

THINK PAIR SHARE

This session offers some simple but creative ideas to get students thinking and speaking! The ideas are practical, fun and require few or no materials. Most of the ideas can be adapted to suit higher or lower levels. They are also useful for students going on to take exams such as Trinity or Cambridge.

The ideas encourage:

- Creative thinking
- Lateral thinking
- Giving an opinion and justifying an opinion

Aims:

- To encourage students to develop the skills below
- To give meaningful language practice in a fun and creative way

Learner outcomes: Stds will develop the ability to:

- reflect
- reason and rationalise
- verbalise their thoughts
- understand and explain a concept / an idea
- present an argument
- see another point of view
- think laterally

Warmer (Jon Wright)

- What colour is today?
- What shape is tomorrow?
- What sound was yesterday?

ACTIVITY 1

Think of someone / somewhere (Lindsay Clandfield)

Think of someone who is

- very tall
- a bit short
- quite old
- extremely funny

Follow on qus

who are they?
How do you know them?
what are they like?
do you like them?

Think of somewhere that is

- Very ugly
- Really uncomfortable
- Extremely hot
- A bit small

where is it?
When did / do you go there?
what's it like?
do you like it?

Follow on

Explain / put modifiers on a line

Describe other places and people

NB Concentric circles work for this activity for getting stds to work in different pairs for each question

ACTIVITY 2

Talking about words (CPE)

Aim: Confidence building + deepening lexical understanding

Procedure

- Give each std 2 words – say they are going to talk about them for 2 minutes
- It can be about anything they want to talk about - give them time to think about it
- Stds then share info in 2s then as class
- Teacher demonstrates first

functional vs dysfunctional

rebel vs conform traditional vs modern conventional vs alternative normal vs weird

Other ideas:

Rules vs guidelines

Reward vs punishment

Feedback vs criticism

Concrete vs abstract

Specific vs general

Precise vs vague

ACTIVITY 3 creative thinking: The chairs - Who has a chair like this?

Procedure

- You need Images of different chairs 10 in total – pick some really funky chairs!
- Place images on floor in middle of room
- Each std picks a pic of a chair they like
- There are 10 chairs, 2 of each so later it naturally regroups the pairs

THINK: Ask:

- ❖ Who owns this chair – how old are they?
- ❖ Where do they come from? What do they do?
- ❖ Where do they live/ who do they live with?
- ❖ Where did they get the chair from? Did they buy it ? Was it a present? Who from? When?
- ❖ Where does it live in their house? Inside? Outside?
- ❖ How often do they sit on the chair? Is it comfy? Hard?
- ❖ What do they do in the chair?
- ❖ What do they like/dislike about the chair?
- ❖ If they could change the chair, would they?

Stds think about and invent info – they can make brief notes if needed

PAIR

- Stds tell each other in 2s about their person

SHARE

- Stds then mingle and have to find person with same chair and share info

You can repeat the idea with: Who lives in a house like this?

- Where is this house? country? Town? Near sea? Countryside?
- How many rooms? Bedrooms? bathrooms? living areas?
- What is the outside like? Garden? Pool? Conservatory? Gazebo?
- Who lives here?

ACTIVITY 4 Pictures

Preparation for Cambridge speaking (FCE part 2)

2 pictures per student

Think don't speak

What skills are needed for each sport?

What skills does each sport help develop?

Share in 2s

Think Pair Share

Give out 2 different pics as in FCE

Qu 1 Why do people do these kinds of sports?

Qu 2 Which sport would be the most difficult to do well?

NB Time for reflection helps students to formulate their ideas

Picking different questions helps them think of useful language

ACTIVITY 5 Opinions

Preparation for Cambridge speaking (part 4)

NB This activities requires stds names in a hat in advance

Pose Pause Pounce Bounce

1 pose ask a question

2 pause give stds time to think

3 pounce pick name out of hat and they must answer

4 bounce pick another name out of hat and they must comment on what first person said

You can continue to pounce and bounce as many times as you want!

By picking names out of the hat everyone will have the chance to speak, but they don't know when!

Sample Questions:

- ❖ How important is it to be able to trust our friends? (FCE schools)
- ❖ Is it possible to be close friends with people that you only talk to online? (FCE schools)
- ❖ What is the biggest advantage of living in a place where there a lot of tourists? (FCE)
- ❖ Why do you think people like to go away on holiday? (FCE)
- ❖ Do you think healthcare should be freely available to everyone? (CAE)
- ❖ Do you think attitudes to healthy living change as we get older? (CAE)
- ❖ What personal skills do people need to make their lives run smoothly? (CPE)
- ❖ In what ways can the design of a building help people work better? (CPE)

ACTIVITY 6 If I were PM (FCE / CAE speaking part 3 and 4)

Stds will need language like

- I'd make...
- I'd ban...
- I'd allow... I'd let
- I'd change...
- I'd introduce...

Possible topics

- Fox hunting
- Junk food
- Smoking
- Immigration
- Unemployment
- Child poverty
- Lack of affordable housing
- Pollution
- Recycling
- Traffic
- The obesity epidemic
- Education
- crime

Procedure

- Warmer; Ask stds “ what would you do if you were PM?” – Std's think – you could add some prompts
- Std's share in pairs No feedback
- Teacher then gives their answer (with focus on target structures) – do as a live listening or dictogloss
- Ask 2 simple q's: what would I change? What phrases did I use to talk about the changes?

Eg

If I were PM, my priorities would be education and the environment. First I'd reduce class sizes in all schools to a maximum 20 students per class. I'd introduce a wider range of subjects at Secondary level to help students find what they love and I'd change the exam system so that students do both exams and coursework. I'd make all street lamps run on solar energy and I would increase the number of street lamps especially in rural areas. I'd invest more in renewable energy sources and over time I would ban fossil fuels and nuclear energy.

NB The length of the replies is similar to what is required at FCE / CAE

- Repeat initial activity in small groups – share! Ideally stds will use some of target language

Follow on

Give out the topics on cards

Std's in small groups turn over a card – they think about it then share their opinion

Encourage stds to comment on each other's' ideas saying if they agree or disagree and why.

NB If the topics are too open then more concrete statements can be given

Eg

We should increase the tax on products containing a lot of sugar

Class sizes should be reduced

Traffic should be banned from all city centres etc

ACTIVITY 7 What's my job?

Procedure

- Give each std a job
- Or say “ think about a job you've done or a job you'd like to do...

Think about

The skills needed for this job
The qualities needed
The advs
The disadv

you need to be able to...
you need to be ...
the best aspects are...
the worst aspects are...

Share the info in 2 s – partner guesses

Share the info in groups – others guess

OR mingle to find someone with the same job or a similar job in same area – compare answers

Follow on

What's similar / different?

- Politician / diplomat
- Journalist / news reader
- Novelist / poet
- Tour guide / travel writer
- Singer / song writer
- Dentist / orthodontist
- Gardener / tree surgeon
- Nurse / surgeon
- Chef / waitress
- Choreographer / ballerina
- Film director / producer
- Air hostess / pilot
- Footballer / coach
- Policeman / body guard

EXTRA

Creative photos

Imagine you took this photo...

- Where are you?
- Why are you there?
- What's just happened?
- What happened after you took the photo?

This activity can be done with photos brought in by the teacher or with actual photos from stds' phones

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