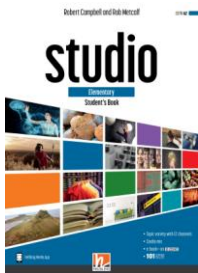




studio

pairwork sampler



Pairwork is a key feature of *Studio*, the new young adult course from Helbling English. Apart from pairwork exercises that occur naturally in every lesson, each unit includes an extra pairwork activity that can be downloaded and printed, photocopied from the Teacher's Book or completed using the Helbling Media App. The media app allows students to use their phones or other digital devices to help them communicate with each other. The six review units also feature a motivating pairwork activity that reviews language from the previous units.

In this *Studio Pairwork Sampler* you'll find tips on using pairwork in your classes as well as 6 sample activities from different levels of *Studio*, written by the author team of Robert Campbell, Lindsay Clandfield, Philip Kerr, Rob Metcalf, and Rebecca Robb Benne.

For more information about *Studio* visit www.helbling.com/studio

An introduction to pairwork

by Nicola Meldrum

There are clear benefits to having lots of pairwork in class:

- It gives students more speaking time to use new language.
- It changes the pace and focus of the lesson.
- It helps you assess the students' language – can they really use this new language?
- It gives students a sense of achievement as they put language into use. That's motivating!
- It is a good opportunity for quieter students to speak, who may be reluctant to participate in whole-class moments.
- It gives students a reason to interact. There is an information gap, where they must interact to find out the answer, complete the task or play the game.

There are some potential things to keep in mind when doing pairwork:

- If you teach large classes, it can get very noisy and hard to control.
- Sometimes it can be hard to pair students if you have a wide range of levels in class.
- While some shyer students may enjoy pairwork, others may feel self-conscious and reluctant to speak.
- Some students feel there is no benefit from speaking to other learners as they make lots of mistakes and are not a good model. They prefer to speak only to the teacher.

Making the most of pairwork

Here are some ideas for making the most of pairwork.

- Explain the benefits of it to your learners. Tell them it's necessary to use language to get better at English and they can learn a lot from speaking to other learners in class, especially if they are monitoring their own speech as they do an activity.
- Support. Students will feel more confident to engage in communicative pairwork tasks if they have had enough practice beforehand. You can also ask them to rehearse silently in their heads before a task. They silently do the task and think about what language to use.
- Create an encouraging environment. Give praise for good language use after a pairwork task. Don't always correct language. Sometimes it can be motivating to focus on the content of what was said so students leave the class feeling positive.

- Pairwork activities provide students with a reason to interact. To make the most of this, get students to work in different interaction patterns, eg sitting back to back, or facing each other. Try using a conveyer belt pattern where they stand or sit in two lines facing each other and one line moves to the left or right every few minutes or when they finish speaking. This gives them lots of practice. You can then do some correction between changes to increase their focus and reduce errors.
- What happens if you have an odd number of students? Well, you can make groups of three: two students take the role of student A, and one takes the role of B. You can also form a pair, but this is less advisable because you can't monitor other pairs and listen to their language use.
- Make pairs in interesting and useful ways. You can pair students by level and maximise their speaking by putting stronger students together. Group medium and lower levels together so they are not dominated by stronger students.

If you want to group students randomly, there are some fun ways to do this.

- 1) Use a deck of cards and pair students by the same number (Aces, Kings, Queens, 10's, 4's, etc.) or by the same suit (hearts, clubs, spades, diamonds) or by odd numbers and even numbers.
- 2) Number students around the room – so if you have 16 students, number them 1–8 and then put the 1s together etc.
- 3) You could also label the students with different vocabulary related to the lesson instead of numbers, eg food or household objects.
- 4) Use famous, well known pairs such as current celebrity couples, Romeo and Juliet, fish and chips.
- 5) Use antonyms or synonyms.

Monitoring and assessing pairwork

- Eavesdrop. To monitor pairwork effectively, get close enough to hear students but do not interfere. Listen to conversations and make a note of good examples of language (especially the target language from the lesson) and errors. You can then write these notes on the board, without saying who said them and ask the whole class to notice good language and correct errors.
- Set a time limit. Setting a time limit can help to focus students on the task and helps you to manage groups. It also helps with the problem of fast finishers.
- Demonstrate. Whenever possible, demonstrate the activity with a student instead of explaining the task. It is simpler, clearer and gives students a model of the conversation they are going to have.

