

Classroom English

Commands

Open the window.
Close your books.
Don't write this down.
Don't look at the answers.

Peter, you try number 5.
You say it, Werner.
You boys, listen now.
Answer it, somebody.
Come on, everybody.

Frustration

Don't you help him, Steffie!
Don't you talk, you two!
Don't anybody move!

Do be quiet now!
Hurry up!

If you don't be quiet, you can...
Just sit down and be quiet.
Just put that book away.
Just pass me that book, Luc.
Just turn the lights off.
Let's not waste any more time.

Instructions

I want you to finish this off at home.
I would like you to try exercise 24.
I (would) prefer you to use your own words.
I expect you to prepare down to page 35.
I don't want you to do this exercise in a hurry.
I wouldn't like you to write a masterpiece.
I don't expect you to spend too much time on this.
I (would) prefer you not to use a dictionary.
I would like you not to keep interrupting.
I expect the boys not to make any noise.

I want this work (to be) finished by Friday.
I would like this copied out neatly.
I (would) prefer the work to be done in your notebooks.
I expect the work finished off at home

You will have to write this out again.
You must have this finished by Monday.
You should write your name at the top.

The command can be weakened by adding *I'm afraid*:

I'm afraid you will have to do this again.
You are to work in groups of four.

You are not to talk.
You are to finish this off at home.

Requesting

Please put your pencils down.
Would you like to write that on the board?
Do you want to try the next one?
Would anybody like to be the narrator?
Will you write this out neatly at home?
Can you say that again?
Could you please try question 5 at home?
Would you come out to the front, please?
Please will you try to remember your workbooks?
Can you write that on the board, please?
Clean the board, would you?
Try it again, will you?
Could you look this way, please?
Do you think you could write this out at home?
I wonder if you could say it in your own words?
Would you mind sharing today?
Do you mind repeating what you said?
Would you be so kind as to stop talking?
Let's try the next exercise as well, shall we?
Let's not listen to it again, shall we?

Suggestions

How about another song, guys?
How about you, Teresa?
What if we leave this exercise until next time?
What if you finish this off at home?
What if we change(d) the word order?
Why not leave the adverb until the end?
Why don't we act this conversation out?
Couldn't we say this in a simpler way?
We can finish this next time, don't you think?
Perhaps you ought to translate this paragraph.
May I suggest ...
I would suggest you went through this carefully
It might be an (good) idea.
It would be an (good) idea.
We may as well leave this exercise till Tuesday.
You might as well leave number 4 out.
It would be just as well to check this at home.

Questions

What's the answer to number 6?
What is Mrs Lane doing in picture 1?
When does Mr Vandebussche go to work?
What number is Ciska?

Has everybody got a book?
Are you ready? Can you all see?
Do you agree with Claude?
Do you really think so?
You must be joking!

What do you think?
Well, does he feel tired or something?
Which year were you born (in)?
(On) which day will you phone?
(At) what time do we arrive (at)?
(For) how long (a time) will she stay (for)?
How often does he play football?
How many times (a week) do they play?
Since when has he been smoking?
Whereabouts in London does he work?
Where are you going (to)?
Where are you coming from?
(In) which direction are they going (in)?
In what way does this help?
To what extent was he right?
Under what circumstances would you do it?

What frightened the mouse?
Which runner won the race?
Whose car span off the track?
How many people watched it happen?
How much money disappeared in the robbery?
What's that in English?
What did he open the door with?
Which line did we stop at?
Which book did you look it up in?
What is this book called?

Determiners

- a lot of many much more most
- little (a) few too little too few less
- least, enough, more than enough, none
- any

He had too much money.
What did they buy three of?
We haven't any bread?

Size

- height [hait] height length depth thickness width breadth
- big tall high long deep thick wide broad

He is 1 m 90 tall.
His height is 1 m 90.
He is 1 m 90 in height.
How heavy is it?
What weight is it?
What I does it weigh?

What shape is the parcel?
What colour is her dress?

How old is Bill?
What age is Bill?
What make of car do you drive?
What brand of toothpaste do you use?
What kind of books?
What sort of aeroplane was it?
What train did they take?
What records are you interested in?
What percentage of the students voted?

Can you tell me?
Does anybody know?
Can anyone explain?
What did it sound/look/feel/taste/smell like?
How did it sound?
What is happening in picture 1?

