

Pair work in Cooperative Learning-

some ideas from British Council

Why pair work?

1. 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.

Let's Listen

2-3

課文播放

課文動畫

課文跟讀

Your highness, the king is coming!

Oh, no! What should I do?

Where did you go last night, Edward?

Who? Oh, I...

Did you go to the market?

Yes, yes, I did.



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 _____. I _____ a _____. 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 queen 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.

1. Show the movie.
2. 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-and-false 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 fly ✓

I can run ✓

What can he do? ✓

I can fly ✓

A

9號 And 12號

What can you do? ✓

I can see a ^{see} ~~see~~ a ^a ~~a~~ ^{play} ~~play~~.

Can you ride a roller coaster? ✓

Yes, I can ✓

What did you do in the U.K.? ✓

We took a boat ride. ✓

What can he do? ✓

He can eat tacos. ✓

Can you fly? No, I can't. ✓

What can he do? He can run. ✓

Can she walk? Yes, she can. ✓

What can everybody do? They can jump. ✓

Can he jump? No, he can't. ✓

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1. 22.

What can you do? ✓

I can sleep. sleep. ✓

Can you hop? ✓

Yes, I can ✓

No, I can't. ✓

What can Carol do? ✓

Carol can kiss Mark. ✓

Can you sketch? ✓

Yes, I can. ✓

No, I can't. ✓

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12
-4

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?

1. speak English only?
2. more successful?
(reach the target?)