

Classroom language

Listen and look.

Point.

Point to Ben.

Point to the dog.

Point to the right picture.

Touch.

Touch your desk.

Touch something blue.

Listen and touch the right thing.

Read.

Read this word.

Read the story.

Read this page.

Read the part of Ben.

Read the words and match the pictures.

Draw.

Draw a picture.

Draw a picture of Elvis.

Draw a picture and colour it.

Show me.

Show me something blue.

Show me your pictures.

Hold up your pictures.

Write.

Write the words.

Tell the class.

Tell me about your family.

Tell us about Ben.

Tell your friend about your picture.

Who can tell me the answer?

Hands up!

Organising the class

Sit down, please.

Stand up, please.

Come here.

Work in pairs.

Work in groups.

In pairs, please.

In groups, please, everyone.

Close the door, please.

Can you close the door, please?

Open the window, please, Sally.

Take out your books.

Where's your book, Susannah?

Have you got a pencil, Jenny?

Have you all got a pencil?

Changing activities

Let's play a game.

Do you want to play a game now?

Start now!

Stop now!

Let's sing a song.

Who can sing this song?

Let's act this story.

You can be Jill and you can be Eddy.

Taking turns

Whose turn is it?

It's my turn.

It's your turn.

It's Cathy's turn. next

Can I read now?

All right, Alex.

Will you read, please, Fiona?

You can read now, Jenny.

Who wants to read now?

Can I go to the toilet, please?

OK. Be quick.

Quickly and quietly

Quickly, everyone.

Come on, James.

Sh! Quiet!

Keep quiet, please.

Quietly, please.

Don't do that, Catherine!

Questions about language

What's this in English?

It's 'cat'.

How do you spell it?

C-A-T.

Who can spell 'banana' in English?

Me!

How do you say 'pizza' in English?

You say 'pizza'!

Praise

Good!

That's good!

Well done!

What a lovely picture!

That's very good!

Nearly right, Ann, try again.

Activity lessons

Cut.

Cut out the squares.

Cut round the head.

Cut along the dotted line.

Only cut that bit.

Fold it like this.

Glue.

Glue the squares together.

Make.

Make a robot.

some scissors, some glue, some paper, some string

I need a piece of paper.

I need some glue.

Finishing up

Time to stop now.

Collect the books, Jack.

Put your books away.

Who can be ready first?

At the end of the lesson

See you tomorrow.

See you on Monday.

Goodbye, everyone.

Bye Bye.

You can go now.

Put on your coats.

Take your things with you.

Checking answers

Check your answers.
Check your answers with your partner/neighbour.
The answers are on the board.
Who can answer the question?
The answers are on the paper.
Work in small groups and check your answers. I can come and help you.
What's the answer for Exercise ...?
Have you got the same answer?

Decide exercises

Look at the exercises. Choose one of the exercises.
You can work alone or with a partner.

Discipline

Please be quiet
Ssssh, please.
Quiet please.
You're very noisy today.
Please don't do that.
Stop talking.
No talking.
Who's talking?
Stop fidgeting.
Sit up straight.
Stand still/sit still.
Don't push.

Eliciting ideas

Don't worry about mistakes.
Say it in (mother tongue).
Can you think of any more ideas?
Any more ideas?

Error correction.

Good/Well done/Excellent/That's not bad.
Can anyone give us another answer?
OK. Can you try again?
Is that right?
Ask your neighbour.
Compare with your neighbour.

Pairwork

Work with your neighbour.
For this exercise, you can work in pairs.
Practise the dialogue in pairs.
Get into pairs.
Check your answers with your neighbour.
Work with a partner for five minutes.
Have you got a partner?

Pronunciation

Say it clearly!
Listen and repeat.
Listen to the cassette.
Listen. Say it again.
Can you hear the sound?
Open your mouth!
Say these words.

Games

Before you start to play, please listen to the rules.
Have you got a dice and counters?
Don't forget to take turns!
Is it your turn, (student)?
Who wants to go next?

Groupwork

Please get into groups of three or four.
You can work in groups.
Make groups of three or four.

