

**RESTRICTED**

**Group Interaction**

Preparation Time : 3 minutes      Assessment Time : 3 minutes

You and two classmates are working on a class project about an animal and its environment.



In the discussion, you may talk about:

- what kind of animal to work on – why?
- where they live e.g. rainforest, wetland, with people...
- what to do to make sure they live well
- any other details that are important

*You may begin by saying:*

I suggest that we choose the monkey in the picture....

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Teacher notes

**Managing the assessments or extending the tasks**

- You could digitally record the discussion to increase the accuracy of the assessment.
- If you decide to play a more active role, you could give less confident students verbal instructions for each step of the discussion.
- You could also suggest to students that they decide who will start and in which order they will speak, especially if they are shy to get started.
- You could specify a particular wild animal to link the assessment to a recent classroom topic of study.

Possible language structures and expressions:

**1. Giving descriptions:**

“Parrots like ...”

“To be healthy, bats need ...”

“... clean water ...”

“... fresh leaves ...”

“ ... dry food ...”

“... warm weather ...”

**2. Making general statements:**

“Monkeys are ...”

“Dolphins have ...”

“Cats live in ...”

“A monkey eats ...”

“Dolphins are only found ...”

**3. Referring to events:**

“Monkeys sometimes ...”

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“Dolphins have been ...”

“Cats often ...”

**4. Justifying a point of view**

“... because we can all talk about a pet.”

“... so that we all agree ...”

“...unless the rest of you don’t think so ...”

“... even though it’s not my first choice ...”

**5. Expressing agreement and disagreement**

“I’m not so sure ...”

“I don’t think so ...”

“I’d rather ...”

“Yes, you’re so right.”

“Ok, let’s go with that.”

“That’s a good idea!”

“So do I.”

Possible vocabulary:

Natural environment; eat; food; water; shelter; climate; weather; healthy.