Linking words

He left early because he was bored/in case he missed the bus/in order to catch his bus/so that he could walk home/to get away from Tim/so as not) to have time to think.

Time

What is the date today?
What date is it today?
What's today's date?
What day is it?
What month is it?
What time is it?
What's the time?
Have you got the right time?

Weather

What is the weather like?
Is it cold or hot?
What is the forecast for next week?
What temperature is it?
How many degrees below is it?
It's 25 below zero.

Meeting

Who are you?
What is your name?
How do you spell it?
Where do you live?
What is your address?
Where are you from?
Where do you come from?
Have you any brothers or sisters?
What are their names?
Which school do you go to?
Whose class are you in?
Who is your class teacher?
Who is your English teacher?

Opinion

What did you think of it?
How did you like it?
How did you find it?
Did you think it was worth going?
What was your impression of it?
Was it to your liking?
Did you enjoy it?
Did you find it boring?
Which parts did you like most?
Was there anything you didn't like about the story?
Which did you like better?
Did you prefer this to the last chapter?
Did you like this more/better than last time?
If you had to choose, which would you take?
Which did you enjoy most of all?
Which of the three did you prefer most?
Would you rather go to Britain (or stay at home)?
Would you rather read than listen to music?

Instructions

Take off your things.
Take your coat(s) off
Off with your coats/things now.
Put your boots over there/by the desk.
Leave your boots in the corridor.
Hang up your things.
Hang up your coat on your peg.
Hang your coat on your hook.
Hurry up!
Come on, let's get started.
Hurry up so that I can start the lesson.
Come in and sit down.
Come in and close the door.
Don't slam/bang the door like that.
Leave your gym-shoes outside (in the corridor).
Hang up your things.

Starting the lesson

It's time to start now.
Let's start our lesson now, shall we?
Is everybody ready to start?
Now we can get down to (some) work.
I'm waiting to start.
Stop talking now so that we can start.
Settle down now so we can start.
Put your things away.
Who is absent today? Who is missing? Who isn't here?
What's wrong with Bill today?
Has anybody any idea where Bill is today?
Who was absent last time?
Who wasn't here on Monday?
Who missed last Wednesday's lesson?
You weren't at/in the last lesson, Sharon.

Where were you? Who was away last Friday?
Who is absent today? Who is missing? Who isn't here?
What's the matter with Alison today? Has anybody seen Bill today?
What's wrong with Bill today?
Why are you late? Where have you been?
We started ten minutes ago. What have you been doing?
Did you oversleep/miss your bus?
I'll have to report you if you're late again.

Finishing the lesson

It's ten to ten. We'll have to stop now.
It's almost time to stop
I'm afraid it's time to finish now
I make it almost time. We'll have to stop here.
I make it just gone five past. We'll have to finish there.
There's the bell, so we must stop working now.
That will do for today. You can go now.
It isn't time to finish yet.
There are still two minutes to go.
We still have a couple of minutes left.
I only make it a quarter to. There's another five minutes yet.
This lesson isn't supposed to/due to finish until five past. Your watch must be fast.
We have five minutes over.
We seem to have finished a few minutes early.
We have an extra five minutes.
It seems we have two or three minutes in hand/to spare. There isn't any point (in) starting a new exercise.
There's no point (in) beginning anything else this time.
Carry on with the exercise for the rest of the lesson.
We'll finish this next time.
I don't think we've got time to finish this now.
We'll do/read/look at the rest of this chapter on Thursday.
We'll finish off this exercise in the next lesson.
We've run out of time, but we'll go on with this exercise next time.
We'll continue (with) this chapter next Monday.
We'll continue working on this chapter next time.

Wait a minute

Hang on a moment.
Just hold on a minute.
Just a moment, please.
One more thing before you go.

Homework

This is your homework.
This chapter/lesson/page/exercise is your homework.
This is your homework for tonight/today/next time.
For your homework would you do exercise 10 on page 23.
Prepare the last two chapters for Monday.
Prepare as far as/down to/up to page 175.

Your homework for tonight is to prepare chapter 17.
I'm not going to set (you) any homework this time.
Finish this off at home.

Finish off the exercise at home.
Do the rest of the exercise as your homework for tonight.
Complete this exercise at home.
Finish the question you're (working) on at the moment, and do the rest at home.