Homework

Finish this exercise for homework, please.
Please do Exercise ... for homework. —
Please do your homework for Thursday.
On Friday we are doing Unit X. Can you read it first?

Listening

Listen carefully
Listen to the cassette.
Listen and repeat.
Can you hear?
Do you want to listen again?
You can have your books open and listen to the cassette.
Close your books.

Monitoring and guiding

Are you OK?
Everything OK?
Do you want some help?
Can you help each other?
Do you need more time to finish this?
Look at the example.
Here's an example.
When you finish, you can do Exercise ...

Mother tongue

Can you say that in English?
This is the English for ...
What's (word) in English/(mother tongue)?
How can we say that in (mother tongue)?

Songs

Listen. Hum the melody./tune
Let's listen to the cassette first.
Look at the words in your book.
You can clap. Now try to join in
Let's sing together.
Do you want to sing it again?
Sing up

Starting the lesson

In this lesson we are going to look at/finish ...
Have you got your Workbooks /Student's Books?
Look at page ...
Look at the pictures.
Find the exercises and pictures on the blackboard.
Can you remember last lesson?
Today, we can ...

Nouns - School

state / private / public / grammar / kindergarten / play school / play group / nursery school / prep school
headmaster / headmistress Deputy Head the head of ...

Headmaster's / Headmistress' Office the Staff Room

a member of staff

classroom

corridor

library

cloakroom

hall (dining hall)

the gym

the bell (when the bell goes off)

white board

(board) marker

board cloth

blackboard

board rubber / duster

chalk

first / second / fifth, etc. year

term - to break up

term time

school holidays

chart poster

notice board

bin

P E

assembly

playground

break / break time / play time

Nouns - Teacher

the register - to take the register

detention - to give someone detention

project work group work

dictation - to dictate

vocabulary list

composition / essay

to mark

five out of ten

top marks

tick cross

homework - to set / take in / give back

test

exam - to set / mark

report - to write a report

tape recorder - to eject / to record / to rewind / to fast forward

overhead projector

photocopy - to run off 30 copies

a truant - to play truant to skive (off)

corporal punishment

a telling off - to tell someone off

pupil / student / prefect / head boy / head girl

a syllabus

timetable

curriculum

discipline - strict / lenient

Miss / Sir

plimsolls / trainers
pencil case pencil box
rubber
ruler
pencil sharpener
scissors
compass
crayon
felt tip pen
highlighter
paper clip
drawing pin

Language

Write X down
Take notes
Open your books at page 9
Turn to page 9 in your book
Turn over the page
Close your books
Copy X (down)
Fill in
Stick (X into your book
Pin (X to the wall)
Draw round ...
Draw a line through...
Cut out..
Trace..
Shade (X) in
Colour (X) in
Put a tick / cross next to...
Underline
Circle
Fold... / Wrap... / Cover... / Tear off...
Rub (X) out
Cross (X) out
Write X at the top of the page / at the bottom of the page
Make a list of...
Leave a space
Who can tell me what / where / when , etc.
Come to the front of the class
Go to the back of the class
Give your books in / Hand your books in
Put your books / bags / pens, etc. away
Can you spell... How do you spell
Tidy your desk up
Repeat after me Say after me
Speak up
Pretend you are...
It's your turn
Wait your turn
Whose go is it ?
Put your hand up Hands up who / if...
Line up - Line up in single file
I'm going to hand out.....

scrap book
folder file
exercise book
sellotape / sticky tape
glue / pasta
stapler / staples
packed lunch lunch box
homework - to do / hand in / forget your homework
mobile phone
a sheet of paper
a blank sheet of paper
a locker
a whistle
satchel / hold-all / backpack / rucksack

Pick your book up
Go back to your seat(s)
Sit in a circle/get in a circle
Find a partner
You can sit next to Joe
Are you ready?
Is everybody ready?
Hurry up
Swap places
Wait a minute
Watch out
Speak up
Tie your shoelaces
Wash your hands
Wipe your nose
Have you got a hanky?
Do you need a tissue?
What's the matter?
What's the matter with Tom?
I feel ill
I feel sick
Never mind
Are you feeling better?
Put these pictures in the right order
Carry on
Let's count from 1 to 10

