

Classroom Language: Essential Phrases

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Greetings and other conversation starters

Good morning, everybody.	Good morning, class.	Good morning, students.
Good afternoon, everybody.	Everybody, good morning!	Hello, everyone.
Hello, everyone! Good morning.	Hello there, James.	Hi, everybody.
How are you?	How are you today?	How are you getting on?
How are things with you?	Are you feeling better today, John?	Are you OK today?
How are you this morning, Jane?	David, how are you today?	Do you have a cold?
What a lovely day!	What a rainy day!	Isn't it warm this morning?
It's a humid day, isn't it?	Today is very cold, isn't it?	

Register/absent and present students/late comers

Attend your Roll Call.	Keep quiet and listen to your roll call.
Here is your attendance please.	Say present with your roll call.
Is Ravi absent today?	How many students are absent today?
Who is absent today?	Who isn't here today?
What's the matter with Nima today?	What's wrong with Ravi today?
Why were you absent last Friday?	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.

Talking about the previous lesson

Let's quickly review the last lesson.
Try to answer my questions.
Right / Correct / Nearly Right / Close / Almost
What did we discuss in our last class?
What did we do in our last class?
In our last class we learnt about subtraction, didn't we?
Can you remember the lesson we discussed in our last class? What was it about?
Tell me any two things that you remembered about your last class.

Time to begin/Waiting to start/ Talking about a new lesson

Please sit down, everyone.	Let's begin today's lesson.
It's time to begin, please stop talking.	Open your book.
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.	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.	I'm going to tell you a story.
Let's start a new chapter.	Do you know what we are going to discuss now?
Let's talk about fruits and vegetables.	
We have already completed the first part, let's talk about the second part.	

Simple instructions to make students ready

Pay attention, everybody.
Listen to this tape.
We'll learn how to draw a map.
Turn to page 20.
Listen to this song.
Again, please.
Who's next?
Let's start on page 60. Let's start at line 10.
Look at your textbooks.
Come to the blackboard.
Please listen carefully (to me).
Sony, begin reading at line 5.
Next, Nisha.
Please summarize the first paragraph.

Are you ready?
You need pencils/rulers.
Open your books at page 25.
Look at activity five.
Repeat after me.
You have five minutes to do this.
Like this, not like that.
Please look at the blackboard.
Now open your textbooks to page 33.
Write this down in your notebooks.
Read this out loud.
Mona, stop there, thank you.
How do you say it in Nepali?
What is the paragraph/section/story about?

Checking understanding

Are you ready?
OK so far?
Do you follow me?
Say it again, please.
Like this?

Are you with me?
Do you get it?
What did you say?
I don't understand.
Is this OK?

Are you OK?
Do you understand?
One more time, please.
I don't get it.
Have you understood?

Ending the lesson

It's time to finish.
Stop now.
Collect your work please.
I'm afraid it's time to finish now.
There's the bell. It's time to stop.
The bell hasn't gone yet.
We still have a couple of minutes left.
We seem to have finished early.

Have you finished?
Let's check the answers.
Pack up your books.
We'll have to stop here.
That's all for today, you can go now.
There are still two minutes to go.
The lesson doesn't finish till five past.
We have an extra five minutes.

Let's stop now.
Any questions?
It's almost time to stop.
Sit quietly until the bell goes.

Making students wait for some time

Hang on a moment.
Stay where you are for a moment.
One more thing before you go.

Just hold on a moment.
Just a moment, please.
Back to your places!

Talking about homework

This is your homework for tonight.
Prepare the next chapter for Monday.
Remember your homework.
There will be no homework for today.
Today's homework is . . .
Tomorrow, we'll study Lesson 6.

Do exercise 10 on page 23 for your homework.
There is no homework tonight.
Take a worksheet as you leave.
For homework, please do the exercises on page 9.
Please read pages . . . to . . . for homework.

Informing them about next class

Don't forget to bring yourtomorrow.
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.

Taking leave/goodbye/leaving the room

Goodbye, everyone.
See you tomorrow afternoon.
Have a good holiday.
Get into a queue.
Everybody outside!
Hurry up and get out!
Be quiet as you leave. Other classes are still working.

See you again next Wednesday.
See you in room 7 after the break.
Enjoy your vacation..
Form a queue and wait for the bell.
All of you, get outside now!
Try not to make any noise as you leave.

