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:

- 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?
- 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.
- 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.

- 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.

- Everybody work individually.
- Work by yourselves.
- Work independently.
- Ask your neighbour for help.
- Work on the task together.

- 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.

- 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.

- 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.

**Responding to questions**

- Yes, that’s right,
- Fine.
- Almost. Try again.
- What was the house like?
- What do you think?
- How can you tell?

### 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.