Turn/Switch on the light please
Could you clean the board for me, please?
Clean your table
I'm sorry I'm late
I've lost my book
I can't find my bag

Now I'm going to tell you a story.
It's about 3 bears. It's called "The 3 Bears"
We're going to play a new game today
Who knows how to.....?
First we're going to look at some pictures
Could you all look at the board please?
We're going to learn a new song now
First I'd like you to listen to the tune on the cassette
Would you all find a partner, please
Would you all take out your felt tips please

Classroom Language

Work in a group. Compare what you say in these classroom situations.
Write some sentences in each section.

Checking children's answers	Discipline	Correcting mistakes
Encouragement/Praise	Setting up Games	Groupwork
Setting up Songs	Starting the lesson	Ending the lesson

Richer Teacher Classroom language in English

1. Work with a partner. Read the theory text below

Theory

We use English as classroom language in order to provide our children with more 'exposure' to the target language (Krashen) in the hope that they will (after a silent period, perhaps) then use some of that language themselves.

Do you agree?

Yes – read the paragraph opposite

No – make some notes about why we use English in the L2 class:

Practice

Most taught teacher classroom language is in the imperative form (either affirmative or negative).

Eg

Choose a partner

Look at the board

Don't make a noise

Sit on the floor

Make two teams

Don't sit there

Work with a partner

Stand up please

This is not a form which children use, nor one which is in general use outside the pedagogic situation. This means that the transfer from exposure to use takes place only at a single lexical item level rather than at a 'chunk' level which is usually how young children learn L2.

In other words, if the children hear 'Look at the board', they will only be able to use 'the board'. Or 'Bring me the book', they will only be able to use 'the book'. If a child said 'Bring me the book' we would consider her very rude indeed!

Do you agree?

Yes – what do you think the solution could be? Discuss your ideas with your partner and jot down your thoughts:

No – make some note to describe your ideas

Possible solution

Classroom language in second language needs to be 'richer' than in first language. In other words we need to use other structures and forms like a 'sandwich' around the imperatives.

How can we do this?

1 introducing/explaining; We can often use 'going to' for this.

Stage 1 <i>We're going to talk about animals today.</i>	Stage 1 <i>You're going to learn a new song later</i>	Stage 1 <i>We're going to learn the new song now.</i>
Stage 2 <i>And first, we're going to look at some pictures of different animals.</i>	Stage 2 <i>But first we're going to look at some pictures.</i>	Stage 2 <i>What do you think we're going to do first?</i>
Stage 3 <i>Could you all look at the board please?</i>	Stage 3 <i>Would you all open your books, please?</i>	Stage 3 <i>First we're going to listen to the tune on the cassette</i>

(note the use of the modal rather than the imperative as a more transferable 'chunk')

2 Work with a partner

a First write down some imperative sentences which you use in class or use the ones below:

Listen to the cassette

Take out your felt tips

Choose a partner

Come to the board

Get in a circle

B Now write some introduction/explanation sentences which you could add on before.

c. Practise saying them with your partner.

.3'Commentarising'

When you are introducing the children to a new game/sport, for example, do it yourself first and 'commentarise' as you play to ask a child to show and comment on her actions:

