

## 2. Possible Activities for weaker students

(even before using the Language Support Activity Units)

### 2.1 The name game

The importance that a person attaches to his/her name should not be underestimated. When students come to a new country there can be a tendency to 'convert' the name to something that is pronounced more easily or to a name that is locally more familiar.

**PURPOSE:** To introduce students to one another and encourage them to 'break their silence'.

**METHOD:**

1. The teacher explains his/her name under the following headings:
  - *Name*
  - *Where does the name come from*
  - *Meaning of the name*
  - *Whether it has religious origin*
  - *Who chose the name*
  - *Other people in family called this name*
2. The teacher distributes a grid to students or makes a grid on the board and students write or dictate the information to the teacher

### 2.2 Class interview

**PURPOSE:** To get students to mingle in the classroom. Focus is on formulation of questions and answers; comprehension; organising and writing brief information; presenting information to class.



**METHOD:**

1. Teacher and students devise a simple interview to get basic information from one another. This can be reused as new students join the group.
2. Students learn how to ask questions like:
  - What is your name?*
  - Where are you from?*
  - Where do you live now?*
  - What age are you?*
  - Do you like school?*
3. Students are paired and interview one another (prompting as necessary)
4. Each student reports to the class about his/her interviewee

If one or two new students arrive after the others, the existing group can take turns asking the questions.

## 2.3 Class survey

The interview can also be turned into a class survey.

1. Every student talks to every other one in the group
2. The questionnaire is devised in advance by teacher and students
3. The results are reported to the class as a whole and marked up on the board to see how many responses have been received to each question
4. Typical questions for a survey:
  - What languages do you speak?*
  - What do you do at the weekend?*
  - What kind of music do you like?*
  - Do you like the weather in Ireland?*

It's important to try to avoid questions that will only elicit Yes No answers. The language learning benefit is gained in the formulation and comprehension of the questions and answers.

This activity can be made more challenging by the use of open questions like:

- What is (are) your favourite subject(s) in school?*
- Where do you like to go in your free time?*

## 2.4 Quiz

At the end of the week students can divide into teams. Each team selects a card and the other team must provide a full and accurate sentence using what is on the card. The teacher judges the accuracy of the sentence and corrects where necessary.

## 2.5 Using flash cards

'Flash cards' can be used to reinforce and consolidate newly-acquired vocabulary. These can be put on the wall in categories or at random. Cards may be used to confirm comprehension, check pronunciation or to break a communication barrier.

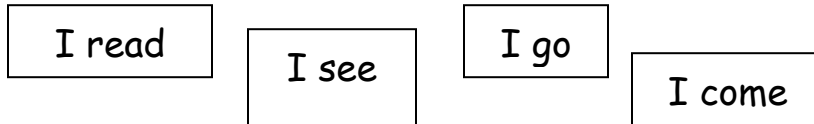
Students look at all the cards regularly and make sure that they remember the meaning/use of the vocabulary item.

**Students should be involved in making the cards and putting them up.**

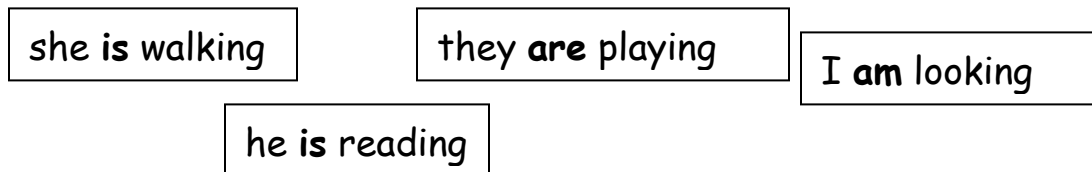
Cards may be based on **items of vocabulary** such as nouns or adjectives. For example the theme 'Items in the school':



They may also focus on **grammatical constructions**. For example, when discussing habitual actions, the relevant verbs and form can be highlighted:



When describing a picture, for example, the continuous form should be reinforced:



## 2.6 At school

This activity helps the teacher to understand more about you as a student.

Mark the pictures in the box below and write the names of the subjects.

