

Talk a Lot

How to Use

Information Exchanges – Instructions

Information exchanges are a terrific way to get students talking because they can only be completed by students asking each other questions. The objective of each information exchange is for students to find out and write down the information that is missing from their handout, but which their partner has. This objective is complemented by a super-objective – or additional purpose – which is topic-specific. For example, in the “Crime” information exchange in Book 2, students have to find out information about possible suspects in a murder investigation, by exchanging information with their partners – so that they can make a deduction as to who dunnit! In “The Human Body” information exchange – also in Book 2 – students have to find out details about the physical appearance of four different people, so that they can decide who they would most like to swap bodies with for a day... and so on!

Students should work with a partner and not look at their partner’s handout. If they need to know a spelling or look up a word in their dictionary their partner could write the spelling on a separate piece of paper, or better still say it out loud. Do discourage students from simply reading and copying from their partner’s handout – this is Talk a Lot, not Write a Lot!

This activity is also great for practising and consolidating question forms and answers. The teacher should monitor the students as they work and encourage correct question forms, or spend time looking at the question forms for each information exchange on the board, for example:

Topic (from Book 2): “Cars – Buying a Used Car” – sample questions and answers

Student A: “What make is Used Car 1?”	Student B: “It’s a Citroën.”
Student B: “What model is Used Car 1?”	Student A: “It’s a C4 Picasso.”
Student A: “What colour is Used Car 2?”	Student B: “It’s brown and grey.”
Student B: “How many miles has Used Car 2 done?”	Student A: “It’s done 126,001 miles.”
Student A: “What kind of fuel does Used Car 2 use?”	Student B: “Petrol.”
Student B: “How many doors has Used Car 3 got?”	Student A: “It’s got five doors.”
Student A: “Has Used Car 4 got a CD player?”	Student B: “Yes, it has.”

For Book 2 there is a complete list of sample questions and answers for each topic’s information exchange activity in the answer section at the back of the book, along with a completed grid for each activity. For the topics in Book 3 the answers and additional information is included with each handout.

Note: teachers and/or students can make their own information gap activities by using the blank template on p.6.3.

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Assessment

Assessment is performed by the teacher checking and correcting during the task, listening for errors that can be dissected later on in a group feedback session, giving individual as well as group feedback, and referring students back to:

- a) the grammar they are learning from forming the sentence blocks, and building sentences
- b) the pronunciation work they are doing using the techniques of connected speech and the IPA

Each student's achievement in this activity is also recorded as part of their overall lesson score (for both accuracy and effort) by the teacher on their course report.