Work with a partner and say either 1 or 2

<p>1</p> <p>Stage 1 (explaining/introducing) <i>We're going to play a new game today. It's called Shipwrecked (PE game).</i></p> <p>Stage 2 I'm going to show you how we can play it</p> <p>Stage 3 (commentarising) I'm standing on the bench. Now I'm jumping to the mat. Now I'm jumping to this bench. Now I'm climbing on the rope. Now I'm jumping to the mat...</p> <p>Stage 4 (Checking) Why do you think I'm doing this? (Children reply in MT: because you don't want to touch the ground)</p>	<p>2.</p> <p>Stage 1 (explaining/introducing) <i>We're going to make fingerprints today</i></p> <p>Stage 2 I'm going to show you what we're going to do</p> <p>Stage 3 (commentarising) I'm putting my first finger in the ink, just a little bit. Now I'm putting my finger on the paper and making a mark. Now I'm taking my second finger, and putting it in the ink and then putting it very carefully on the paper. Now I'm taking my next finger. I'm putting it in the ink and now I'm putting it on the paper. Now I'm taking my little finger. I'm putting it in the ink and now I'm putting it on the paper. Very nice. Now I'm drying my fingers on the paper. And now I'm waiting for the ink to dry.</p> <p>Stage 4 (Checking) Why do you I'm doing this? (Children reply in MT: because you want to see you fingerprints?)</p>
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4 Work with a partner and think of an activity – song, game, task – which you the children may do for the first time.

Write the 'commentarising' and practise with your partner.

Extracts from 'English for Primary Teachers. A handbook of activities and classroom language' Mary Slattery and Jane Willis
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classroom language functions

- a Organizing the children and asking them to move
- b Saying what is going to happen
- c Using game language for equality and turn-giving
- d Making comments on what is happening at the time
- e Getting children to pay attention

Specific language planning for a lesson

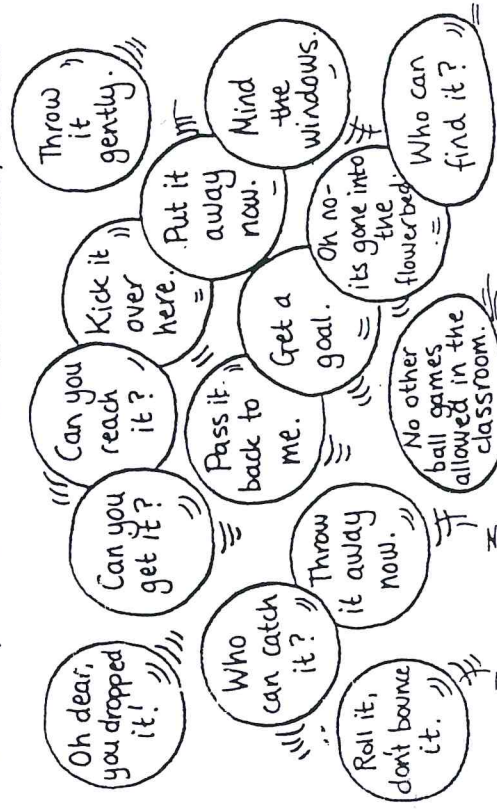
Prepare what you are going to say when you

- greet your pupils
- talk to your pupils as you start/finish your English lesson – different topics and routines
- set up an activity – arrange the room – organize your pupils – say what you are going to do – and give instructions
- speak to groups or pairs or individuals if you have the opportunity
- want to say something positive to your pupils.

Extra phrases for ball games

Try to think of seven verbs that are often used with the word *ball*, e.g. *roll*, *bounce*.

Read all these phrases out loud. Which one is the least likely to be used



Starting your lessons in English

To help your children acquire English, speak English from the beginning of each English lesson. What you say then will, of course, depend on whether you are their everyday class teacher, or whether you are a specialist English teacher.

Greetings and forms of address

Addressing a teacher by name is usual in some countries, whereas in others children use the word *Teacher* as a title. What happens in your country? Practise some suitable phrases from this table.

Teacher	Children
Good morning, children.	Good morning.
Good afternoon, everybody.	Good afternoon, [surname].
Hello, boys and girls.	Hello, [first name].
	Teacher.

Checking attendance

Think how you could have a small conversation with your children as well as calling their names. Practise, using the tables below and then add to these conversations by using the ideas under the tables.

Let's take the register. Let's check to see who is here.	Thank you, everybody.
Remember to answer 'I'm here'.	So, everyone is here except ... So, only two people away.
Is everybody here?	Oh good, Paula, you're back. Nice to see you. Are you all right now?
Is anyone away?	Oh, John's away.
No-one absent today?	Who knows why? Is he ill?
Who is missing?	Maybe he's gone to the dentist. What do you think?
Let's all count to see if everyone is here – girls first, then boys.	Is that more than yesterday? Or less than yesterday? Or the same?
	So, how many is 13 and 15? OK ... Yes? So that is 28 altogether.