Subjects I like:

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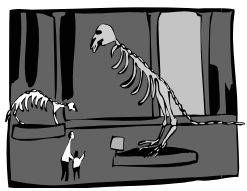



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At school, I don't like:

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art	I.T	science	business studies	
				
maths	music	English	geography	MTW
				
history	P.E. and sports	home economics	homework	

## School Subjects

m	h	j	l	t	y	j	p	d	h	e	y	m	v	g	b	n	s	y	h
g	b	i	o	l	o	g	y	h	k	i	m	u	s	i	c	p	o	j	s
c	h	n	m	h	r	f	d	s	v	j	n	u	i	l	m	d	e	q	r
f	j	I	r	i	s	h	k	p	l	w	o	o	d	w	o	r	k	s	c
v	n	h	m	s	r	f	g	F	r	e	n	c	h	a	h	b	n	m	k
l	h	e	d	g	e	o	g	r	a	p	h	y	f	h	n	j	m	k	e
d	f	g	n	m	k	l	o	p	h	s	v	g	b	n	j	m	t	h	e
f	g	j	G	e	r	m	a	n	h	n	m	k	l	o	p	f	g	b	d
e	f	g	s	d	v	c	h	i	s	t	o	r	y	a	b	h	n	k	m
g	b	m	k	e	c	o	m	p	u	t	e	r	s	t	u	d	i	e	s
x	b	n	m	k	j	y	c	h	e	m	i	s	t	r	y	s	h	b	n
m	e	g	v	r	e	l	i	g	i	o	n	a	f	v	b	k	m	i	p
n	m	a	t	h	s	s	t	h	x	n	m	a	r	t	g	j	m	k	p
f	b	h	m	k	l	d	e	v	h	b	n	j	m	d	s	w	q	c	e
t	s	t	j	h	o	m	e	e	c	o	n	o	m	i	c	s	m	b	h
n	c	e	t	s	b	s	c	i	e	n	c	e	s	v	b	n	h	m	c
e	g	n	j	y	s	c	n	u	j	n	g	l	s	x	b	t	u	g	i
o	p	h	y	s	i	c	s	s	t	r	f	b	n	u	o	m	g	s	c
f	t	e	r	n	j	m	o	p	E	n	g	l	i	s	h	m	s	h	b
n	u	e	n	c	t	h	n	o	p	l	i	k	m	g	y	h	t	s	r

Find the words: all words go from left to right →

Highlight the subjects that you are learning

biology

chemistry

French

music

geography

art

woodwork

science

Irish

physics

history

maths

home economics

computer studies

German

English

religion

## Rooms in the School

d	g	h	s	c	i	e	n	c	e	l	a	b	c	b	h	t	k	n	a
n	a	a	r	t	r	o	o	m	e	h	p	g	y	m	p	h	k	i	a
h	m	k	l	f	r	c	l	o	a	k	r	o	o	m	a	f	h	o	l
b	j	m	k	t	d	b	s	x	j	i	l	t	o	i	l	e	t	s	p
l	p	l	a	y	i	n	g	f	i	e	l	d	p	r	g	a	q	e	d
j	m	l	r	f	n	u	k	c	o	m	p	u	t	e	r	r	o	o	m
a	g	n	i	s	t	a	f	f	r	o	o	m	h	m	k	p	r	g	b
o	f	f	i	c	e	f	n	k	m	r	d	l	h	n	j	i	m	s	c
r	g	n	v	i	k	a	s	m	l	p	e	f	r	h	n	j	k	m	d
h	n	m	k	a	s	d	c	l	a	s	s	r	o	o	m	n	e	h	g
q	g	y	u	j	m	l	f	v	b	y	k	m	l	i	b	r	a	r	y
a	v	g	m	u	s	i	c	r	o	o	m	h	n	m	k	e	g	d	l
k	m	e	f	k	i	t	c	h	e	n	s	n	m	l	f	b	h	o	p
m	k	s	g	h	n	k	w	o	o	d	w	o	r	k	r	o	o	m	l
p	c	h	a	n	g	i	n	g	r	o	o	m	s	j	g	n	c	e	f
m	k	g	B	a	d	r	t	h	n	u	k	m	d	f	n	w	o	k	l

Find the words: all words go from left to right →

changing rooms

music room

kitchens

science lab

staff room

library

class room

woodwork room

gym

art room

cloak room

toilets

playing field

computer room

office