

TASK 1

STARTING THE LESSON

Think of yourself at the beginning of your lessons. What do you usually do and say? What would you say in English?

RUNNING THE LESSON AND COPING WITH PROBLEMS

Write down one or two phrases which you might use in each of these contexts:

RUNNING THE LESSON	
A. Managing the activities	
1. Setting the objectives (Telling students what you want to do today)	
2. Working with oral language – asking students to repeat etc.	
3. Working with written language – Reading texts etc.	
4. Organizing the students – taking turns, working in groups etc.	
5. Dealing with materials and resources – getting them to open certain pages etc.	
6. Checking understanding	

PRACTICAL LANGUAGE FOR THE CLASSROOM

As teachers, we tend to use a rather limited repertoire of phrases in the classroom, even when we can handle a much wider range of expressions.

We offer here a collection of useful expressions to use in the bilingual classroom daily practice.

STARTING THE LESSON

1. Greetings	
Good morning, everybody.	How are you getting on?
Hello, everyone.	How are you doing?
Hi, everybody.	How's life?
Isn't it cold this morning?	How are things with you?
How are you today?	

2. Checking attendance	
Please, sign the attendance sheet.	I'll call the roll.
Let's take attendance, shall we?	Let me do the roll call first.
I'm going to take attendance.	Let me take the register first.

3. Dealing with lateness	
Please hurry up and sit down.	Try not to be late next time.
You are late. We started two minutes ago.	Try to be here on time next time.
Don't let it happen again.	

4. Getting everyone's attention	
Attention, please.	Silent, please.
I need your attention now.	Let's calm now.
Pay attention, (St).	Take it easy, everyone.
Can I have your attention, please?	Hush a bit.
Would you pay attention, please?	Please listen to the instructions.
Listen to me, everyone.	Listen so that you know what to do.
Be quiet.	I hope everyone is paying attention now.
Could you all listen to me, please?	Shhh! Thank you.
(St), are you with us?	

5. Getting down to work	
It's time to begin.	Let's begin today's lesson.
Let's start with the lesson now.	I think we can start now.
Ready for your lesson?	I'll just review the instructions. What do we have to do next?
Now we can get down to work. Listen to me, please.	Where did we stop last time?

You'll find all the instructions on the handout.	How far did we get in the last lesson?
I've written all the instructions on the slides.	What were we talking about last time?
Please follow the instructions I've given you.	Let me refresh your memory
	Last time we got as far as task 5

6. Warming-up (eliciting/reviewing information and previous knowledge...)	
Who can remember what we were talking about at the end of last lesson?	Does anyone remember...?
Who can tell me..?	Could you tell me what you remember from our last lesson?
Let's quickly review the last lesson.	

RUNNING THE LESSON

A. MANAGING THE ACTIVITIES

1. Setting the objectives (lesson tasks...)	
We're going to...	Today I want you to...
We'll learn how to...	The topic / subject of today's lesson is ...
Today's lesson / exercise is about ...	By the end of this lesson / exercise you'll have some practice in ...
By the end of this lesson / exercise you'll be able to ...	The idea of this lesson / exercise is to ...

The aim / purpose / point of this lesson / exercise is (for you) to	What this lesson / exercise is trying to do is to help you ...
You have five minutes to do this.	Finish this by twenty to eleven.

2. Working with the oral language

Listen and take notes.	You cannot expect to understand everything.
I don't expect you to catch every word.	Just to try to get the main ideas.
Don't worry about understanding the details.	This time just listen (out) for the general idea / gist / key points.
Listen, but don't write anything.	Listen carefully to the instructions.
Read this aloud.	Let's read out what it says here.
Any volunteers to start reading?	Start reading from line 6.
Could you read the next bit?	Read to the end of the paragraph
Go on, I'll tell you when to stop.	That will do fine, thank you.
Stop here, please.	Someone else, please.
That's enough, thank you.	You go on, (St).
Now you, (St).	Woul you carry on, (St)?
(St1), go on from where (St2) left off.	(St1), carry on from where (St2) stopped.
Say it in a loud voice.	Louder, please.
Say it so that everyone can hear you.	What's the Spanish for this?
What's In Spanish?	What do you call this thing in Spanish?
Please, translate this into Spanish.	What's another way of saying this?
How else can you say the same thing?	What's a better way of saying this?

3. Working with the written language	
Write this down, please.	Read this to yourselves.
Try to get the main idea / gist.	Read it through quickly.
Skim the text (through).	Can you briefly summarize the main ideas?
In a nutshell, what is the text about?	Use your own words to describe what the text tells.
Using your own words, tell us what the text is about.	Is there anybody who still hasn't found the place?
Show (St) the place.	Help (St) find the place.
Do you know where we are?	Which number are we on?
It is the paragraph beginning / ending in	The diagram is on page ...
We're on page...	Next page, please.
Turn to page ...	Turn to next page.
Turn over the page ...	Turn on / forward three pages.
Turn back to page 35.	You're looking at the wrong page.
You'll find the exercise on page 35.	Let's move on to the next page.
How have you found the page?	We're on line 24.
What / which line are we on?	Look at the end of the very first line.
Look at the last line of the first paragraph.	Not that line, the previous / next one.
Five lines further up / down.	A little further down / up, about two lines from the bottom.
It's the third word from the end of line 6.	Answer the questions. Complete the tasks.
As you read, try to find answers to the following questions.	You can leave the last one out.

