

Help everyone join a discussion

Supported A2-B1 | Adults and teens | About 30 minutes | Groups of 3-4

Purpose: notice participation, try one structural change and decide what to keep. The language goal is a reason, a relevant question and a response to another idea while making a shared decision.

Share: page 3 for both discussion rounds; page 5 only after feedback.

Keep private: teacher route 1, reusable record 2, worked example 4.

Prepare: choose one group to observe. Offer notes, a written/chat contribution and a pass in both rounds. No recording required.

The 30-minute route

Time	What to do
0-3	Show page 3. Check options; everyone prepares one choice and reason. Explain the response routes.
3-7	Round 1: use the group's usual discussion format. Sample one group for four minutes. Give needed support.
7-11	Ask what helped or blocked joining. Choose ONE change: A, a short opening round with a pass; OR B, pair rehearsal before open discussion. Record it.
11-13	Prepare for round 2. For A, plan individually; for B, rehearse in pairs. Keep other support available.
13-17	Round 2: same choice task and group; apply the chosen change. Sample for four minutes.
17-22	Agree an activity, reason and drawback. Check an idea from another person, including a written idea.
22-27	Give one useful language correction/model. Share page 5 for a fresh decision with less help if learners are ready.
27-30	Ask how joining felt. Keep, adapt or drop the change; choose a next check.

Make an opening without embarrassment

A possible bridge: Thanks, that gives us one reason. Let's hear another view before deciding. You can use notes, write an idea or pass for now.

Invite a response to an idea. If extra changes are needed, make and record them; do not withhold support for a comparison.

Use a larger class by sampling one group, then rotate next lesson. Online, use small rooms and chat. One-to-one can practise the task language, but cannot reproduce a 3-4-person participation trial. Times are flexible, not speaking quotas. One trial does not isolate what caused a change.

Notice who can join

Two four-minute samples | Reuse this record with another task

Task/date: _____ Group: _____

Goal: _____

Spoken moves: I = idea/reason; Q = relevant follow-up question;

B = build on, check or summarise an idea. Tally each move under its main purpose only.

These are rough samples, not exact talk time.

Separately: note invitations, a chosen pass, written/chat ideas and whether the group considered them. A pass is not an error.

Round 1: four minutes

Code	I	Q	B	Opportunity, response or written/chat idea
A				_____
B				_____
C				_____
D				_____

Observed pattern (no guessed motive): _____

ONE change: A opening round / B pair rehearsal / other: _____

Any additional support or change: _____

Round 2: four minutes

Code	I	Q	B	Opportunity, response or written/chat idea
A				_____
B				_____
C				_____
D				_____

What changed? Whose ideas were considered? _____

Learners said joining was: easier / similar / harder / mixed

What helped or blocked it? _____

Next lesson: keep / adapt / drop _____

What will we check? _____

Use private codes, not a public ranking or personality mark. More spoken moves do not automatically show better English. Look at relevant reasons, questions, listening and access to the conversation.

Choose an activity together

Work in a group | One choice, reasons and questions

Your English club has **30 minutes** for one activity, with paper, pens and one teacher's computer. Choose a plan together. You do not need to do the activities now.

Choose	What you would do
A. Picture story	Look at pictures on the teacher's screen. Make a short story together. Everyone needs to see the pictures.
B. Question circle	Write friendly questions and discuss them. People can pass on a question.
C. Mini quiz	Teams write three questions and exchange them. Leave time to check the answers.
D. Plan a visit	Plan a day for an imaginary visitor. Choose two places and explain why.

1. Prepare your idea

My choice: _____ One reason: _____

2. Talk, listen and decide

Follow your teacher's instructions for this round. Explain a reason, ask about another idea and respond to what someone says. You can use notes, write an idea or pass for now.

Give a reason: I prefer ... because ...

Ask: Why that one? / How would that work?

Respond: I agree because ... / We could also ...

Check: Do you mean ...?

Disagree: I see your point, but ...

Make room: What do you think? You can pass.

Choose a route: Can I use my notes? / Here is my written idea.

3. Write your group's decision

We choose _____ because _____

One possible problem: _____

Another person's idea we considered: _____

Consider written ideas. Different choices can work; equal turns are not required.

Read the pattern, then decide

Invented illustration only | Not measured classroom improvement

Round 1: few openings

Code	I	Q	B	What was noticed
A	4	0	0	Several long reasons; little space left.
B	1	0	0	One brief reason.
C	0	0	0	No clear invitation in this sample.
D	0	0	0	Written idea prepared, not considered.

The sample does not show motives or understanding. After learner feedback, try **A: a short opening round with a pass**. Keep other support.

Round 2: more routes used

Code	I	Q	B	What was noticed
A	2	1	1	Shorter reasons; asked and responded.
B	1	1	1	Reason, follow-up and check.
C	1	0	1	Used notes; built on B's idea.
D	0	0	0	Passed aloud; written reason considered.

D's zeros count spoken moves, not an absence of participation. Review contribution quality, invitations and learner feedback; check again. The trial does not establish what caused the change.

Task guidance and the fresh decision

Page 3 model: We choose the picture story because everyone can add an idea. We could show one picture at a time so everyone sees it. Quiz answers might take too long to check. Other choices are valid.

Page 5: both options can fit ten minutes with limits: leave time for replies or give story starters and a stopping point. Allow chat and time to read it. Check whose idea was considered; no winning option is compulsory.

Check each learner's reason, question/response, mode and support. A group answer is not individual speaking evidence. A2 may use the bank and a short reason; B1 can explain a drawback and response.

If problems continue, check clarity/preparation, try smaller groups or rotate a chair role. Discuss interruptions privately. Avoid permanent helper roles. Original Gav & Em materials; classroom timing and effectiveness untested.

Welcome someone new

A fresh group decision | About five minutes

A new member is joining your online English club. You have **10 minutes** for a welcome activity. Everyone can read and write in chat. One person cannot use a microphone today.

A. Welcome questions: each person answers one question about an interest, by speaking or writing in chat.

B. A shared story: make a short story. Each person adds an idea by speaking or writing in chat.

1. Choose a plan

Try with less help. You can use the old phrase bank if needed. Choose an activity, give a reason and ask about another idea. Plan how everyone can join and how to finish in ten minutes.

2. Check your group's decision

Our activity: _____

Why it could work: _____

How we will include chat ideas: _____

Our ten-minute plan: _____

One possible problem and what we will do: _____

An idea from another person we considered: _____

3. Say what helped

I shared an idea: aloud / notes / chat / I passed for now.

Joining felt: easier / similar / harder / not sure.

What helped, or what would help next time?

Choose a response route that works for you. Listen and make room for other ideas. A written idea can help the group decide.