

Classroom Language: The beginning of the lesson

1. Good morning

- Good morning, everybody.
- Good afternoon, everybody.
- Hello, everyone.
- Hello there, James.

2. How are you?

- How are you today?
- How are you getting on?
- How's life?
- How are things with you?
- Are you feeling better today, Bill?

3. Introductions

- My name is Mr/Mrs/Ms Kim. I'm your new English teacher.
- I'll be teaching you English this year.
- I've got five lessons with you each week.

4. Time to begin

- Let's begin our lesson now.
- Let's get started.
- Is everybody ready to start?
- I hope you are all ready for your English lesson.
- I think we can start now.
- Now we can get down to work.

5. Waiting to start

- I'm waiting for you to be quiet.
- We won't start until everyone is quiet.
- Stop talking and be quiet.
- Settle down now so we can start.
- Would you guys settle down?
- Please be seated so that we can start the class.

6. Put your things away

- Close your books.
- Put your books away.
- Pack your things away.

7. Register

- Who is absent today?
- Who isn't here today?
- What's the matter with today?
- What's wrong with Jim today?
- Why were you absent last yesterday?

8. Late

- Where have you been?
- We started ten minutes ago. What have you been doing?
- Did you miss your bus?
- Did you oversleep?
- Don't let it happen again.

Classroom Language: Simple instructions

Here are some common instructions which the class can easily understand:

- Come in.
- Go out.
- Stand up.
- Sit down.
- Come to the front of the class.
- Stand by your desks.
- Put your hands up.
- Put your hands down.
- Raise your hand
- Hold your books/pens up.
- Show me your pencil.

A number of instructions can be used during a session:

- Pay attention, everybody.
- You need pencils/rulers.
- We'll learn how to ...
- Are you ready?
- Open your books to page ...
- Turn to page ...
- Look at activity five.
- Listen to this tape.
- Repeat after me.
- Again, please.
- Everybody ...
- You have five minutes to do this.
- Who's next?
- Like this, not like that.

A number of instructions can be used at the end of a session, and as the session continues:

- It's time to finish.
- Have you finished?
- Are you done?
- Let's stop now.
- Stop now.
- Let's check the answers.
- Go back and check your work
- Any questions?
- Collect your work, please.
- Turn in your assignments
- Pack up your books.
- Are your desks tidy?
- Don't forget to bring your ... tomorrow.
- This assignment is due tomorrow / on _____

Instructions can also be sequenced:

- First
- Next
- After that
- Then
- Finally

Comprehension language:

- Are you ready?
- Are you with me?
- Are you OK?
- OK so far?
- Do you get it?
- Do you understand?
- Do you follow me?
- What did you say?
- One more time, please.
- Say it again, please.
- I don't understand.
- I don't get it.
- Sorry, I don't follow you.
- Can you run that by me again?
- Like this?
- Is this OK?

Classroom Language: The end of the lesson

1. Time to stop

- It's almost time to stop.
- I'm afraid it's time to finish now.
- We'll have to stop here.
- The bell will ring a few minutes, it's time to wrap things up
- There's the bell. It's time to stop.
- That's all for today. You can go now.

3. Wait a minute

- Hang on a moment.
- Just hold on a moment/ a second.
- Stay where you are for a moment.
- Just a moment, please.
- One more thing before you go.
- Back to your places.

5. Homework

- This is your homework for tonight.
- Do exercise 10 on page 23 for your homework.
- Prepare the next chapter for Monday.
- There is no homework tonight.
- Remember your homework.
- Take a worksheet as you leave.
- Do exercises 1 thru 5 on the handout
- You need to do makeup work if you want to improve your grades.

7. Leaving the room

- Line up.
- Form a line and wait for the bell.
- Everybody outside!
- All of you get outside now!
- Hurry up and get out!
- Try not to make any noise as you leave.
- Be quiet as you leave. Other classes are still working.

2. Not time to stop.

- The bell hasn't rung yet.
- There are still two minutes to go.
- We still have a couple of minutes left.
- The lesson doesn't finish till five past.
- Your watch must be fast.
- We seem to have finished early.
- We have an extra five minutes.
- Sit quietly until the bell rings.

4. Next time

- We'll do the rest of this chapter/ unit next time.
- We'll finish this exercise next lesson.
- We've run out of time, so we'll continue next lesson.
- We'll continue this chapter next Monday.

6. Goodbye

- Goodbye, everyone.
- See you again next Wednesday.
- See you tomorrow afternoon.
- See you in room ____ after the break.
- Have a good holiday.
- Enjoy your vacation.

Classroom Language: The language of spontaneous situations

If we use English in spontaneous situations:

- We relate the target language to the learner's immediate environment;
- We take advantage of spontaneous situations to use the target language;
- We exploit contexts which are not directly linked to the syllabus (language in use).

Here are some common situations in which spontaneous English can be used:

- Happy birthday!
- Many returns (of the day).
- has his/her 12th birthday today.
- ... is eleven today. Let's sing "Happy Birthday".
- Best of luck.
- Good luck.
- I hope you pass.
- Congratulations!
- Congrats!
- Well done!
- I wish you the best
- Who's not here today?
- Who isn't here?
- What's wrong with ... today?
- I'm sorry (about that).
- Sorry, that was my fault.
- I'm terribly sorry.
- Excuse me.
- Could I get past please?
- You're blocking the way.
- I can't get past you.
- Get out of the way, please.
- I hope you all have a good Christmas.
- Happy New Year!
- All the best for the New Year.
- Happy Easter.
- Hard lines!
- Never mind.
- Better luck next time.
- Do you feel better today?
- Are you better now?
- Have you been ill?
- What was the matter?
- Excuse me for a moment.
- I'll be back in a moment.
- Carry on with the exercise while I'm away.
- I've got to go next door for a moment.
- I'm afraid I can't speak any louder.
- I seem to be losing my voice.
- My voice is breaking today
- I have a sore throat.
- I have a headache.
- I'm feeling under the weather.
- Do you mind if I sit down?

