

Photocopiable Pairworks for Children

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An ABAX
Teacher's
Resource



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Photocopiable Pairworks for Children

Photocopiable Pairworks for Children is a resource book for teachers of English to children who are speakers of other languages. It is suitable for use with beginning learners between the ages of six and eleven. While designed as a classroom supplement, *Photocopiable Pairworks for Children* in itself provides practice in much of the language encountered in an introductory text.

The text has 20 sections. Each section contains four pages: a page of instructions, a pairwork activity two pages in length and a page of flashcards. The pairwork activity and the flashcards are designed for you to photocopy and distribute to your students.

The pairworks consist of one page with a Fox head symbol for one student and one page with a Mouse symbol for the other student. These pages differ from each other in what is or is not shown. This is the information gap.

Many of the exercises differ only slightly from one another. Doing exercises that vary only slightly (or even for that matter just repeating exercises) is often popular with younger learners.

what are pairworks?

Pairworks are activities for language practice designed to be done by two students talking together. This *student-student* interaction gives the students the maximum opportunity to practice speaking. An advantage to the instructor is that it freely allows the quiet monitoring of students as they try to communicate with each other.

A variety of pairworks are used in language teaching. The activities in this book are *information gap* activities. In these, one student lacks information held by their partner. They must use and listen to language to get the information they lack. The exercises in this book — aimed at young, beginning learners — ask for simple exchanges using simple language structures. The prompts are the pictures. In order to give information, each student must use the language structure being practiced and to get the information each student must be able to understand the structure being used.

We think you will find that pairworks motivate your students. In doing pairworks, students are actually using English to communicate. When they finish an activity they can feel that they've succeeded at communicating actual ideas in English. Also it is sometimes easier for some students to talk out in front of only one other person.

In this book each activity has a start and an end. Such *closed* types of activities are more successful with lower-level students.

Finally, we should add that the purpose of each activity is to communicate. While ultimately it is hoped that such practice should lead to grammatical accuracy, this objective can be regarded as secondary.

using pairworks

Students should be placed into pairs. Students should refer only to their own papers, Fox or Mouse. Ideally, the two students should face each other, rather than sit side by side. This prevents students from looking at each other's papers — *information gaps* should be filled in by language heard not seen — and is how people usually face each other when talking. It can be effective sometimes to have the two students sit a little distance apart, perhaps one or two meters, so they have to speak clearly.

the first class

The first pairwork activity should be set up carefully. If you go slowly through the first pairwork, you'll find that future pairwork activities can be set up quickly.

The first time you run through a pairwork activity do it as a teacher/student activity. Have the whole class take the role of the Mouse and you yourself the role of the Fox. Go through the activity slowly until all the students have understood the idea of an *information gap*. Exercise 1 (pp. 6-9) can be used to do this.

Pre-teach any words, expressions or grammatical structures needed to do the activity. In general, students should not be encountering new language in the middle of an activity. Pairworks should be a time to practice using the English they already know, not a time for teaching new language.

correction and approach

Pairworks work within a number of different approaches to language teaching. If you consider the actual exchange of language a valid classroom exercise, there is room in your classroom for pairworks.

Pairwork allows students to practice and experiment with the language in a communicative context. You will probably find that younger students do not respond well to the explicit teaching of language rules. Older students on the other hand may find an explicit explanation to be helpful. Factors influencing how much explicit teaching you do include the amount of language students are exposed to outside the classroom, class time available, maturity and so on.

It is best to refrain from correction during the pairwork activities themselves. Correction can if necessary be made after an activity is over. Correction should be made during the course of a pairwork only if communication breaks down.

The activities in this book offer the chance to work on phonological features of the language. Many of the structures in the book can be taught as full forms or in their contracted forms. The same can be said for other phonological features

such as reduction and weak forms. How these are taught are teaching issues that are best left to individual teachers.