Simple instructions

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.	Open your books at/on page 23.	Turn to page 10.
Repeat after me.	Stop now.	Let's check the answers.
Collect your work please.	Pack up your books.	Respect others.
Put that away.	Raise your hand.	Don't shout.
Don't talk/chat.	Don't start.	Don't cheat.
Don't do it.	Open your book.	Close your book.
Put your pencil down.	Continue.	Look this way.
Stop talking.	Listen to what ... is saying.	Leave that alone now.
Be careful.	Fill in the missing words.	Mark the right alternative.
Explain it in your own words.	Come out and write it on the board.	Finish off this lesson at home.
Let's sing a song.	Everybody, please!	All together now.
The whole class, please.	I want you all to join in this group.	Your time is up.
I would like you to write this down.	Finish this by twenty to eleven.	Listen to the directions.
Say the question.	Answer the question.	Work together.
Work alone.	Do it now.	Check now.
Everybody, read together.	Each student reads 2 sentences.	Copy this.
Take notes.	Draw a picture.	Make a sentence.
Draw a line and match.	Preview this.	Memorize this.
Underline this word/sentence.	Finish this.	Circle the answer.
Count the points.	Please say it again.	Please give us an example.
Please speak more slowly/faster.	Please speak louder/softly.	Please speak in English.
Please write neatly.	Please wait.	Please help the other students.
Please go downstairs and make a copy.	Please share the book.	Please change seats.
Please make the classroom neat.	Please open/close the door.	
Read the question and answer in English.		

Group work

Make groups of four.
Turn your desks around.
Make a circle with your desks.
Make groups of four desks facing each other.
Work together with your friend
Work in pairs/threes/fours/fives.
I want you to form groups.
Here are some tasks for you to work on in groups of four.
Can you join the other group?
I asked for four people to a group.
Work by yourselves.
Ask your neighbour for help.
Ask other people in the group.
Interview someone else.
Stand up and find another partner.
Do the next activity.

Move your desks into groups of four people.
Make a horseshoe shape with your desks.
Make a line of desks facing each other.
Sit back to back.
Find a partner
Work in groups of two/three/four.
Form groups of three
There are too many in this group.
Only three people in each group.
Everybody work individually
Work independently.
Work on the task together.
Ask others in the class.
Ask everyone in the class.
Have you finished?
Move on to the next activity.

Asking questions

Where's Mina?	Is Mina in the library?	Tell me where Suman is.
What was the house like?	What do you think?	How can you tell?
What's the spelling of BALL?	It's spelt with a capital "J".	Can anybody correct this sentence?
Did you do your homework?	Do you understand?	Do you have your book?
What page are you on?	Are you ready?	Are you finished?
What did you say?	May I ask you a question?	Do you have a question?
Is this the right answer?	What do you think?	What is this about?
Can you guess?	What happened?	Can you help me?
Can I help him/her?	Could you repeat that, please?	How do you say this in English?
What should I do?	How do I do this?	Is this correct?
Is it okay?	What does this mean?	What is our homework?
Do we have a test?	When is our test?	How many points do you have?
May I borrow your pencil?	Could you try the next one?	Which question are you on?
Who would like to read?	Whose turn is it to read?	Who hasn't answered yet?
Do you want to answer question 3?	Can you all see the board?	Have you found the place?
Are you all ready?	Which topic will your group report on?	
What is the answer to question number 3?		

Error correction and feedback

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!	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.
You've improved a lot.	I'm afraid that's not quite right.	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 spelling.
You have made a lot of progress.
You need more practice with these words.
You're getting better at it all the time.

Don't worry about your pronunciation.
Don't worry, it'll improve.
You still have some trouble with pronunciation.
You'll have to spend some time practising this.
You've improved no end.

Miscellaneous

Happy birthday!
Have a nice weekend.
Anu is eleven today. Let's sing 'Happy Birthday'.
All the best for the New Year!
I hope you all have a good Tihar.
Well done!
Who isn't here?
Do you feel better today?
Have you been ill?
I'm sorry (about that).
I'm terribly sorry.
I'll be back in a moment.
I've got to go next door for a moment.
I'm afraid I can't speak any louder.
I have a sore throat.
That's interesting!
Don't worry about it.
Any questions?
Now I'm going to ask you some questions.
Raise your hand.
Try to answer by yourself.
A full sentence, please.
Make a sentence.
Louder, please!
There's the bell.
The lesson is over for today.
See you on Friday.
Have a nice weekend!

