

Activities for One-on-One Lessons and Pair work

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Dice games

Questions, questions, questions Before the students arrive, have 6 questions written on the board. In pairs, students take turns to throw the dice and answer the question that corresponds to the number they got. You can adapt the questions to how well the students already know each other. Every so often, erase one of the questions and write a new one. This can also be played in groups.

Sample questions for new students	Sample questions for students who know each other
1. What's your name? 2. Where do you live? 3. What do you do for a living? 4. Tell us about your family 5. What is your favorite thing to do? 6. What is your favorite animal?	1. What are you scared of? 2. What are you good at? 3. What makes you laugh? 4. What makes you angry? 5. Tell us about your first memory. 6. What do you do to relax?

Board with 1 – 31 (or a page from an old calendar) When you land on a number, you have to say something that happened to you or something that you will do at that age.

Examples: *When I was 2, I fell down a hole in the floorboards.*
When I am 19, I will be at college.

Board games with questions Make up your own board games using questions about the topics you have been studying. Or you can provide answers and when you land on the square, you have to say the question. This is a good revision tool. (pp.2-3)

Information gap/barrier games

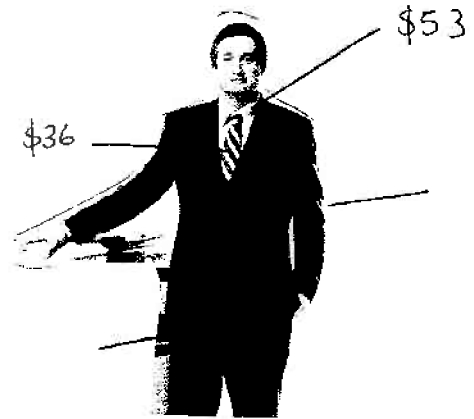
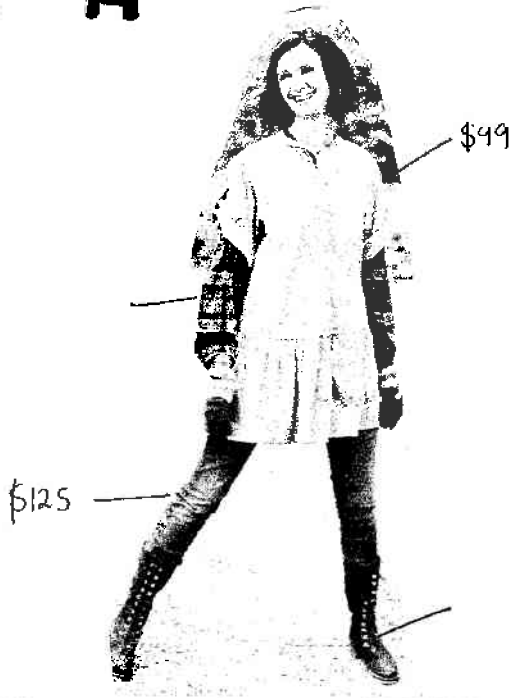
This is where Partner A has one half of the information and Partner B has the other half. They have to ask each other questions to find out the information. (p. 4)

When you land on the square, answer the question.

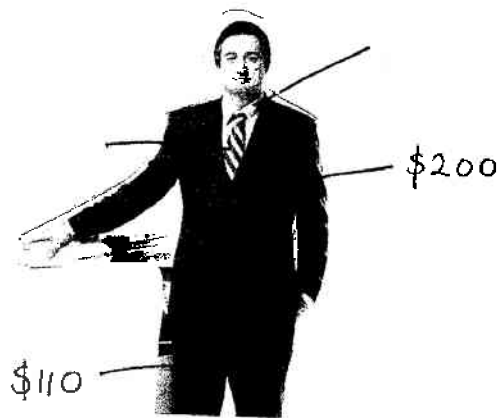
START	What is your name?	Where do you live?	Do you have brothers and sisters?
			Where do you come from?
How do you spell your last name?	What is your last name?	Tell me about your family.	What is your favorite color?
When is your birthday?			
What is the date today?	What are you wearing?	Where is your nose?	What is your favorite vegetable?
			What do you like to eat for breakfast?
END	What do you like to drink?	What don't you like to eat?	What do you like to eat for dinner?