Organizing your classroom

Think of all the things you might say to your classes in your mother tongue during the day when you are organizing your class. Write down three or four of these sentences in English, for example, *Turn your chairs around and face the clock*.

Everyday instructions – organizing the classroom

Now read the following ten instructions out loud.

- 1 Get your books and pencils out.
- 2 Pick your pencils up.
- 3 Move the tables back.
- 4 Turn your chairs round to face the wall chart.
- 5 Put all your things away.
- 6 Close the window beside you.
- 7 Put your pencils down.
- 8 Turn back to face the front.
- 9 Leave these tables here.
- 10 Leave the windows open.

For each instruction, find one which has the opposite meaning. There are five pairs of opposites.

Nine of these instructions contain phrases that end with an adverb or adjective, like *back* or *open*. Read these out loud with a slight stress on the adverb, and notice the similarities in rhythm.

What words or phrases might you add *before* these instructions to get your children's attention? For example, *OK, all of you, get your books and pencils out*.

Play around with them and see how many small changes you can make to each one, to suit children of different levels. For example
Put all your things back in your bags.

Right, can you put everything away now?

You don't need to move these desks; they are fine as they are.

Practise saying your new instructions as if to learners of different ages or levels.

Giving instructions in English

Sitting down and standing up

Come in please and sit down.
OK – sit down now please.
Sit down together at your tables.
OK – everyone – sit down – quietly.
Ana – sit down over there – with your friend.

Midori, turn round and face the front.
OK, everybody, stop talking now and listen carefully.

OK, please stand up. And don't make too much noise.
Everybody up! That's right!

Stand still! Don't move.
Stay in your places! Stay where you are.

Moving around

Right, Taro, can you come here, please?
OK, come out here to the front of the class.
OK, your group, come up to the front.
Right, now, you, you, and you ... come over here.

Now, get into a line. Stand in a line.
I want you to make two lines, along here ...

Like this ... one behind the other.
Let's see ... move up a bit ... good ... that's nice and straight!

Can you make a circle? A nice round circle. Good!

Not too close ... a bit further apart ... step back a bit, that's better!
Suresh ... come forward a bit ... Yes, that's it.

OK, thank you. Now go back to your places.

Being good – a positive approach to discipline

How can you get young children to settle down and listen properly? Here are some things you can say in order to control children but still sound positive and encourage good behaviour.

- *Please stop talking now. No more talking for a bit. Good, you lot. That is nice and quiet. You others ... sh ... sh. Calm down now, OK. That's better.*
- *Quiet please! Settle down now and listen. That's good, Eva. Thank you, Emilio.*
- *Everyone is sitting really nicely ... except for Tom! Tom, could you sit down like the others please? Thank you. OK ...*
- *OK, we need to be quieter to hear what everyone is saying. These two groups are doing an excellent job. Thank you for being quiet. And now we are waiting for ...*
- *Now who can tell me the name of the book. Lots of hands raised. Excellent.*

What can you do with cards?

Look at the tables. Read three or four sets of instructions out loud from each table.

Test yourself. Cover the tables up. Write a list of verbs/actions that you can use with cards, e.g. *mix them up*. If you can remember seven you have done very well.

Here are some cards.	Can you	give them out? deal them out?	You should have three each.
These are picture cards.	Will you	share them round? mix them up?	Each pair should have six.
These are word cards.		put them face down on your table?	Check you have eight on each table.
Here are some cards with phrases on.			Put the rest in a pile, face down.
Here are some cards with actions on.			
Don't look at them yet.			Don't show them to anyone else.
Just look at your own.			Don't look at anyone else's.
Spread them out so you can see them all.			Which ones make a pair?
Whoops!	One's gone in your lap.	Can you pick it up?	
Oh dear!	One's fallen in your bag.	Can you reach it?	
Watch out!	One's gone under your chair.	Who hasn't got all six?	
Careful!	One's fallen on the floor.	Who's got one missing?	
Wait a minute!	You've got an extra one.	Who's got one extra?	
	You are one short.		

pencils, crayons, felt-tipped pens
markers, rulers, paints, paint brushes,
scissors, glue, plasticine, play-dough,
paper, coloured paper, large sheets
of paper, card, cleaning cloths,
sponges, paper towels...

