



Classroom language collocations SNAP

_____ to your teacher	_____ to the CD	_____ to the song and mime the actions	_____ to the recording
_____ to the story and answer the questions	_____ and do what your partner says	_____ and circle the things you hear	_____ more carefully to the two different sounds
_____ at the board	_____ in your workbook	_____ at page twenty seven	_____ at the worksheet I gave you
Don't _____ at your partner's worksheet	Don't _____ at the answers until you are finished	Don't open your eyes and _____ until I tell you	_____ at the picture for one minute and try to remember everything
_____ around and face the back of the room	_____ to page seventy three	_____ to the back of your books	_____ the worksheets over and look at the other side
_____ to the next page	_____ your worksheets over and test each other on what you saw	_____ your chairs to face the board	_____ the lights off
_____ down	_____ next to someone different	_____ on the floor	_____ in a circle
_____ on your chairs	_____ in the corner	_____ down over there	_____ down in two straight lines
_____ more quietly	_____ more slowly	_____ in English	Don't _____ in Korean
Don't _____ during the test	Don't _____ when the teacher is speaking	_____ more loudly	_____ to your partner about the picture
_____ a story	_____ a postcard	_____ in the gaps	_____ the new words in your notebook
_____ on the dotted line	_____ a sentence using each word	_____ your answers on the exam paper	_____ on the board with a red board pen



Teacher/ trainer instructions

- Photocopy, cut up and shuffle one pack of cards per group of two or three people.
- As a preparatory stage, ask them to put the cards into groups that have the same missing verb, e.g. a column of cards that need “listen” in the gap. If they need help, you can tell them that there are the same number of cards in each group, that each group has eight cards, and then what the missing verbs are (listen, look, turn, sit, speak and write). Check their answers and maybe give out one un-cut up version of the worksheet to each student for reference.
- The players now shuffle the pack again and deal it out face down with each player not being able to see their own cards. The students take turns turning their cards over and placing them on alternate piles on the table. If at any time the two top cards (= the two cards next to each other on the table face up) have the same verb missing, the first person to shout “Snap!” can take all the cards there. If they shout “Snap” when the cards don’t match, they have to give two cards from their pack to each of the other players as a punishment. The player with the most cards at the end of the game is the winner.
- It is also possible to play pelmanism (= memory game = pairs) with the same cards before or instead of Snap. With teacher training groups you might want to get different groups playing different games in preparation for the next stage, but to do so you will need to have written instructions for each group or explain each game out of earshot of the other groups.
- With teacher training groups, ask them to roleplay explaining the game(s) they just played to each other, with one or two people taking the role of student each time.