START			
END			

A



B



Reviewing or practicing structures and/or vocabulary

Sentence starters Prepare cards with sentence starters on them. Take turns to draw a card and then complete the sentence orally. Alternatively, you can both use the same sentence starter and then draw the next one. (p.9)

Structured Overview A structured overview is an arrangement of key words and concepts on a topic. The words are organized in a hierarchical structure, beginning with the topic heading. Lines connect the words or subtopics showing their relationship to the central idea and to each other. It is like a tree diagram with the most general terms at the top moving down to the details or examples at the bottom.

It can be used to introduce a topic, finding out what students already know and providing a framework for studying the topic. It can be added to as the learning progresses or it can be used for review at the end of a unit. It may be teacher organized, teacher and student organized or student organized. It can be used individually, in pairs or small groups.

- teacher organized
 - Teacher supplies the words and the blank version of the structured overview. Students fill in the overview with the words given.
- teacher and student organized
 - Teacher supplies the words. Students work in groups or pairs to put the words into groups and supply headings. Teacher then helps class to arrange it into the structured overview.
- student organized
 - As a whole, the students brainstorm the words and then in pairs, they arrange them into groups and make their own structured overview.

Grammar Activities

How many sentences can you make? Write 5 to 6 sentences on the same theme. Then write each separate word on a card. Give them to the student and they have to see how many sentences they can make. (p.10)

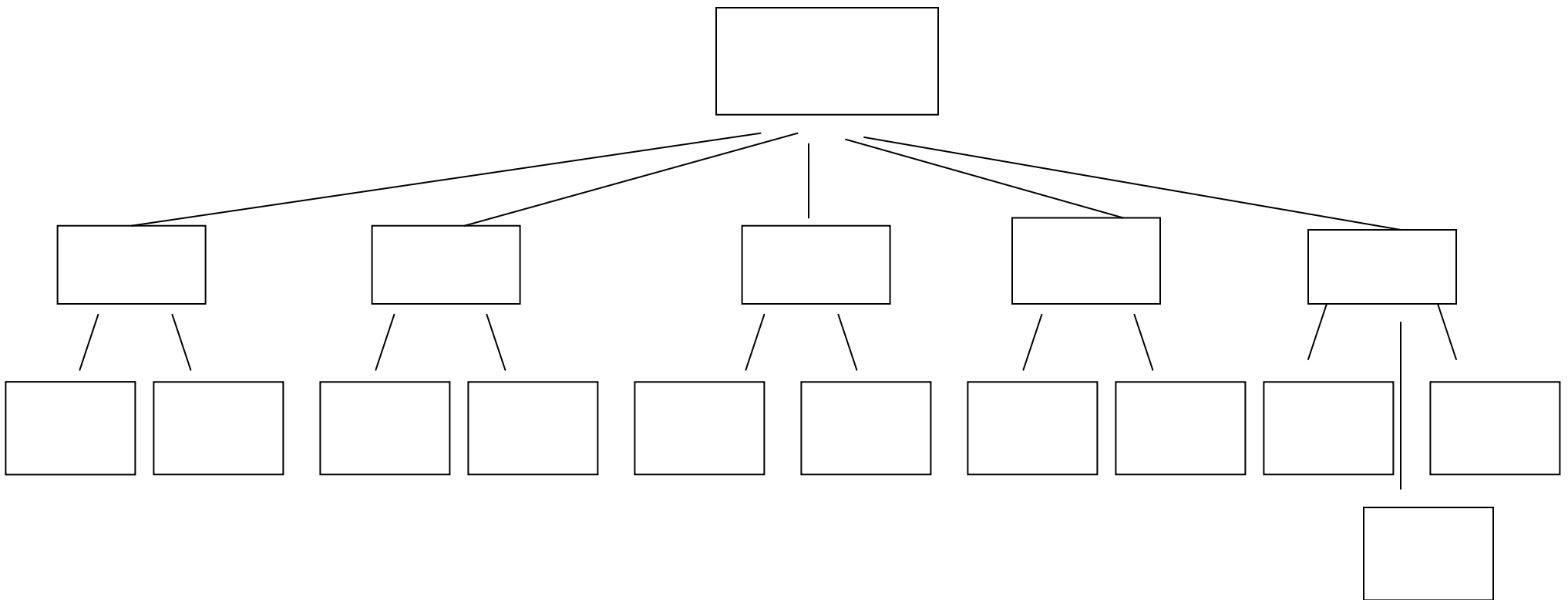
Sample themes: How many siblings you have, descriptions of people, how often you do something, how you get somewhere etc