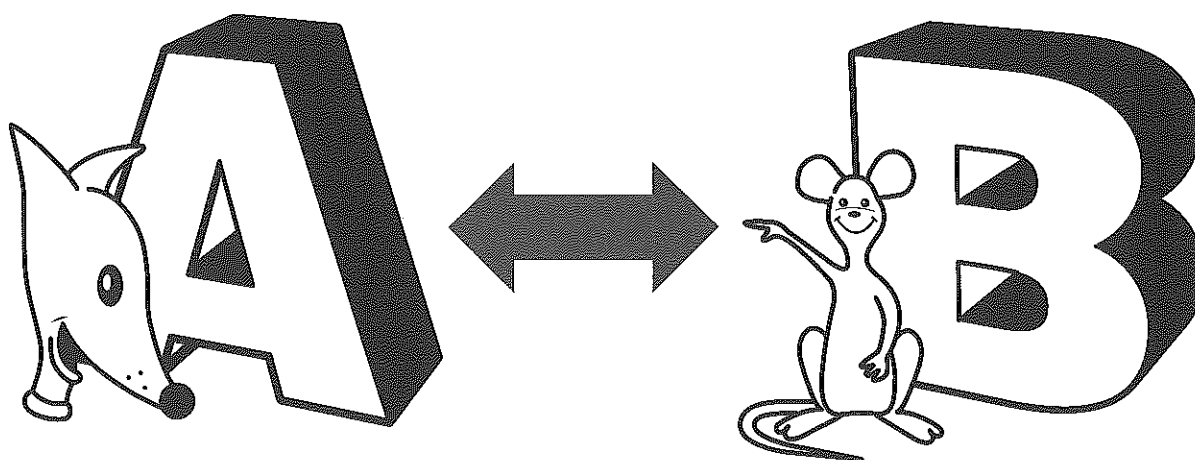
flashcards

The flashcards can be used to both introduce and review vocabulary. They can also be used in the extension activities described on the instructions page of each section. The extension activities are designed to give additional practice in using the structures and words looked at in the pairwork exercises. The flashcards are not solely for use within each section but can be used in the extension activities described in other sections as well.

photocopying tips

When photocopying the flashcards use thicker paper. Your flashcards will last and images won't show through on the reverse side. Some of the activities suggested here will work better if the images can not be seen when the flashcards are placed face down.

Please enjoy and make use of this book as a resource for individual teachers or individual schools. We ask you please that photocopies themselves not be distributed for further photocopying.



17. What's the matter?

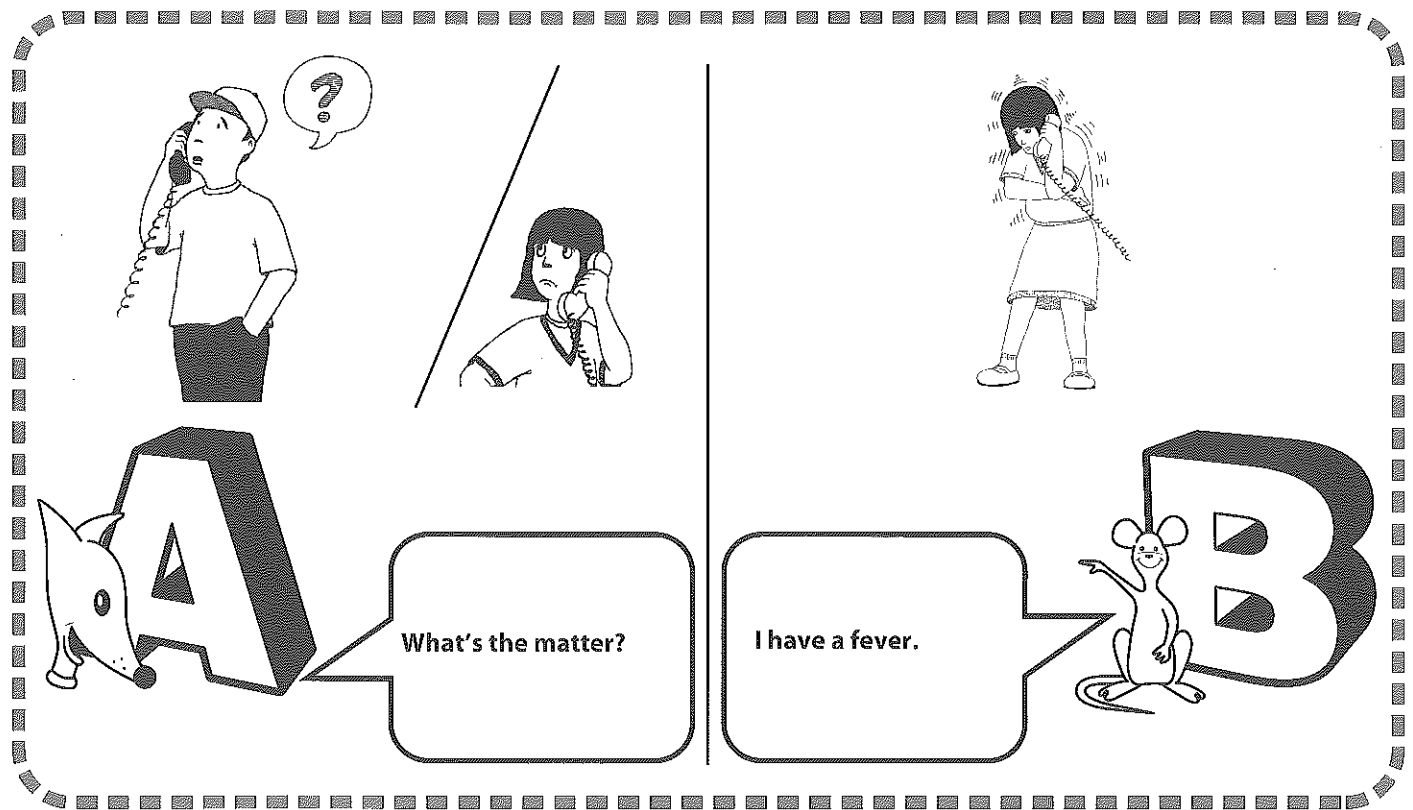
Once learned, this structure can regularly be used in class. Any time a student arrives to class with a problem (eg. a cold), don't forget to ask, "What's the matter?". These ailments need to be pre-taught with the flashcards before doing the pairwork. To check what ailment each flashcard represents please consult the flashcard index at the back of the book.