Test

There will be a test on this next Wednesday.
I shall give you a test on these lessons/chapters sometime next week.
Learn the vocabulary because I shall be giving you a test on it in the next lesson.
You can expect a test on this in the near future.
Please revise lessons 9 and 10. There will be a test on them sometime.

Goodbye

Goodbye, boys and girls.
Bye-bye, children.
G'bye, everyone.
Bye now, Ann.
See you again on Tuesday.
I'll see you (all) again next Wednesday.
See you tomorrow afternoon again.
I hope you all have a nice holiday.
Tomorrow we'll meet in room 14.
I'll see you in room 7 after the break.
Wait outside the language class for me.
There's been a change of room for next week. We'll be meeting in room 9 instead.
Which period do we have physics on Friday?
The 4th period has been cancelled next Tuesday.

Order

Queue up by the door.
Get into a queue.
Form/make a queue and wait until the bell goes.
Go and join the back of the queue.
Wash your hands before you go.
Open the window.
Let in some fresh air for the next class.
Give out the books, please.
Pass out the exercises.
Pass these (to the) back.
Take one and pass them on.
Get the books out of the cupboard and give them out.
Take the books off the shelf/out of the bookcase.
Fetch the dictionaries from the teachers' room/staff room.
Has everybody got a book?
Have you all got a copy of the exercise?
Is there anybody without (a book)?
Is there anybody who hasn't got a copy?
Can everybody see (a copy of) the text/passage?
Where's your book, Werner?

Don't forget it next time.
Remember it (for) next time.

Make sure you bring it on Friday.
Be sure to remember it next Monday.
Don't anybody forget their book next time.
One book between two.
Three pupils to each computer.
There's one dictionary /set of pictures for each group.
You will have to share with Bill.
Could you share (with Alison), please?
There are only enough for ten pupils.
Share with Bill this time.
I'm afraid I haven't got enough (copies) to go round.
I'm afraid there aren't enough for everybody.
Get your books out.
Take out your workbooks out, please!
You'll need your workbooks.
Out with your books, please.
Open your books at page 27.
Take out your books and open them at page 123/lesson 12.
Have a look at the diagram on page 25.
It's somewhere near the front/back/middle of the book.
It's on the inside cover at the back.
The name is on the back cover/the title page.
Now turn to page 16.
Turn over the page.
Turn to the next page.
Let's move on to the next page.
I want you to turn on to page 134.
Turn back to page 16.
Turn back to the previous page.
Now look back at the last chapter.
Keep one finger in the vocabulary list at the back.
You can refer to the map/list on page 216.
Use the index at the back of the book.
Shut your books.
Collect the books in.
Collect the readers in and put them away.
Pass the handouts to the front (of each row).
Don't forget to put/write your names on them.
Could the first person in each row collect the books, please.
Hand in your papers as you leave.
Leave your essays/sheets/tests on the desk as you go out.
Have you all handed in your tests?
Is there anyone who hasn't returned their test?

Page

It's at the bottom of the page.
The picture at the top of the page/at the very top.
The line in the middle of the page.
It's somewhere near the top/bottom (of the page).
It's towards the bottom/end.
It's about halfway down.
It's in the very middle of the page.
About three-quarters of the way down.
The top/bottom/middle line.
It's ten lines from the top/bottom.
Ten lines down/up.

It's on the left. It's on the right.
The left-hand side/the right-hand side.
It's in the top left-hand corner.
It's in the bottom right-hand corner.
It's in the left-hand margin.
Look at the right-hand column.
The) third column (from the left/right). The centre/middle column.
The shaded area on the right.
Look at the coloured box underneath.
Paragraph three, line two.
(The) third paragraph, (the) second line/sentence (The) last line of
the first paragraph.
(The) last line in the second paragraph.
The paragraph beginning/starting/ending 'he said ... ' (The) last but
one line/word in paragraph two.
(The) second/third to last word in line 5.
Line five, (the) seventh word.
A few lines further on.
Five lines further down/up.
Not the next line, but the one after that.
Not the previous line, but the one before that.
(The) next but one sentence, (the) third word.

