support it with two or three arguments. You can use some of the ideas from the box:

projects / history / interests / learning / career

- present your ideas on the topic. Then listen to your partner and make notes. Do not interrupt your partner during their talk.

Step 2: Discussion

(Preparation time: 2 mins, speaking time: 3 mins)

You should:

- use your notes to prepare two or three questions for your partner,
- discuss each other's position (use your questions to start),
- decide together **how you will find out your classmates' opinion**,
- answer the teacher's questions (give extended answers).

1. Would you support the position you have just presented in a real-life situation? Why/Why not? (1st to answer – Student A, 2nd – Student B)
2. Do you think school trips to museums should be regular? Why/Why not? (Student B)
3. What other school trip destination would you find useful? Why? (Student A)