Many returns of the day! God bless you!
Thanks for your help Merry Christmas!
Good luck. Happy New Year!
Happy Dashain! Best of luck!
I hope you pass. Congratulations!
Never mind. Better luck next time.
What's wrong with Jeevan today?
Are you better now?
What was the matter?
Sorry, that was my fault.
Excuse me for a moment.
Carry on with the exercise while I'm away.
Excuse me.
I seem to be losing my voice.
I have a headache.
That really is very kind of you.
I was a bit disappointed with your efforts.
Do you have any questions?
Who knows the answer?
Please raise your hand if you don't understand.
Try again.
Use a full sentence please.
Say it in a loud voice.
Again, please.
That's all for today.
We've run out of time.
Have a good day!
Good job today.

Language functions used in the classroom

State what you will do

What I'd like to do is to discuss ...
In my talk today, ...
My topic today is ...
Today, I'm going to talk about ...
I'm going to talk to you about ...
The subject of this talk is ...
The purpose of this talk is to ...
State how you will do it
The talk should last about ... minutes.

Getting clarification

I didn't understand what you said about....
What does ... mean?
I'm not sure what you mean.
I don't see what you mean.
Could we come back to that?

I'd like to ask you about ...

So what you're saying is that ...?
So you mean that ...?
Are you saying that ...?

Agreeing

I couldn't agree more.
I (quite) agree.
I think you're absolutely right.
That's a very good point.
You've got a very good point there.
I fully support what you say.
I totally agree.

Disagreeing

But surely ...?
I take your point, but ,...
I wouldn't say that.
I don't agree at all.

I can't accept that.

Putting it in other words
In other words, ...
That is to say, ...
To put it another way, ...
The point I'm making is ...
What I'm suggesting is ...,
Let me put it another way.

Giving opinions

I definitely think that....
I'm sure that....
I'm convinced that....
I really do think that....
I'm of the opinion that ...
As I see it,
I think
I consider

I feel
Personally, I believe ...
In my opinion/view,
It seems to me
I'm inclined to think that ...
I tend to think that

Challenging

Yes, but don't you think ...?
I can see your point, but
I think that's debatable.
Perhaps, but don't you think that
I see what you mean but
I agree to some extent, but
I see what you mean, but
But don't you think that ...?
I take your point, but
I don't think I'd say that.

Describing function

What is the function of X?
What does X do?
What is X used for?
The thermostat controls the temperature.
The thermostat is used for controlling the temperature.
We use a thermostat to measure the temperature.
The function of the thermostat is to control the temperature.
The thermostat serves to control the temperature.
A thermostat is an instrument for measuring temperature.

Describing objects

Where is it?
What size is it?
What shape is it?
What colour is it?
What is it made of?
What does it look like?
What is it used for?
How does it work?

Expressing doubt and reservation

I'm not so sure about that.
You may be right.
I don't think I'd say that.
Yes, but don't you think ...?
I can see your point, but ...
I think that's debatable.
I see what you mean but ...
I agree to some extent, but ...
It seems to me ...

Evaluating

That's a good idea.
You've got a good point there.
I agree entirely.

That's exactly what we need.
I'm not sure what you mean by
That's an interesting point, but
You might be right.
That's all very well, but
I'm not so sure about that.
Yes, but don't you think
I can see your point, but
I don't see how you can argue that ...
I can't accept that at all.
Exemplification - giving examples
For example,
For instance,
And as proof of that,
Remember ...
You only have to think of
To illustrate my/our point

Expressing method and means

To open the door, turn the handle.
Turn the handle so as to open the door.
Turn the handle in order to open the door.
The radio may be turned on by pressing the on/off switch.

Giving instructions

First of all you
The first thing you have to do is
After you've done that, you
The next thing to do is
Make sure you remember to
Be careful not to

Expressing purpose - why something is done

... so as to so as not to ...
... so that in order to ...
... in order not to ...