Phrases describing position

Here are some phrases that are useful for describing pictures.

- Find seven pairs of phrases that are opposite in meaning.
- Which two phrases are left over?

1 on the left	a in the background, far away
2 in the middle – a bit to the left	b under the tree
3 in the corner, at the front	c at the front
4 at the top of the tree	d in the corner, at the back
5 at the back	e in front of the tree
6 next to the tree	f on the right
7 right at the front of the picture	g in the middle – a bit to the right
8 behind the tree	h by the bus stop

Can you put several phrases together to make a very long one? Add any other words you like, for example:

In the corner, at the top, on the left just behind the top of the tree.

What do you keep where?

Read the lists below. Add to the lists of things, containers, and places.

in boxes,
in jars,
in plastic tubs, in folders ...

on the shelf,
on the top/bottom/
middle shelf,

in the cupboard,
in the book corner,
near the rubbish bin/trash can,
on the tray in the corner...

Now practise six requests, asking your children to get things out or put them away, using patterns like these:

Can you get the _____ out? Do you know where it is/they are?

Can you put the _____ away? Do you know where it goes/they go?
Yes, on the ...

What learners need to say and ask

In the first two boxes below there are some possible things children might need to tell you. Add more things to the children's boxes. Then select a suitable response from the teacher in the second box.

Children I haven't got I've lost I've forgotten Look, I've got	my pencils. my colours. my book. a new bag/pencil case. some new felt tipped pens.
Teacher Has anyone seen Giorgio's pencil/book/colours? Can someone lend Giorgio a pencil/some colours? Who's got a spare pencil? Don't worry – I've got a spare one/set here.	Did you leave it at home? OK, never mind. Here's one. Here you are. Go and get one from my table. Leila – can he look at your book? Can he share with you? That's/Those are lovely. Who gave you that/those?

Add to the table below and practise some possible exchanges.

Child Excuse me! Can you help me? Please Miss X! Is this right? I don't know what to do! Please can I ask in Spanish?	Teacher Yes – of course, just coming. Wait a moment, Ana, I'm just helping Peter. Yes ... what is it you need? That's fine like that. Yes ... What do you need to know?
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Asking children to guess or remember

Practise some questions from this table,

Who can guess what	
Can you say/ask them what	they are doing?
Hands up if you can guess what	they are going to do next?
Can you remember what	Amanda and Marta were doing?

Starting a feedback chat

Here are some things you can say to children who are working on their own, colouring, writing, or drawing. The context for this table is the caterpillar story.

Choose a story you might do this activity with. This table is about the caterpillar story. Change some of the words, comments, and questions in the tables to suit your story. Your aim is to encourage individual children to have a short conversation or chat with you about their work.

That's a	very nice lovely wonderful fantastic	caterpillar! picture!	Can you tell me more about it? Why did you do that bit yellow? How many things has he eaten? Wow, has he eaten all those things? or only some?
That's	really good pretty good very neat	colouring writing drawing	What things does he like best? My goodness – he's got a lot of legs! Can he walk very fast? So now, what are you going to draw/write/colour next?

Practise four or five feedback examples.

Explaining and demonstrating

Read the suggestions in the table. Change some to suit your lessons better. Add some more ideas. Practise saying them out loud or to someone else.

Today we are going to	do some colouring. do some drawing. do some painting. do some sticking.	Look, like this ... Look at what we are going to make.
Next, we are going to	make a monster.	Here's one Class 3 made.
Over the next few lessons we are going to	make an Easter Card. colour some animals. make a farm. make a circus picture.	Look, here's a picture for you to colour. Here's a sticker sheet for you to share – one between two. We'll start like this ... You can all choose a different animal.
Let's do some together as a class first, so you'll see		what I mean. what it might be like. what to do. how to do it.

