Pair work in Cooperative Learningsome ideas from British Council

Why pair work?

 Is that possible to make students speak English only when we are doing Cooperative Learning strategy?

2. It's easier to make our cooperative learning successful. (add something more)

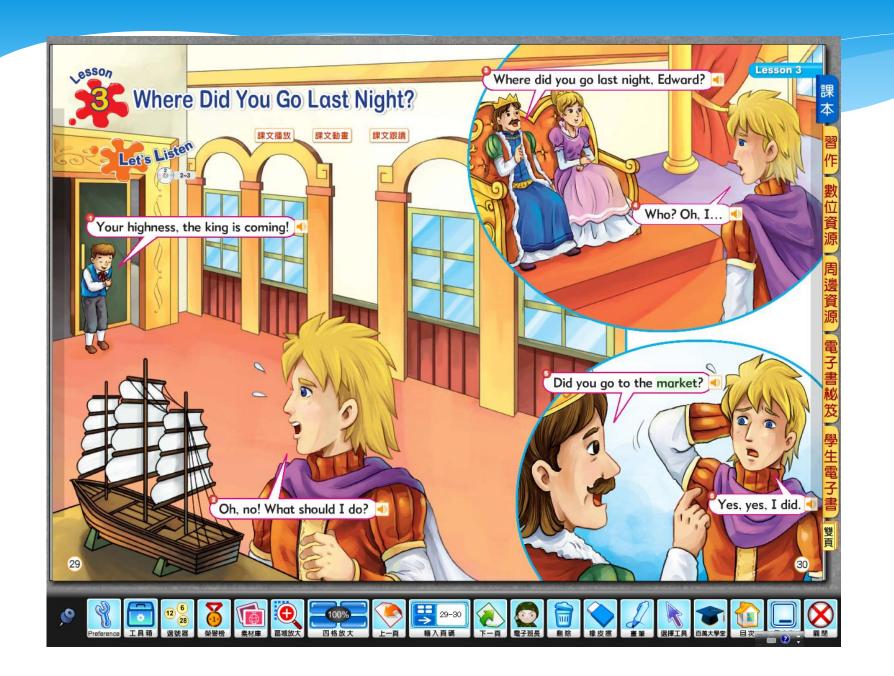
A. Running Dictation

Target:

- 1. Students can understand the reading article .
- 2. Students can read aloud the reading article.

Step 1: Warm up. (Students are already familiar with the textbook's dialogue.)

- a. Show the movie of the story.
- b. Read aloud.
- c. Role play.



Step 2: Reading time.---pair work

- a. 3 level groups
 - -- Each Level has its own worksheet—Fill in.
- b. pair work

—one student come to the front and read the article. He has to remember at least one sentence and come back to tell his partner how to fill in the worksheet.

Your highness, the king is coming!		
Oh,! What	_I do?	
Where did you go last night, Edward?		
? Oh,		
Did you go to the market?		
Yes,, I		
Did you eat something there?		
Yes, I Ia	And I'm	hungry.
Servants, more food!		
Yes, your		

Yum! Yum!

The king was coming. Tom was nervous. "Where did you go last night, Edward? Did you go to the market?" the king asked. "Yes, I did." Tom answered. The gueen asked him, "Did you eat something at the market?" Tom said, "Yes, I did. I had a sandwich, and I am still hungry." The king and the queen were very happy. They asked the servants to prepare more food for Tom!

* nervous 緊張的 prepare 準備



Step 3: Unscramble the story

- a. Four persons in one group b. Each group get one set of unscramble story.
 - c. Re-arrange the story in order.
- d. Each group read aloud the story together.

B. Team Test

Target: 1. Students can understand the reading article. 2. Students can read the reading article by themselves.

Step 1: Warm up.

Show the movie. Read aloud.

Students are already familiar with the textbook's dialogue.

Step 2: Pair work

a. Questions from the reading article

1. show the picture and ask.

2. Ask students to read aloud the questions and let students predict the answer. (Listen & Speak)

b. Pair work

--T has already stick some sentences on the wall. So each pair of students has to find the answers on the wall. --Students write down the answer and come back to their seats. (Read & Write)

Step 3: Fill in

Teacher uses E-BOOK to show 3 different levels activities. (show E-book)

Step 4. True or False

Students can read the whole article and answer true-andfalse questions by themselves.

C. Vocabulary Pair Work

Target:

- 1. Students can read aloud the vocab.
- 2. Students can spell the vocab.

Step 1: Divide the word into few syllables. (clap hands) Step 2: Read lips & What's missing?

Step 3: Pair work Students has to say to each other the word out few times and spell it. Step 4: Quiz

D. Unscramble the sentences.

Target:

- 1. Students can re-build the sentence patterns.
- 2. Students can create their sentences according to the patterns.

Students are familiar with the sentence patterns.

Step 1: Warm up

- a. Show the sentence patterns which have taught before.
- b. Make sentences together.
- c. Remind them, such as Capital the first letter of the sentence...

What Can she do? He can I can run What can be do? can fly I O號And 12號 Canyou fly No, I can't What can be do? He can run. Can she walk? Yes, she can. What can everybady do? They can jump. Can he jump? No, he can't

fly

What can you do? I can See a plains, at Can you lide a coller coasto? Yes, I can What did you do in the U.K.? What can he do? ~ He can eat tacos. M/L .. What can Garol do? What can you do? I can Stepp. sleep. Carol can kiss Mark. Can you hop 7 Can you sketch ? v Yes, I can jes, I can; No, I can't NO, I can't:

Step 2: Cut and paste Pair work

- a. I still show them the patterns on the power point.
- b. Each pair has to make the sentence first. When his partner agree, they do it together. One cuts, one pastes.

*C. Punctuation.

They have to write on full stops, question mark... by themselves.

D. High level students would create some complicated sentences which I haven't taught them before.

Did I answer my own questions?

speak English only?
more successful?
(reach the target?)