- Repetition. Repetition is a key part of language learning so, if you can, get students to repeat the task with a new partner. To make this more effective, correct any errors you heard and praise good language use before they start again with a new partner.
- Feedback. Get feedback on an activity to find out if students liked it. Also, ask them to evaluate how they think they have done in the pairwork and what it helped them learn. One way to do this is to ask them to make a note of language they used and language they didn't use and would like to use more next time.

The sample pairwork activities

Studio Elementary

2C Ask me a question

8B Describe and complete

Studio Pre-Intermediate

Truth or Lie

Telling the Future

Studio Intermediate

1B Guess the Object

5B Feelings Feelings



Ask me a question

Look at the 6 questions below. Each question starts with a different question word – *who*, *where*, *what*, *when*, *which*, or *how*. Your partner has different questions with the same question words.

Take turns to choose a question. Only say the answer to the question, not the question. Can your partner guess the question? Try to guess all your partner's questions. Don't forget to use all the question words when you guess.

When do you go to bed?

What do you have for breakfast?

Where are you from?

Which is your favourite day of the week?

Who is your hero?

How do you spell your teacher's name?

Useful language

Is the question: ...?

That's right.

No, it isn't. Try again!

Ask me a question

Look at the 6 questions below. Each question starts with a different question word – *who*, *where*, *what*, *when*, *which*, or *how*. Your partner has different questions with the same question words.

Take turns to choose a question. Only say the answer to the question, not the question. Can your partner guess the question? Try to guess all your partner's questions. Don't forget to use all the question words when you guess.

Where do you live?

When do you have lunch?

What's your phone number?

How many brothers and sisters do you have?

Who is your favourite actor?

Which sports do you watch?

Useful language

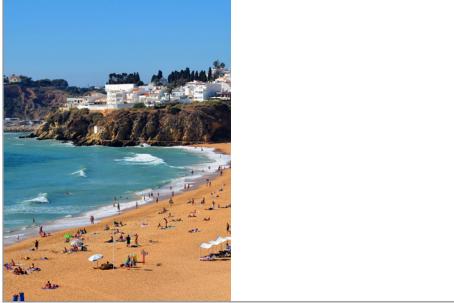
Is the question: ...?

That's right.

No, it isn't. Try again!

Describe and complete the photos

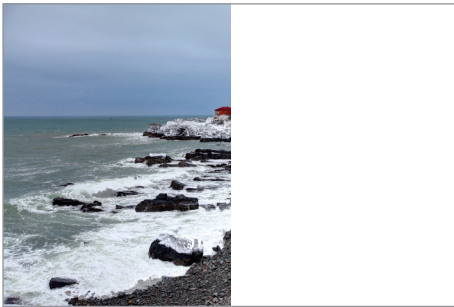
Look at your half of four different photos – A, B, C and D. Your partner has the other half of your four photos (E, F, G and H). Describe your photo halves and decide which halves go together with your partner's photos to make complete photos. When you finish, look at your partner's photos to check your answers.



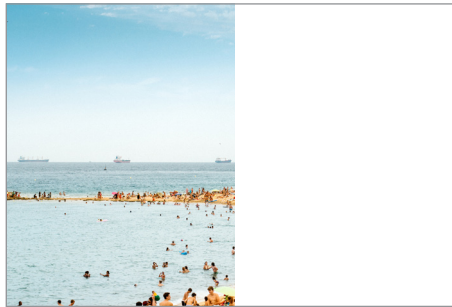
A



B



C



D

Useful language

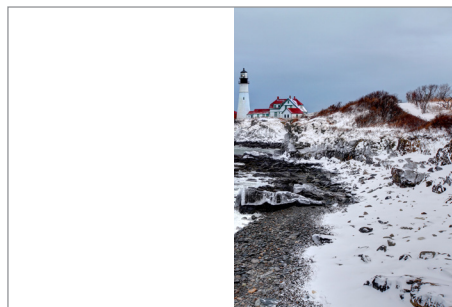
- In my photo I can see ...
- There are a few ...
- There's a little ...
- Can you see a / any?
- How many ... are there?
- What is / are the ... doing?
- What's the weather like in ...?
- So, photo ... goes with ...

