

Instructions for Leading a Discussion

Format: Groups

Preparation Steps

- (1) Get in groups of 2, 3, or 4 students. (Teachers: You will want them to lead a discussion with at least 4 classmates, so the size of the preparation groups will depend on the size of the class.)
- (2) With your partners, choose one of the discussion topics listed on the next page, and tell your teacher your choice. Each group must choose a different topic, and each of you will lead a discussion on this topic.
- (3) Read the article. Help each other understand all the words.
- (4) With your partners, write five *Factual Questions* about the article. You can use the *Reaction Questions* that are on the paper or write some with your partners.
- (5) Practice reading the article.
- (6) Your teacher will provide a schedule of when you'll serve as a group leader and when you'll be a discussion participant.

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When you're the discussion group leader

You'll be a discussion group leader for about ___ minutes.

(Each of your partners will be the leader of another group.)

- (1) Read your article to your group and use lots of **discussion strategies** (e.g., ask them if they understand, answer their clarification questions.)
- (2) Ask the five *Factual Questions* you have written.
- (3) Ask your *Reaction Questions*, and use **discussion strategies** (e.g., ask follow-up questions, ask for more details).

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When you're a member of a discussion group

- (1) Each discussion will be led by one person. Everyone else will participate as discussion group members.
- (2) Try to be an active member by using **discussion strategies** (e.g., ask clarification questions, answer with details, ask other members follow-up questions, volunteer answers).

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Units 30-38 • For Students, continued

Choose one of these articles:

Unit 30 *Animal Empathy* – page 196

Research finds that animals understand the feelings of others.

Unit 31 *Cafeteria Trays* – page 198

Studies find that using trays encourages students to waste food in cafeterias.

Unit 32 *TV in the Bedroom* – page 200

This article explains the bad effects having a TV in their bedroom has on children.

Unit 33 *Culture and Alcoholism* – page 202

People from several different countries talk about how alcohol and alcohol abuse are viewed in their countries.

Unit 34 *Boredom* – page 204

Studies show the relation between technology and boredom and that boredom has a negative impact on individuals and society.

Unit 35 *Keys to Happiness* – page 206

This article explains several factors in people's lives that make them happy.

Unit 36 *The Clown and the Cell Phones* – page 208

Research demonstrates that people using cell phones are generally unaware of their surroundings

Unit 37 *Family Meals* – page 210

This article explores several ways in which is good for families to eat together. It is good for them physically, psychologically, and socially.

Unit 38 *International Students in the U.S.* – page 212

Two international students tell about their experiences in a North American school.