Aims:

- ailments
- the stock phrase question "What's the matter?"
- (optional) contractions "I've a cold," "I've a fever."

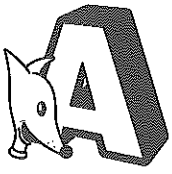
Doing the Pairwork:

To start, Fox asks Mouse "What's the matter?". Fox listens to Mouse's answer and draws a line to the corresponding ailment in the box beside. Students then change roles and Mouse asks Fox "What's the matter?"

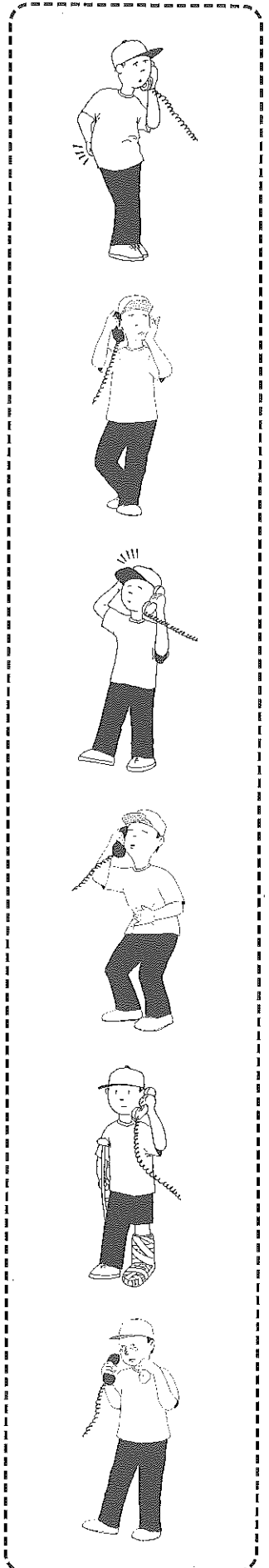
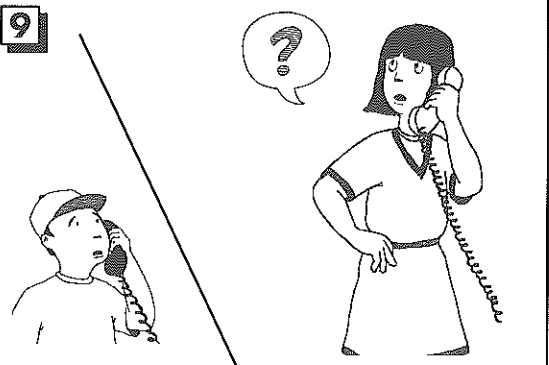
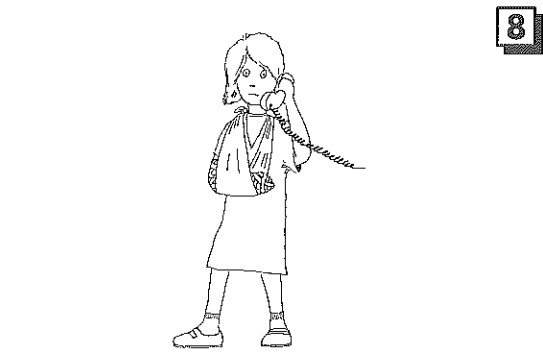
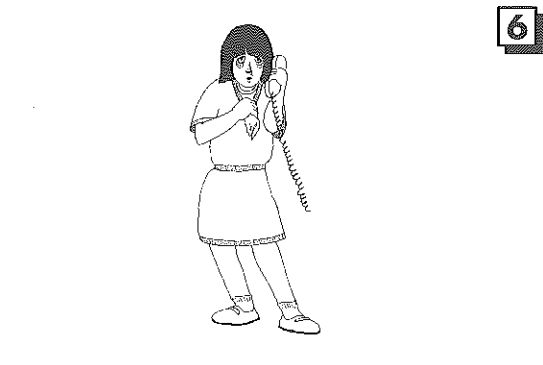
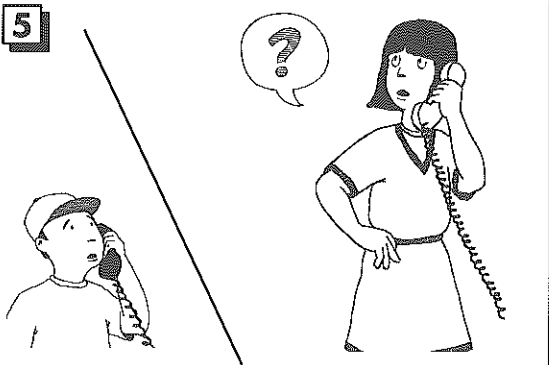
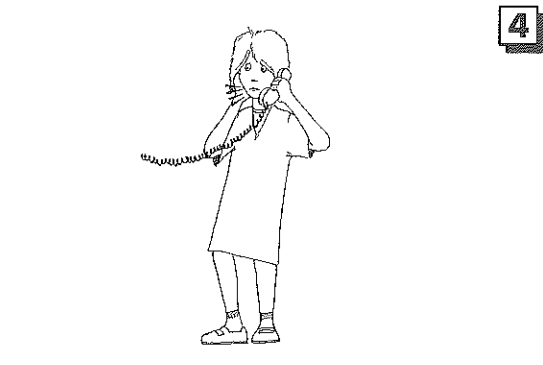
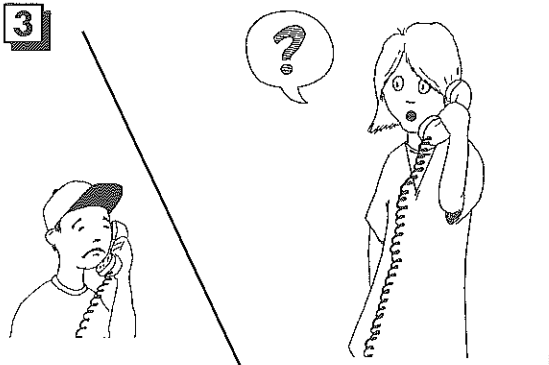
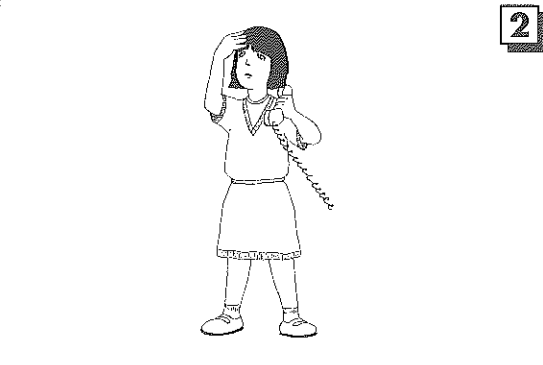
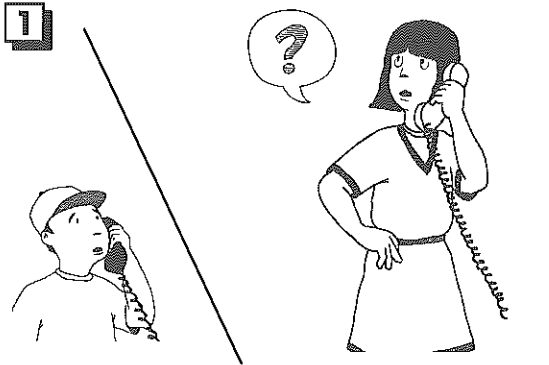


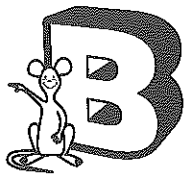
Extensions:

Circle Relays Arrange students in a circle. To play, each student has to name some sort of ailment. The first student might say, "I have a cold," the second student, "I have a fever," and the third student, "I have a headache," and so on. Students are not allowed to say something already said. When a student can't come up with a new ailment, that student stands up and counts to ten, (or counts backwards from ten to one). The next round then starts with this student. The game should be played in a friendly atmosphere. Being singled out for counting should not feel like punishment but like part of the game.



17. What's the matter?





17. What's the matter?

1



2



3



4



5



6



7



8



9



10



