

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.
- 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.

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 Jim today?
- What's wrong with Jim today?
- Why were you absent last Friday, “”??

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.
- Hold your books/pens up.
- Show me your pencil.

A number of instructions can be used at the beginning of a session:

- Pay attention, everybody.
- You need pencils/rulers.
- We'll learn how to ...
- Are you ready?
- Open your books at 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:

- It's time to finish.
- Have you finished?
- Let's stop now.
- Stop now.
- Let's check the answers.
- Any questions?
- Collect your work please.
- Pack up your books.
- Are your desks tidy?
- Don't forget to bring your ... tomorrow.

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.
- 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.
- There's the bell. It's time to stop.
- That's all for today. You can go now.

2. Not time to stop

- The bell hasn't gone 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 goes.

3. Wait a minute

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

4. Next time

- We'll do the rest of this chapter 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.

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 today.
- Remember your homework.
- Take a worksheet as you leave.

6. Goodbye

- Goodbye, everyone.
- See you again next Wednesday.
- See you tomorrow afternoon.
- See you in room 7 after the break.
- Have a good holiday.
- Enjoy your vacation.

7. Leaving the room

- Get into a queue.
- Form a queue 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.
- **It's tidy up time** (Eva Vigil suggested it)
- **Line up** (Eva Vigil suggested it)

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:

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| <ul style="list-style-type: none">• 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!• Well done!• Who's not here today?• Who isn't here?• What's wrong with ... today? | <ul style="list-style-type: none">• I hope you all have a good Christmas.• Happy New Year!• All the best for the New Year.• Happy Easter. |
| <ul style="list-style-type: none">• I'm sorry (about that).• Sorry, that was my fault.• I'm terribly sorry. | <ul style="list-style-type: none">• 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? |
| <ul style="list-style-type: none">• Excuse me.• Could I get past please?• You're blocking the way.• I can't get past you.• Get out of the way, please. | <ul style="list-style-type: none">• 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.• 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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| <ul style="list-style-type: none">• 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. | <ul style="list-style-type: none">• 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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| <ul style="list-style-type: none">• Everybody work individually.• Work by yourselves.• Work independently.• Ask your neighbour for help.• Work on the task together. | <ul style="list-style-type: none">• 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 at page 52.
- 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?
- 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.
- Finish this by twenty to eleven.
- 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.

Interrogation

Asking questions

- Where's Bill?
- Is Bill in the kitchen?
- Tell me where Bill 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

Metalanguage

- What's the Spanish for "doll"?
- Explain it in your own words.
- It's spelt with a capital "J".
- Can anybody correct this sentence?
- Fill in the missing words.
- Mark the right alternative.

Reference

- After they left the USA, the Beatles ...
- The church 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

- Good morning.
- Cheerio now.
- God bless!
- Have a nice weekend.
- Thanks for your help.
- Happy birthday!
- Merry Christmas!

Classroom Language: The language of error correction

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

- Very good.
- That's very good.
- Well done.
- Very fine.
- That's nice.
- I like that.
- Marvellous!
- You did a great job.
- Magnificent!
- Terrific!
- Wow!
- Jolly good!
- Great stuff!
- Fantastic!
- Right!
- Yes!
- Fine.
- Quite right
- That's right.
- That's it.
- That's correct.
- 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.
- 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 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 practising this.
- You're getting better at it all the time.
- You've improved no end.