Describe and complete the photos

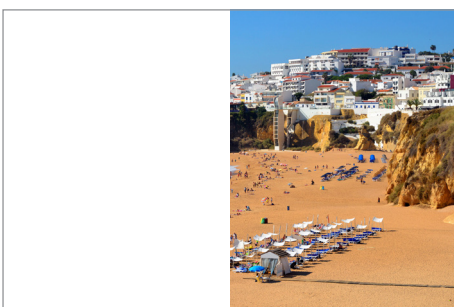
Look at your half of four different photos – E, F, G and H. Your partner has the other half of your four photos (A, B, C and D). Describe your photo halves and decide which halves go together with your partner's photos to make complete photos. When you finish, look at your partner's photos to check your answers.



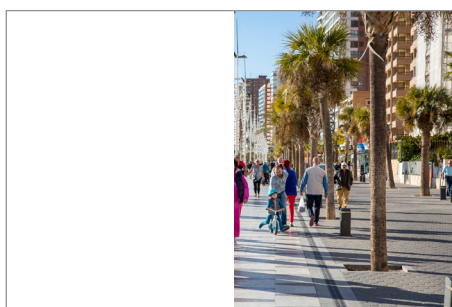
E



F



G



H

Useful language

- In my photo I can see ...
- There are a few ...
- There's a little ...
- Can you see a / any?
- How many ... are there?
- What is / are the ... doing?
- What's the weather like in ...?
- So, photo ... goes with ...

Truth or lie?

- 1 Complete the sentences below. Make some of them true and some of them false. Then read out your sentences to your partner. Your partner can ask you three questions before deciding if each sentence is true or false.

I have _____ brothers and sisters.

Last weekend I _____.

I can speak _____ languages.

The last movie I saw was _____.

I know a lot about _____.

I'm very good at _____.

The most famous person I've ever met is _____.

My least favourite food is _____.

My lucky number is _____.

The most important thing in my life is _____.

Useful language

- Tell me more about ...
- When / Where did this happen?
- What did you think of it?
- Can you explain why?
- I don't think I believe you.
- I'm not sure if that's true or false.

- 2 Now listen to your partner's sentences and decide if each one is true or false.

Truth or lie?

- 1 Listen to your partner's sentences and decide if each one is true or false.
- 2 Now complete the sentences below. Make some of them true and some of them false. Then read out your sentences to your partner. Your partner can ask you three questions before deciding if each sentence is true or false.

My parents are from _____.

Last weekend I _____.

I can play _____ musical instruments.

The last book I read was _____.

This week I haven't _____.

I'm not very good at _____.

The last item of clothing I bought was _____.

For breakfast today I had _____.

On my last holiday, I went to _____.

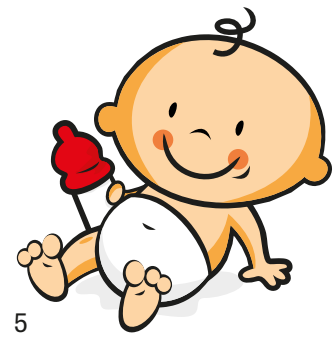
My favourite day of the week is _____.

Useful language

- Tell me more about ...
- When / Where did this happen?
- What did you think of it?
- Can you explain why?
- I don't think I believe you.
- I'm not sure if that's true or false.

Telling the future

- 1 Your partner will call out two numbers from 1-6. Look at the corresponding pictures. Use both pictures to make a prediction about your partner's future. Try to answer any questions that your partner asks you.
- 2 Call out two numbers from 1-6. Your partner will make a prediction about your future. You can ask questions about the prediction.



5



6



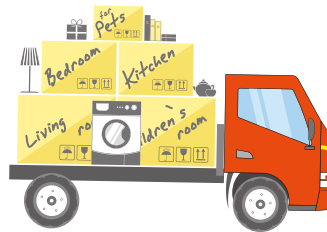
1



3



2



4

Useful language

I predict that you will ...
 You will probably / definitely ...
 You may / might ...
 When / Where / Who will I ...?
 Will I ...?

