

MOI Working Group

Classroom language (Revised)

Beginning of a lesson

Good morning / afternoon.

How are you today?

Did you have a nice weekend?

Hurrying up:

-There are just 5 more minutes until the end of class, so just 2 more minutes for that activity

-Just finish the sentence/paragraph/exercise you are on and then listen to me please.

-Can you go back to your original seats and put the chairs/desks/equipment back where they were.

-Please apologise to your teacher for me, for making you late.

Not time to stop

-The bell hasn't gone yet

-I don't remember hearing a bell

-Wait a minute/ Hang on a moment/ Just a second/Stay where you are for a moment please

Stop

-We don't have time to do the whole thing, so we'll just do this exercise/line/Qn

-We've run out of time

-The other class is waiting to get in so we'd better make a move

-It's almost time to stop.

-Time is running short.

-We have to stop here.

-Let's stop here and continue next lesson.

-That's all for today. Are there any questions?

-That's all for this lesson. See you tomorrow.

-We'll discuss this further in the next lesson.

-Before you leave, I have one more thing to say.

-See you next week / Monday.

-I don't think we have time to finish this now. We will continue next lesson.

-Have a nice weekend.

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Reviewing the class

- We didn't have time for the role-plays/to go through the homework, so we'll do that next week.
- Well, I didn't expect to be talking about...but it was very interesting/useful anyway!

Next time

- We've run out of time today, so we'll continue with this next time.
 - Today's lesson was hard work, so we'll do something a bit easier next time.
- Next week we will move onto....

Classroom organisation/management

- Now put your things away.
- We won't start until everyone is quiet.
- Okay. I think we can start now.
- Keep quiet.
- Speak up, please.
- Say it a bit louder, please.
- I can't hear you. Say it again, but this time louder.
- Speak more clearly.
- Not so quickly, I can't follow.
- Repeat / Once again, please.
- Say it again / once more.
- Again, but more quickly this time.
- Say it after me. Use a complete sentence.

Homework

- I'm going to give you one more chance to do the homework from last week, so anyone who's already done it can enjoy their free time.
- I think you need some more practice at that, so for homework I'd like you to...
- Here is your homework for tonight.
- Do exercises 10+11 on page 23 and exercise 5 on page 14 for homework please.
- Your homework is exercise 10, page 23.
- Tonight/before the next lesson/before next week/at the weekend, I'd like you to...
- Before the next lesson I'd like you to revise....
- This is the homework for tonight.

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- Complete this exercise for homework.
- Complete the exercises at home.
- Memorise this passage and I'll give you a test next lesson.
- Prepare Chapter X at home.
- You must read Chapters X and Y at home.
- By next lesson, I want you to read pages X and Y.
- Look up the new / difficult words in the dictionary.
- Find the meaning of these words in the dictionary before the next lesson.
- Learn this by heart.
- Don't forget your homework.
- Revise the last two chapters for the test.
- Copy the heading and underline it.
- Write on alternate lines / every line.
- You must hand in your homework by next Monday / next lesson.
- Hand in your homework to the monitor / monitress.
- Please take down the information on the board and finish the assignment at home.
- Your homework assignment is to ...
- Please write it down in your handbook.

Social

- What are your plans for the weekend/the holidays/tonight?
- Hi, How are you going?
- Do you know what the weathers going to be like tomorrow?
- Wrap up warm it's cold out there.

Farewells

- Thanks for your work today,. See you later/See you tomorrow/See you next week
- Let's stand and say good bye.

Praising

- You've done a great job with that.
- Good for you. Well done.
- You should be proud of yourself.
- You did that very well. Keep up the good work.
- Excellent answer, _____ (name of the student).
- You are very good at this.
- That's the way to do it.

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Encouraging students after they have given an answer

- Good try.
- A good guess.
- Not bad.
- Don't worry about the spelling.
- Try again.

Correcting

- Good try but that's not quite right. Think about....
- Nice fast reply, but not quite right.
- That's not quite what I was thinking of
- Ok, can anyone give us some help here.
- You're on the right track but....
- Yes, but think about....

Encouraging students to speak

- Would anyone like to try?
- Don't be afraid to make mistakes.
- We learn from mistakes.
- It's OK to make mistakes.
- Don't worry about being wrong.
- We'd really like to hear what you think.
- Tell me your answer. If it's correct, good. If it's wrong, we'll talk about it.
- You won't be punished for a wrong answer.
- I'd prefer to hear your answer, not your neighbour's.

Asking for a response

- Who's brave enough to try and answer that?...Mary? Paul? One of the boys?
- Who would like to answer this question?
- Noone can tell me? Ok, everyone ask the person next to you....now who can tell me the answer.
- Don't be shy...mistakes are ok
- It doesn't matter if you are right or wrong, I will help you.
- I'd like you to guess anyway.

