

TALK AND TRADE

Talk and Trade works well in any conversation activity. It can also be used for any level of student. Students talk about a question for several minutes, then repeat the conversation with new partners. This improves fluency and accuracy. It also improves structural clarity.

Step One: The teacher prepares a list of questions or statements on slips of paper. There should be one question/statement per slip, and all questions/statements should be related to the topic or grammar structure. In very large classes, some questions may be reused rather than providing thirty or more original questions/statements. **Note:** If statements are provided, then they should be controversial which allows students to easily agree or disagree.

Step Two: Each student receives one slip of paper and a few minutes to think of answers.

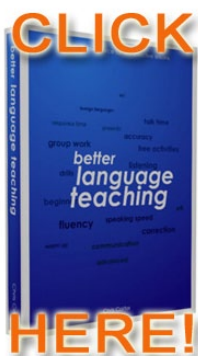
Step Three: Students find a partner. Student A reads his question and provides an answer. A conversation should follow, so student B must provide additional comments and questions. The discussion continues for two or three minutes. **Note:** Although students will likely be able to speak much longer, the teacher also wants students to have several conversations with several partners. Hence the activity imposes a time limit.

Step Four: Student B now reads his question and provides an answer. As in Step Three, a conversation follows for two to three minutes.

Step Five: The teacher says, *Stop and change!* Both students in each pair exchange the slips of paper with the questions/statements. Students now find new pairs.

Step Six: In the new pairs, student A reads his new question/statement. He also gives an answer or opinion, and a new conversation ensues. He will use much of the same information from his previous discussion, even if the conversation with the new partner differs. Students talk for several minutes and then change roles.

Step Seven: The teacher repeats Step Five as many times as he desires. Students are able to more succinctly support key ideas as they recycle and refine their answers. If used as a Warm Up, then students should change pairs only once to keep the time limited.



If you liked this idea and want others, then take a look at my ebook, [Better Language Teaching](#). There are **100 activities** with more than **75 variations** for flexible, fun learning.

Have great classes!

Chris Cotter