There's no need to do the last five.	Don't bother with the second part.
We'll skip the first two.	Mark/tick/circle the correct answer.
Try exercise/activity/problem/task 6	I'd like you to do exercise number 7A
Let's go on to exercise n. 7	I want you to write the answers to exercise n. 3
Do the next activity.	Move on to the next activity.
Now we will go on to the next exercise.	Those of you that have finished exercise 5 can move on to exercise 5.
Let me explain what I want you to do next.	There's a spelling mistake in task 5.
The next exercise is fairly easy.	This is very straightforward.
This one shouldn't cause you any trouble.	Think about this one carefully.
Think about this one carefully.	It's a trick question.
Don't fall into the trap.	Your task is to produce a poster.
Label the diagram.	

4. Organizing the students	
Who's going to start?	Who wants to start/begin?
Who's first?	It's (St) first.
It's /St) first. Now you. That's it.	Whose turn was it? It's hers.
Is it you now?	Now you, (St)
You next	You're next
Go ahead, (St).	It's their go first, then it's your go and so on.
Who is the next one to try?	Who's next to go?
Who's left?	Your turn.

Have you all had your turn yet?	Let's give someone else a turn/go/try.
Now let's have someone else (try it).	Whose turn /go is next?
In turns.	In turn, starting with (St).
Take it in turns, starting here.	One after the other, please.
One at a time, please.	One by one.
Everybody, please.	All together now.
The whole class, please.	I want you all to join in.
I'd like you to work alone.	Everybody, work individually.
Work by yourselves.	Work independently.
Make/split into two groups.	Work on the task together.
I'd like you to work with a partner.	Ask your neighbor for help.
I want you to form groups of three.	Please, get into pairs for this activity.
Would you mind sitting in groups of 4?	Work in pairs/threes/fours/fives.
Work in groups of two/three/four.	Can you four team up?
There are too many in this group.	Let's divide into four teams.
Can you join the other group?	Only three people in each group.
I asked for four people to a group.	Stand up and find another partner.
Get in two teams.	Arrange yourselves into teams.
Could you arrange yourselves to make groups of 3, please?	Each team, pair off.
Now, I'll divide you in half.	We're going to have teams, going from front to back.
Can you face the people behind you?	How about going to sit there, next to him?
I'll come round to check your work individually.	I'll be coming round to the different groups to answer any questions.
I'll circulate to see how you are going on.	

5. Dealing with materials and resources	
I have some sheets/photocopies /handouts/copies to give out/hand round today.	Grab a handout and start working.
Has everybody got a copy?	Who hasn't got a copy?
Anybody without?	Could you get out the handouts we were using last week, please?
Would you find the sheets we began last time, please?	Please will you give these out? Thanks.
Pass back these worksheets.	Pass these handouts to the back.
Pass these handouts round/along, please.	Take one and pass them/the rest on.
One each, please.	One between two.

Share your worksheets with your neighbour.	Could you share one worksheet between you?
You can keep them.	They're for you to keep, so you can write on them.
You don't need to return/hand them in.	I want these back at the end of the lesson.
Hand your sheets in as you leave.	You must give them in again, so please don't write on them.
Could the first person in each row collect the sheets?	There's a misprint on the hand out.
Take out your books/handouts, please.	Books out, please.
Out with your books, please.	Open your books, please.
Open your books at/to page 49.	You only need your books please.
Close your books.	All books closed, please.
Please look at the board.	Come/go to the board, please.
Come and write the word on the board.	Write it next to/above/below that word.

Take a piece of chalk and write the solution.	
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6. Checking understanding	
Are you with me?	Are you OK?
OK so far?	Do you get it?
Are you following?	Is everything clear?
Any questions?	Do you have any questions?
Are there any questions?	Has anybody got anything to ask?
Is there anything else you'd like to ask about?	Do you follow me?
Did everyone hear what I said?	Did you all get that?
Do you get the idea?	Do you understand everything?
Please raise your hand if you don't understand.	Is there anything you don't understand?
Did everyone catch that?	Do you know the meaning of this word?
I want to make sure you know the meaning of the new words.	Let's begin by checking the meaning of one or two words.
I don't think you know this word.	Are there any points you're not sure/clear about?
If there are any words you don't know, please ask.	Are there any words you are unfamiliar with?
Would you like anything explained?	Are there any new phrases you don't know the meaning of?
Are there any expressions you haven't heard?	

