

# A

- 📄A. Read your sentences to your partner.
- 📄B. Listen to your partner's imperatives and correct the mistakes.

# B

- 📄A. Listen to your partner's imperatives and correct the mistakes.
- 📄B. Read your sentences to your partner.

Sitting down! <i>(sit down!)</i>	Don't smoking! <i>(don't smoke!)</i>
Come there! <i>(come here!)</i>	Write this up! <i>(write this down!)</i>
Open my books! <i>(open your books)</i>	Look at these picture! <i>(look at this picture)</i>
Listen the recording! <i>(listen to the recording!)</i>	Hurry across! <i>(hurry up!)</i>
Stop talk! <i>(stop talking!)</i>	Work pairs! <i>(work in pairs!)</i>
Close door! <i>(close the door!)</i>	Turn your page! <i>(turn the page!)</i>
Take my time! <i>(take your time!)</i>	Your pens down! <i>(put your pens down!)</i>
Make your homework! <i>(do your homework!)</i>	Don't gone! <i>(don't go!)</i>
Wait to me! <i>(wait for me!)</i>	Be late! <i>(don't be late!)</i>
Watch up! <i>(watch out!)</i>	Hear to me! <i>(listen to me!)</i>
Take for lunch! <i>(go for lunch!)</i>	Slowly down! <i>(slow down!)</i>
Work with groups! <i>(work in groups!)</i>	Closed your book! <i>(close your book!)</i>
Off your phone! <i>(turn-off your phone!)</i>	Work on own! <i>(work on your own!)</i>
Go to home! <i>(go home!)</i>	Don't cheating! <i>(don't cheat!)</i>

## Activity Instructions

Language Focus:	Imperatives
Vocabulary Focus:	Unspecific
Level:	Starter
Skill:	Speaking
Time:	10 minutes
Organisation:	Students work in pairs
Stage:	Controlled grammar speaking practice
Suggested Method:	

- 1 Copy one handout per pair of students, and cut the handouts up into A and B.
- 2 Put the students into pairs with an A and B student, and distribute the handouts.
- 3 Focus students' attention on the instructions and make sure students aren't looking at each other's sheets.
- 4 Get students to read the mistaken *imperatives* to their partner, who corrects the mistake in the *imperative*. Exemplify heavily to ensure understanding. Make sure students realise they have the correct answer written below in *italics*.
- 5 Monitor the students, providing language input or error correction when necessary.
- 6 Finally, draw to their attention any appropriate vocabulary or serious language mistakes.