Giving further information

Furthermore, An additional point is
Another point is A further point is
A similar point is In addition,
Moreover, Similarly,
Apart from ..., Not only ..., but
We can add I could add that
Further, As well as...,....
Besides,, as well.

Giving background information

As we know,
As we have already seen,
As we have all read,
It's clear that,
It goes without saying,
We all understand,
It is understood,
You'll remember,

Giving opinions

I definitely think that....
I'm sure that....
I'm convinced that....
I really do think that....
I'm of the opinion that ...
As I see it,
I think
I consider
I feel
Personally, I believe ...
In my opinion/view,
It seems to me
I'm inclined to think that ...
I tend to think that

Using visuals

On this graph,
Take a look at this.
Let's have a look at this.
I'd like you to look at this.
I'd like to draw your attention to
Here we can see
The ... represents
The graph illustrates
As you can see,

Warning

Look out. Be careful.
I warn you it's going to be difficult.
If you're not careful, there might be an accident.
Some sentences used in the classroom
"Children, look at what I have here today."
Look at the objects on the table.
I want you to look this bag full of objects.
"Good." "Yes, that's right"

Assigning task/roles

"These two groups here are groups A and B"
"Look at this picture. What animal is it?"
"Where is the habitat of this animal?"
"Can anyone explain the physical characteristics of this animals?"
"Class, sit in six groups. There should be at least five persons in each group."
"Each group is given a set of apparatus. They are on the table at the back."
"The steps for the experiment are in the worksheet. Read then carefully before you carry out the experiment."
"Next, measure the circumference and the diameter of the five circles using thread and ruler"
"I want every group to draw five circles of different sizes"
"Who can tell the class how you got the answer"

"What is your answer?"

Verb phrases

... are made up of.../... organized in...
... is a self-contained unit
... contains.../... feels/looks like...
... are separated from...
... are small...
... tend to be...
... can take other shapes...
... it includes.../... have...
... is a part that contains.../ consist of...
... are joined together... (to...)

Some imperatives

Turn your book to page 13.
Take out your book and pencils.
Have a bath regularly.
Get your work completed.
Get your homework checked.
Come in front of the class.
Don't stand up on the bench.
Don't throw your books.
Don't look here and there.
Listen to me properly.
Don't tear your books.
Open your book. Stand up.
Be ready. Get ready.
Be punctual. Look at me.
Ask me a question. Be smart.
Be intelligent. Rub the board.
Read Chapter 3. Tell me about.....
Don't look outside. Don't make a
noise.
Don't copy others. Never be late.
Don't push others.

Introducing

At the beginning of a lecture, or a section of a lecture, the lecturer will give you some idea about the structure of the

lecture. Listen for these signals as it will help you understand what the lecturer is saying.

What I intend to say is
What I'd like to do is to discuss
What I intend to do is to explain
In my talk today,
My topic today is Today,
I'm going to talk about
I'm going to talk to you about

Today I want to consider
In this talk, I would like to concentrate on
The subject of this talk is
The purpose of this talk is to

This talk is designed to
Showing importance/Emphasizing
When you are taking notes, you cannot write down every word. You need to distinguish between important and less important information. The lecturer can use these signals to draw your attention to the important points.

I want to stress...../I want to highlight
I'd like to emphasise

I'd like to put emphasis on
It's important to remember that
We should bear in mind that

Don't forget that
The crucial point is
The essential point is
The fundamental point is
Furthermore,.....What's more,
This supports my argument that,
It follows, therefore, that
What (in effect) we are saying is

Moving on/Changing direction

The lecture will be organised around several different points. It is important to

notice when the lecturer moves from one point to the next.

That's all I want to say about X.
Having looked at ..., I'd now like to consider

I'd like now to move on to
Turning now to

I now want to turn to
The next point is
Another interesting point is
The next aspect I'd like to consider is

I'd now like to turn to

Let's now look at

Classifying

When we classify, we arrange members of a group. The lecturer may use the following signals to show that a classification is being made.

There are

...types/kinds/classes/categories/sorts/varieties/consists of/comprises/can be divided into

X may be classified according to on the basis of/ depending on

Concluding

The lecture should end with a summary of the main points made. The following signals will help you to identify this.

So,

We've seen that

First we looked at ... and we saw that

Then we considered ... and I argued that

In short,

To sum up

In conclusion,

I'd like to emphasize that