Telling the future

- 1 Call out two numbers from 1-6. Your partner will make a prediction about your future. You can ask questions about the prediction.
- 2 Your partner will call out two numbers from 1-6. Look at the corresponding pictures. Use both pictures to make a prediction about your partner's future. Try to answer any questions that your partner asks you.



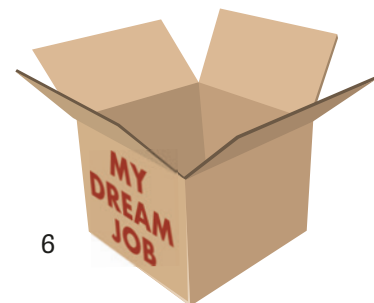
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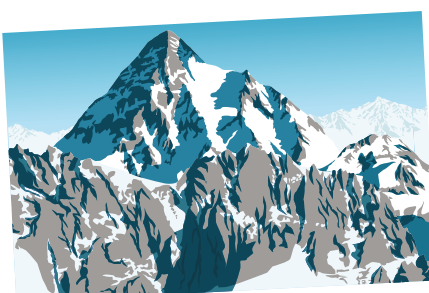
1



3



6



2



4

Useful language

I predict that you will ...
 You will probably / definitely ...
 You may / might ...
 When / Where / Who will I ...?
 Will I ...?

 **Pairwork 4A Student A**

Guess the place 1

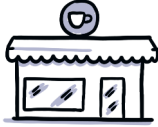
Look at the places in a city. You have the names for ten places. Your partner has the names for the other ten places. Explain the rules in one of your places. Your partner has to guess the place. Then swap roles and repeat.

Useful language

You have to / don't have to ... here.
 You must / mustn't ... in this place.
 You are allowed to ... here.
 You've got to ... when you are here.



1 a library



2 a café



3 a prison



4 an airport

- 11 _____
- 12 _____
- 13 _____
- 14 _____
- 15 _____
- 16 _____
- 17 _____
- 18 _____
- 19 _____
- 20 _____



5 a cinema



6 a post office



7 a petrol station



8 a park



9 a hospital



10 a university

 **Pairwork 4A Student B**

Guess the place 1

Look at the places in a city. You have the names for ten places. Your partner has the names for the other ten places. Explain the rules in one of your places. Your partner has to guess the place. Then swap roles and repeat.

Useful language

You have to / don't have to ... here.
 You must / mustn't ... in this place.
 You are allowed to ... here.
 You've got to ... when you are here.

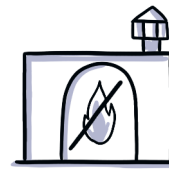
- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____



11 a restaurant



12 a museum



13 a fire station



14 a police station



15 a swimming pool



16 a stadium



17 a theatre



18 a bank



19 a train station



20 a kindergarten / an elementary school

Feelings, feelings

Part 1

You have 5 half questions. Your partner has the other half. Read the beginning of your question to your partner. He or she must give the correct second half.

- 1 When you have to drive to a new place, are you ever worried _____?
- 2 The day before an exam, are you anxious _____?
- 3 When you were a kid, were you obsessed _____?
- 4 Why do people get jealous _____?
- 5 Have you ever been ashamed _____?

When you are finished, ask and answer the questions.

Part 2

Your partner will read you half a sentence. Find the correct second half and complete it.

- a _____ about seafood.
- b _____ with me if I don't call them.
- c _____ on going to the beach.
- d _____ about practising English.
- e _____ with the traffic in this town.

When you are finished, make the sentences true for you.

Feelings, feelings

Part 1

Your partner will read you half a question. Find the correct second half and complete it.

- a _____ of someone in your family?
- b _____ of each other on social media?
- c _____ about forgetting everything you have studied?
- d _____ with a specific toy?
- e _____ about getting lost?

When you are finished, ask and answer the questions.

Part 2

You have 5 half sentences. Your partner has the other half. Read the beginning of your sentences to your partner. He or she must give the correct second half.

- 1 I've never been keen _____.
- 2 I eat almost anything, but I'm not crazy _____.
- 3 This year I'm going to get serious _____.
- 4 I'm fed up _____.
- 5 My parents still get angry _____.

When you are finished, make the sentences true for you.