Sentence halves Prepare cards with sentence halves on. The student has to match up the halves. You can also have them write the sentences out.

Example of Teacher organized Structured Overview

Put the following words into the structured overview:

bright, see, soft, the senses, foul, touch, sweet, hear, sour, smooth, taste, salty, fragrant, smell, rough, loud, dark,



Example of Teacher and Student Structured Overview

Working with a partner, put the words in groups, write headings for the groups and then create a structured overview with them.

litter	carpool	our environment
smog	garbage	problems
solutions	oil slick	exhaust
chemicals in rivers	landfill	can
smoke	traffic	metal
pesticides	plastic	airports
forest fires	compost	bottle

Example of a Teacher and Student Structured Overview for a Beginner

Put the words in groups.

banana	ice cream	dairy
turkey	green beans	corn
watermelon	yogurt	meat
asparagus	grapes	milk
pork	cucumber	chicken
cheese	vegetables	apples
fruit	onions	pears
beef	carrots	oranges
lettuce	tomatoes	peppers
garlic	potatoes	zucchini

Sentence Starters: *Take turns to draw a card and then complete the sentence. Alternatively, you can both use the same sentence starter and then draw the next one.*

I am happy when ...

I get mad when...

My favorite color is ... because ...

On Sunday mornings, I usually ...

My favorite season is ... because ...

My favorite sport is ...

When it snows, I like to ...

Next year, I want to ...

Next weekend, I am going to...

How many sentences can you make?

Cut up the words and then see how many sentences you can make.

I	We	You	She
He	They	Maria	Song-Lak
have	have	have	have
has	has	has	has
a	a	one	a
two	three	four	five
six	no	and	and
and	brother	nephew	niece
sister	brothers	uncles	aunts
sisters	sisters	sisters	cousins

Reading

Favorite Words You read a text to your students while they listen with their eyes open or shut. You read it again and this time the students listen for the words they like. When you read it a third time, when the students hear the words they like, they say them out aloud. They tell you/their partner what words they like. Then they get to see the text. (p.12)

Oral cloze You read the text leaving out words. The second time, ask the students to tell you the words you have missed out. (p.12)

Listen and Move You read the passage using movement and the students listen and move. Then you read it a second time faster and include the ending. Students can then work in pairs to create an extra ending. Then they see the text. (p.12)

• "WHAT DO YOU COME FOR?" •

There was an old woman who lived all by herself, and she was very lonely. Sitting in the kitchen one night, she said, "Oh, I wish I had some company!"

No sooner had she spoken than down the chimney tumbled two feet from which the flesh had rotted. The old woman's eyes bulged with terror.

Then two legs dropped to the hearth and attached themselves to the feet.

Then a body tumbled down, then two arms, and a man's head.

As the old woman watched, the parts came together into a great, gangling man. The man danced around and around the room. Faster and faster he went. Then he stopped, and he looked into her eyes.

"What do you come for?" she asked in a small voice that shivered and shook.

"What do I come for?" he said. "I come—for YOU!"
(As you shout the last words, stamp your foot and jump at someone nearby.)

