

Language for classroom management

1. Revising

Can anyone Who can	remember tell me	what we	did talked about learned	last lesson?
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Was it OK/easy/difficult?

Did you find it OK/easy/difficult?

2. Saying what the lesson will be about

What we're going to do today is Today we're going to	learn about cover read about write about discuss
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First Then Next After that finally	I'm we're	going to	learn about read about write about discuss do.
The first/next thing I'm/we're going to do is				

3. Signalling the end of one phase of a lesson and the beginning of another

Right

OK

Now

4. Summarising

So what have we said/learned?

So let's sum up/summarise

Who can summarise?

5. Moving on to the next phase

Right OK Now	let's shall we let me can we/I..(?)	move on (to the next point) go on continue do...
The next point/question is...		

6. Finishing the lesson

Right	let's	stop	there
OK	I'm/we're going to	finish	here

Next lesson	I'll... we'll...
In the next lesson	I'm... we're going to...

7. Setting homework

For homework	I want you to	do... read... write...
	do... read... write...	

8. Eliciting responses

Put your hands up if Hands up if	you	know... can say... can tell me..
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Who knows...? Who can say...? Who can tell me...?
Do you know...? Does anybody know...? Can anybody say...? Can anybody tell me...?

Who wants to start?
Who is going to start?
Who would like to start?
Any volunteers?

9. Moving to another student

Anybody else?
Does anybody else know?

Do you agree with what ...says?
Is that right?
Is that OK?

Are you happy with that?
Any objections?

10. Eliciting opinions

What do you think?
What's your opinion/view?

11. Encouraging learners

Think
Try
Come on
You know this
Help her/him
Let me give you a clue/hint
Take your time

12. Encouraging a learner to continue

Yes, go on
Yes, and what else?

13. Asking a learner to repeat

Say that again
Again
Once more

More slowly

14. Acknowledging what a learner says

OK (falling intonation) = final
Fine
Right
Good (rising intonation) = answer incomplete; go on
Yes

15. Praising a learner

Exactly	
That's	god very good excellent perfect correct great

Exactly
Good
Very good
Excellent
Perfect
Correct
Great

16. Correcting

No
That's (completely) wrong

Not exactly
Not quite
Not really

That's partly true
That's part of the answer

One small mistake

Try again
Have another go

17. Emphasising

This is an important word/concept
I want you to remember this
Make sure you remember this
Don't forget this
Make a (mental) note of this

18. Checking Understanding

OK?
Is that clear?
Everybody clear?

Do you understand?
 Does everybody understand?
 Do you follow?

19. Getting Attention

Can I have your attention?
 Pay attention
 Listen (carefully)
 I want you to listen (carefully)

20. Drawing attention to the board

Look this way
 Look here
 Look at this

21. Drawing attention to a book

Turn to page...
 Look at page...

22. Working things out/thinking aloud

Let's see
 Let me see
 Wait a minute
 Just a minute

23. Talking to individuals

Can I Let me	see have a look at	your book your work what you've done what you've got
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24. Forming groups

I want you to You're going to We're going to	work in groups from groups get into groups	of about	Five Six Ten
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Turn round

Work with	the person	next to in front of behind	you
		

You have	5 10	minutes
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25. Giving instructions

Right	listen carefully.	This what I want you to do
OK	listen.	What I want you to do is	
Now		What you're going to do is	

Does everybody understand?

Source for parts of the above: Willis, J., 1981. *Teaching English through English*. London: Longman