Classroom Language, The language of classroom management

Here are some common situations in which spontaneous English can be used:

- Make groups of four.
 - Move your desks into groups of four people.
 - Turn your desks around.
 - Make a horseshoe shape with your desks.
 - Make a circle with your desks.
 - Make a line of desks facing each other.
 - Make groups of four desks facing each other.
 - Sit back to back.
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- Work together with your friend
 - Find a partner
 - Work in pairs/threes/fours/fives.
 - Work in groups of two/three/four.
 - I want you to form groups.
 - Form groups of three
 - Here are some tasks for you to work on in groups of four.
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- There are too many in this group.
 - Can you join the other group?
 - Only three people in each group.
 - I asked for four people to a group.
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- Everybody work individually
 - Everybody need to be on task
 - Work by yourselves.
 - Work independently.
 - Ask your neighbor for help.
 - Work on the task together.
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- Ask other people in the group
 - Ask others in the class.
 - Interview someone else.
 - Ask everyone in the class.
 - Stand up and find another partner.
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- Have you finished?
 - Do the next activity.
 - Move on to the next activity.

Classroom Language, Language of classroom management

Here are some phrases that can be used for classroom management:

Organization

Giving instructions

- Open your books to page 52
- Follow the instructions on the board
- Come out and write it on the board
- Listen to the tape, please
- Get into groups of four
- Finish off this song at home
- Let's sing a song.
- Everybody, please.
- All together now.
- The whole class, please.
- I want you all to join in
- Could you try the next one?
- I would like you to write this down.
- Would you mind switching the lights on?
- It might be an idea to leave this till next time.
- Who would like to read?
- Which topic will your group report on?
- Do you want to answer question 3?

Sequencing

- First of all, today, ...
- Right. Now we will go on to the next exercise.
- Have you finished?
- Are you done?
- For the last thing today, let's ...
- Whose turn is it to read?
- Which question are you on?
- Next one, please.
- Who hasn't answered yet?
- Let me explain what I want you to do next.
- The idea of this exercise is for you to ...
- You have ten minutes to do this.
- Your time is up.
- You have five minutes to finish this activity
- Can you all see the board?
- Have you found the place?
- Are you all ready?

Supervision

- Look this way.
- Stop talking.
- Listen to what ... is saying.
- Leave that alone now.
- Be careful.
- Be quiet now
- Sit quietly
- Don't leave any books or papers lying around.
- Make sure you don't leave anything in the classroom.
- Don't get distracted.
- Remain/ stay seated until the bell rings.

Interrogation

Asking questions

- Where's Linda?
- Is Linda in the kitchen?
- Tell me where Linda is.
- What was the house like?
- What do you think?
- How can you tell?

Responding to questions

- Yes, that's right
- Fine.
- Almost. Try again.
- What about this word?

Explanation

- What's the Spanish word for "doll"?
- What does _____ mean?
- Explain it in your own words.
- How do you spell _____?
- Can anybody correct this sentence?
- Fill in the missing words.
- Mark the right alternative.
- Bubble in the right answer
- Can you help me with this? I'm stuck.

Reference

- After they left the USA, they ...
- The war was started in the last century.
- This is a picture of a typically English castle.
- In the background you can see ...
- While we're on the subject, ...
- As I said earlier, ...
- Let me sum up.

Interaction

Affective attitudes

- That's interesting!
- That really is very kind of you.
- Don't worry about it.
- I was a bit disappointed with your efforts.

Social ritual

- Have a nice weekend.
- Thanks for your help
- Take care
- Happy birthday!
- Happy holidays!
- Merry Christmas!

Classroom Language, The language of error correction

Here are some phrases that can be used when giving feedback to students:

- | | | |
|--------------------|------------------------|------------------------|
| • Very good | • You did a great job. | • Right |
| • That's very good | • Magnificent | • Yes |
| • Well done | • Terrific | • Fine |
| • Very fine | • Wow! | • Quite right |
| • That's nice | • Jolly good | • That's right. |
| • I like that | • Great stuff | • That's it. |
| • Marvelous | • Fantastic | • That's correct |
| • Awesome | | • That's quite right. |
| | | • Yes, you've got it. |
| | | • You've got the idea. |

- It depends
- It might be, I suppose
- In a way, perhaps
- Sort of, yes.
- That's more like it
- That's much better
- That's a lot better
- You've improved a lot
- You're making progress
- You're improving
- Not really
- Unfortunately not
- I'm afraid that's not quite right
- You can't say that, I'm afraid
- You can't use that word here
- Good try, but not quite right
- Have another try
- Not quite right. Try again.
- Not exactly
- You were almost right.
- That's almost it
- You're halfway there
- You've almost got it
- You're on the right lines
- There's no need to rush
- There's no hurry
- We have plenty of time
- Go on. Have a try
- Have a go
- Have a guess

- There's nothing wrong with your answer.
- What you said was perfectly all right.
- You didn't make a single mistake.
- That's exactly the point.
- That's just what I was looking for.

- Don't worry about your pronunciation.
- Don't worry about your spelling.
- Don't worry, it'll improve
- Maybe this will help you
- Do you want a clue (hint)?
- You have to write more legibly.

- You have good pronunciation.
- Your pronunciation is very good.
- You are communicating well.
- You speak very fluently.
- You have made a lot of progress.

- You still have some trouble with pronunciation.
- You need more practice with these words.
- You'll have to spend some time practicing this.
- You're getting better at it all the time.