Asking for helpers and giving things out

Practise saying these phrases. If you can, act them out with a partner.

I need two helpers, please.	So, can you give out these pictures? One each.
Who'd like to help? You three? Fine.	Can you pass round these sheets of paper? So everyone has one?
Sachiko, can you help me?	Can you give out the cards? Three for each table.
Ann and Pat – you can help me.	Hand these back down your rows. Can you find the boxes of crayons and give them out? Can you collect in the cards? Thanks.

Ending your lessons

What do your children normally do after your English lesson?

Do they

- stay in the same room?
- go to another lesson in a different room?
- have a break?
- go home?

How do you normally finish your lessons? What might you say?

Write down three things.

Read the examples below. They all come from real lessons.

- 1 OK, that's all for now.
- 2 Right. We've no time for anything else – don't do any more – we don't have any more time today.
- 3 OK – just one more time before going out for a short break.
- 4 OK, now stop! We haven't enough time to finish the monster today. So stand up...
- 5 OK – just one more time – and then that's it.
- 6 OK, pick up all your things – and put the books in the cupboard.
- 7 That's all for today. On Monday, there'll be more.
- 8 OK, children, make a line to say good-bye – following the leader. Bye bye.
- 9 OK, it's break-time. So you can go out to play. But first – line up quietly by the door.

Find four pairs of phrases that have similar meanings. Read them out loud in pairs.

In each example, one word or a phrase is underlined. Change or substitute this one word or phrase for another word or phrase, for example, change now to this afternoon.

Turn-giving

Read these phrases out loud. Decide whether you want the whole class, half the class, or smaller groups or individuals.

Put them in order from large group to individual responses. Then say them out loud again, if possible from memory.

- 1 *Everybody—all of you! Ready?*
- 2 *Just this row.*
- 3 *Maria, your turn.*
- 4 *OK, this group now ...*
- 5 *Anybody else? Hands up ... one at a time ... don't just shout out.*
- 6 *Blue team—you start. Then red, then yellow.*
- 7 *OK, yellow, your turn next.*
- 8 *Right, now boys and girls ... all together.*
- 9 *Class—you're in two halves ... OK, this half first.*
- 10 *Back row, then front row.*
- 11 *Second row, then third row.*
- 12 *OK, you two, then you two, next.*

Asking who wants a turn

Read out the phrases below, then choose four, and think of what you could say to a learner who responds, for example, *Whose turn is it to do a mime? OK, Mei Li, so you want to show us your mime? Out you come, then.*

- Who wants to start? Hands up!
- Whose go is it?
- Whose turn is it to do a mime?
- One more go. Who wants the last go?
- Blue team? But you started last time.
- Maria again? But you've just had a go.
- Who has still not had a turn?
- Who still wants a go?
- Which group has not been?

Setting up pairs and groups

Practise some instructions from these tables.

Are you ready? OK, everyone, So now everybody, Quiet please! Listen carefully.	You're going to do this You're going to work You will be playing this	in pairs. in twos. in threes. in groups of three or four.
Here are two pictures, but don't look at them yet. Keep them face down!	You must not show them to anyone else. Keep them like this! You can look at them both/all together.	So, you two together. You two and you three. Go and sit with Laura please and make a pair.

Children in pairs or groups

Which of these phrases might be useful for your learners? Can you think of any more? Adapt them to suit activities your pupils could do.

Child 1	Child 2
Who wants to start? Whose turn is it? Who's next? You're next/I'm next!	Mel/Not me! Mine! Yours! Ana's! Mel/Ana! OK.
I'll draw and you colour, OK? I'll ask and you answer, OK? You first and then me, OK? Have we/you finished?	Yes. All right. Yes!/No, you first! Yes!/Not yet!/Just a minute!
Can you pass me a blue pencil/a yellow crayon please? Can I have the rubber/the eraser please? Oh, I need the ruler/the scissors. Who's got the red marker?	Here you are. Here it is! Here you are/Oh! wait a minute. Mel/Here you are/Here it is.