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Checking

- What does....mean?
- Why does...happen?
- Do you have any ideas about....?
- Can you give me (another) example for...

Helping

- Can I give you a clue?
- Let me give you some hints?
- It's like...It's the same as...it's a kind of....

Getting started

- First, let me take the attendance.
- Let me take a roll call first.
- Today we are going to look at...
- Today we'll find out about ...
- I want to introduce a new idea to you today.
- Id like you to start today by telling your neighbor everything you remember about yesterdays lesson.
- Let's move on to look at...
- When we've finished this we'll look at...
- If there are no more questions we'll move on to...
- We've just scratched the surface of this topic, so now we need to examine it in more detail.
- The first thing we'll do is ... I want to introduce ...
- We were looking at ... yesterday/last lesson. Today, let's look at ...
- In this lesson, you will learn ...

Behavior problems

- We are waiting for John and Jim.
- We can't start until everyone is ready.
- Sorry, I can't hear you. Can you speak up, please.
- If you carry on like this, we won't be able to leave when the bell goes.
- People seem confused. Can you please ask your neighbor to summarize what I've just said.
- I need you to pay attention.

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Checking

- Is there anything you want me to explain again/ further?
- Do you know what all the words mean?
- Is there anything you would like to ask me about?
- Do you have any questions about this?
- You can ask me as I walk around the room.
- Let me know if you need help with anything.
- Would you like me to say that again?
- Any problems?

Staging you lesson

- So that's how....(Give a summary)
- So if everyone is happy with that, lets move on to...
- Lets go to the next point.
- Lastly, we need to think about.
- So what is the consequence of that?
- The next thing we'll do is ...
- Now let's look at ... Let's move on to ...
- When we've finished this, we'll discuss ...
- I think you've all got that, so we'll move on to a new topic.
- If there are no problems, we'll move on to something new.

Clueing

- Shall I give you some hints?
- Let me give you some hints / help.
- It's used for ...
- It's the same as ...
- It's like a ...
- It's the opposite of ...
- It's a type of...

Giving instruction for pair/group work

- Work with the person next to you.
- Work together with your friend.
- Find a partner.
- Work in pairs.
- Work in groups of two / three / four.
- Work in twos / threes / fours.

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- I want you to form groups.
- Three / Four students in each group.
- Get into groups of three / four.
- I'll divide the class into groups.
- Here is an exercise / task for you to work on in pairs / groups / threes.
- I want you to do this in pairs / groups.

Instructions for tests and examinations

- Put away all your books.
- Pass the papers to the back.
- Don't turn over the question paper.
- Has everybody got a question paper?
- Has everybody got an answer sheet?
- Raise your hands if you have any problem.
- Read the instructions carefully. You have one hour to do the paper.
- You may start now.
- You still have X minutes.
- You have x minutes left. X more minutes to go.
- Time is up. Stop writing.
- All pens down.
- Put down your pens.
- No more writing.
- Remember to write your name and class number.
- Pass your paper to the front.

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Some thoughts about how to help those who have trouble following in English

- .
- Put key words/headings on the board, and refer to these as you go.
- Explain them before you begin.
- Ask them to explain them to you/to each other.
- Put key words up as you go.
- Stop and ask them to ask their neighbor to summarize everything you just said, using the headings as a guide.
- Slow down.
- Tell students what you are going to teach before you begin.
- Ask for other examples of the same thing.
- Stop and summarize your points.
- Give a list of vocab you will use before you start and explain what they mean/give these for homework the night before. Let students practice SAYING new words. Give them the meaning and ask them to say which word you are thinking about. Give crosswords for revision
- Use graphs, pictures, drawings (yours or theirs) photos to support what you are saying.
- Stop and question as you go:....Yes/No qns and Gap Fill type qns will help those with weak language.
- Encouragers such as: '..and that means...''...and that leads to''...which causes....'' '...and that's important because...' will help draw out stronger students and encourage them to say more.
- Repetition is helpful.
- Encouragement is helpful.
- Stories related to your main point are helpful.
- A break is helpful. Listening in L2 is tiring. This might involve checking what has been understood in pairs using L1.
- Rephrase student answers if content is correct but the grammar is not. 'Yes. I see what you are saying: That.....'
- Have questions prepared in advance. You may hand these out or display them first, or as a group. Give them time to check with their partners how to answer them, before asking them in class.
- Give them an 'out' to save time/ save face, but still be speaking: 'Im not too sure about that Mr Ho'.I;d like to hear what someone else (Johnny/Apple) has to say about that'