B. CORRECTING STUDENTS' TASKS

1. Going through the answers	
Let's go through the exercise.	Let's check the answers.
Let's run through the answers quickly.	Let's go over the exercise together.
Let's go through the sentences on the board.	What's the answer to number 1?
What have you put for question number 2?	What do you have for the next one?
How does the first one go?	Has anybody got anything for the last one?
I want you to try the next one, please.	The correct answer is A.
A is the right answer.	The answer you're looking for is A.

2. Asking for repetition (unclear answer)	
I didn't get what you meant.	Sorry, do you mean....?
Excuse me, can you repeat what you said?	I didn't quite catch what you said.
Excuse me, can you speak up?	

3. Congratulating for correct answers.	
Right/right you are/yes.	Fine.
Very good.	Well done.
Correct.	Good point.
I like that.	That's great/brilliant/fantastic/marvellous.
Excellent!/Terrific!/Wow!/Fantastic!	You did a great job!

Great stuff!	That's right/correct.
That's it.	That's the way.
That's the way to do it.	Bingo!
Good thinking.	(That was) spot on!
You've cracked it!	Nicely done/read.
You've managed very well.	You did a good job there.
You made a very good job of that.	Yes, you've got it.
You've got the idea.	That's exactly what I want.
That's much/a lot better.	There's nothing wrong with your answer.
What you said is perfectly all right.	You didn't make a single mistake.
That's exactly the point.	That's just what I was looking for.
You've improved a lot.	You have made a lot of progress.
Good, you're getting better.	Most of you have done that very nicely.
You've all done that quite well, but you could perhaps still do better.	Exercise 7 was a nasty one
This was a cinch!	

4. Giving corrective feedback	
Not really.	Not exactly.
Unfortunately not.	Not quite right. Try again.
I'm afraid that's not quite right.	Good try, but not quite right.
You can't say that, I'm afraid.	Was that the correct answer?
Are you sure about that?	Can you say it like that?

Good that you try, but I'm afraid it's wrong, try again.	Your answer is quite close, but it's wrong. You have to try again.
Your answer is not exactly right, but you are on the right track. Try again.	That's not quite right. Can anybody help (St)?
OK, that's not the right answer, but let me help you with it.	You need more practice with this.
Have another try, I know you can.	Go on, have a try.
Have a guess.	You were almost right.
That's almost it.	You're halfway there.
You've almost got it.	You made a small mistake.
Just one little slip.	You made a small slip on this.
It was just a minor error.	There's no need to rush.
There's no hurry	Don't give up
We have plenty of time.	Let me explain again.
Maybe this will help you.	Do you want a clue/hint?
What you said isn't wrong, but maybe it sounds better to say like this.	That's not wrong, but perhaps it would be better to say...
There's nothing wrong with that, but I think it might be better to say...	That sounds OK to me, but maybe you could think of another way.

COPING WITH PROBLEMS

No chatting now.	There's too much noise.
What a noise!	Keep your voices down.
Stop that!	Stop doing that!
Stop talking and be quiet.	Stop shouting!
Listen to what (St) is saying.	Leave that alone now.

No talking while I'm talking.	You'd better not talk unless I ask you to.
I'm waiting for you to be quiet. Much better. Now we can all get on with our work.	We won't start until everyone is quiet.
Settle down now so we can start.	(Shut up, shut up, mouth shut, zip it!)
No copying from your neighbour.	No cheating.
That's enough!	I've had enough of that, thank you.
No more of that.	I'm getting tired of this.
How many times do I have to tell you?	This is my final warning.
Don't waste time.	No more disturbing the others!
Don't disturb the others, please.	Don't keep bothering your neighbor.
Let's hope there're no more interruptions.	Please will you stop interrupting the others!
You'll end up in trouble if you continue like this!	Behave yourselves.
Don't play the fool, please.	Stop messing/fooling around.
No more fooling/clowning/messing about.	There'll be trouble if you go on behaving like that!

ENDING THE LESSON

1. Cooling down and concluding	
It's almost time to stop.	I think we'll stop here.
It's time you finished that now.	We only have 5 minutes left.
It might be an idea to leave this till next time.	For the last thing today let's...

We have found that...	Today we have....
You have learned that...	Let me sum up.
So, we have discussed the issue in depth. To conclude/sum up...	

2. Closing a lesson	
Stop now.	It's time to finish.
Let's stop now.	We'll have to stop here.
That is all for now	That's all for today. You can go now.
That is all for now. See you on Monday.	Cheerio now.
Good-bye.	

Adapted by Ángeles Díez (ULE) from:

- Hughes, G.; J. Moate & T. Raatikainen. 2008. *Practical Classroom English*. Oxford: Oxford University Press
- Willis, J. 1982 *Teaching English through English*. Oxford: Oxford University Press.