

Classroom Language

Greetings:

Good morning.

Goodbye / Have a nice day!

Asking questions:

Can I ask a question?

May I try to answer this question?

Can I have a piece of paper please?

May I go to the toilet?

Asking for help:

Can you help me please?

May I know ...

How do you say ... ?

What does this mean?

Can you say this again please?

I beg your pardon.

Apologizing:

I am sorry ...

I am late / I don't know / I don't understand / I forgot to bring it.

Excuse me ...

May I come in / May I sit down/ May I talk to my classmate?

Student Posts:

Monitress 女班長

Monitor 男班長

Subject leader 科長

Prefect 風紀

Category of Activities	Teachers' Classroom English	Students' Classroom English
Greeting	Good morning class.	Good morning, Mr./Ms. _____. Good morning guests.
Checking attendance	Monitor/monitress, is anybody absent? / Is everyone present?	No one is absent Mr./Ms._____. Yes, ___ and ___ are absent.
Asking students about homework business	Who has not done the homework? / Put up your hand if you haven't handed in your homework. Tell me your class number. Who didn't hand in the homework to the homework collector this morning?	Sorry Mr./Ms.____! I haven't done my homework. I am number ____. Sorry Mr./Ms. ____! I didn't hand in my homework.
Using the textbook	Open your textbooks to page ____ / Turn to page ____. Please look at the left-hand column, second paragraph, line 5. Last lesson we talked about _____.	Mr./Ms._____. / Could you repeat please? Thank you Mr./Ms._____. Sorry Mr./Ms.____! Which column (paragraph / line) please? I'm sorry. I don't understand this part. Would you please explain it again?
Handling irregular behavior	We will stop here. Let's have a break for 2 minutes. Can you wait until recess? Okay, you may go. Certainly. I'm sorry. You have to wait until she comes back. Pay attention! Keep quiet!	May I go to the toilet/washroom Mr./Ms. ____? I feel sick. May I leave the classroom? / May I go to the medical room? I feel hot (or cold). May I turn on (or turn off) the air-conditioner/fan, please? Excuse me, Mr./Ms.____, it's too bright. May I close/lower the blinds, please?

<p>Organizing pair work and group work</p>	<p>Now let's get into pairs. Now let's get into groups of 5. Please work with the person next to you. Who has not yet joined a group?</p>	<p>Mr./Ms.____ I don't have a partner. Mr./Ms.____, which group do I belong to? Shall we start now?</p>
<p>Giving instructions for class activities</p>	<p>Listen carefully to my instructions... Do you understand? That's right. That is not what I mean. Let me say it again. I mean ... / What I want to say is ...</p>	<p>I'm sorry. I don't understand. Are you saying that...? Do you mean...? Sorry, I've missed it. Could you repeat that, please? Now I understand. / I still don't understand.</p>
<p>Encouraging students to ask or answer questions</p>	<p>Put up your hand if you still don't understand. Who knows the answer? Put your hand up if you know the answer. Good answer. / That's right. Not exactly. / A good try. Any other suggestions?</p>	<p>What is the meaning of? I don't understand the relationship between ____ and ____. I don't understand why the answer is ____ but not ____.</p>
<p>Administering class work</p>	<p>Please complete this part in five minutes. Please write your answers in your textbooks. Please come and do it on the blackboard. Use every line. Write on every other line. Repeat after me. / Say it together. Now you try. / Your turn now. Sorry, I can't hear you. Speak up please. Write the date at the top right-hand corner of the page. Write the topic in the middle of the top margin.</p>	<p>Sorry Mr./Ms.____, could we have a few more minutes? Sorry Mr./Ms.____, I have forgotten to bring my textbook. Should we use a pencil or ball-pen? Could you slow down a bit? Sorry, I don't know how to say it. / Sorry, I don't know how to pronounce the words.</p>

<p>Instructing students to cross-check</p>	<p>Please swap your books with your partner. Use a red pen to check the answers. Remember to tick the correct answer. If the answer is wrong, you must write down the correct answer. Give ____ marks for each correct answer. Deduct ____ marks for each wrong / incorrect answer.</p> <p>Fold your test papers and pass them in. Staple your test papers and answer sheets together and pass them in. Separate your test paper and answer sheet and pass them in.</p> <p>Please ask your parents to sign next to the marks.</p>	<p>What is the answer to question ____?</p> <p>Can you repeat no. ____?</p> <p>How should we do the corrections? Do we have to pass up the question papers?</p> <p>There's something wrong with the marks.</p>
<p>Collecting exercise books</p>	<p>Pass up your exercise books to the front.</p>	<p>I haven't finished yet. Can I hand it in to you later?</p>
<p>Giving homework</p>	<p>Homework for today is _____. Hand in your homework next Monday.</p> <p>Now please write it down in your Student Handbook.</p>	<p>When should we hand in the homework?</p> <p>Sorry I have forgotten to bring the Student Handbook.</p>
<p>Concluding a lesson</p>	<p>That's all for today. Raise your hand if you have any questions.</p>	<p>Mr./Ms.____, I have a question. Could you come over here please?</p>
<p>Asking students to help</p>	<p>Who's on duty today?</p> <p>Would you do me a favor please?</p> <p>Would the IT prefect set up the projector for me?</p>	<p>Let me help you Mr./Ms.____! Yes, Mr./Ms._____.</p> <p>You're welcome. / With pleasure.</p>

	<p>Please clean the blackboard.</p> <p>Please give out (or distribute) the exercise books.</p> <p>Please come and collect the exercise books during the first recess / lunch time / after school.</p> <p>Thank you.</p>	
Ending a lesson	Good-bye Class!	<p>Goodbye and thank you Mr./Ms._____.</p> <p>Goodbye and thank you guests.</p>

Teaching:

1. Vocabularies (pronunciation, syllables, spelling and meaning)
2. Prefix (e.g. "Tri", triangle)
 - Suffix (e.g. "gon", polygon)
3. Simple English
4. Point out the good points; don't just say "good".
5. Point out the areas for improvement; may say "Try to ...".
6. Complete sentence
7. Note-taking skills
8. I.T., pictures or body language
9. Arrange group work
10. Subject-specific vocabulary and sentence patterns