Read

Read the passage silently.
Read the text to yourselves.
Study the chapter on your own.
Prepare the next three paragraphs.
Have a look at the next section.
Check the new vocabulary from the list at the back.
If there are any words you don't know, please ask.
Let's read the text aloud.
I'll read it to you first.
First of all, I'll read it to you.
Start reading from line 6.
Read the sentence aloud.
Now we'll read it again.
Read as far as/down to the end of the chapter.
Let's take turns/it in turns to read/reading.
One after the other, please.
Is there anything you don't understand?
Do you know the meaning of all the words?
Are there any words you don't know the Dutch ... for?
Are there any phrases you don't know the meaning of?
Can I help you with any words or phrases?
Are there any strange words or expressions?
Is everything clear?
Are there any questions on this text?
Has anybody got anything to ask (about this text)? Is there anything
else you would like to ask about?
Are there any points you're not sure of?
Are there any words you are unfamiliar with? Would you like anything
explained/explaining?

Explaining

We'll look at some difficult points in this text.
Let's have a look at some of the difficult points.
Let's start with a look at the difficulties in this text.
There are one or two difficult points we should look at.
I'd like to point out some difficult constructions.
Let's look at the passage in more detail.
Perhaps we should have a detailed look at this again.
Perhaps we can do some quick revision.
Second paragraph, first line, the word 'fast'.
A little further down, about two lines from the bottom ...
I'd like to draw your attention to the word 'drag' in line 26.
It's worth noticing how the word 'sicken' is used in line 5.
This means (more or less) the same as 'she left'.
The meaning of this sentence is something like 'he didn't understand'.

Exercise

Try exercise 6.
I want you to do exercise 7.
Try the next exercise as well.
Answer the first four questions.
Answer every other's question.
Let's go on to exercise number 2.
Do the whole of/part of/some of the exercise.
If you get stuck, skip the question.
If you get stuck on one, leave it out and come back to it later.
Let's go through this exercise.
Let's go over the exercise together.
Let's go through the sentences on the board.
Let's check the answers.
Now we'll see how well you got on/went on/did.

Tests

Let's run through the answers quickly.
I think you are more or less ready, so let's see how you got on I'll return your tests now.
I'll give you your tests back and we can go through them together.
Check your answers on page 123.
Change papers with someone/your neighbour/partner.
The right answers are on page 123.
Give yourself one point for every correct answer.
Take off a point for everyone (you got) wrong.
Count up your points.
How many did you get right/wrong?
Did anybody get them all right?
What was your score?/How many points did you score?
Anybody with one mistake? Two mistakes?
I didn't count it as a mistake if you put 'big'.
I didn't take any points off if you forgot to ...
What's the answer to number 1?
How does the first one go?
What have you got for number 1?
What do you have for question 9?

Copy

What have you put/written/marked for question 11?
Let's go on to number 2.
Could somebody read out what they put for number 2?
Has anybody got anything for the last one?
Copy this down in your notebooks.
Take this down in your exercise books.
Put/take/get/write/copy that down.
Make a note of this somewhere/in your books.
Don't forget to write that down.
Write it in the margin.
Write it in the empty space at the top.
Underline the new words.
Jot this down somewhere so that you don't forget it.
Write it in block letters.
Print it.
Write it in block capitals.
Write it in big letters.
Write it neatly.
Write it out legibly at home.
Make sure I can read your handwriting.
Rewrite it neatly.
Do the exercise in pencil.
Do the exercise in writing.
Use a pen/pencil.
Has anybody got an extra pencil?
Have you got a spare pen/pencil with/on you?

Speaking

We'll do the exercise orally.
Let's try it aloud before you write it down.

Drawing

Let's draw some pictures.
Let's do some drawing.
Now we'll do some colouring.

Blackboard

Everyone look at the blackboard, please.
Everybody look at the board.
Let's look at the sentences on the board.
Look at the pattern on the board.
Are the sentences on the board right?
Are there any mistakes in the sentences on the board?
Can you see anything wrong with the sentences?
Anything wrong with sentence 5?
Rub out the wrong word.
Wipe out/off the last letter.
Rub that off.
Is there anything to correct in sentence 3?
Read out the sentences on the blackboard.
Let's all read the sentences from the board.
We'll read them again, but this time all together.
Look at the model/pattern on the board and ask questions.

Copy this down from the blackboard.
I'll write up the correct answers on the board.
I want you to copy the questions down in your notebooks.
Copy this straight down into your notebooks.
Whose turn is it to clean the board?
Clean the board, please, Jason!
We can wipe this last exercise off now.
Use the duster/sponge.
Wet the sponge under the tap.
You can wipe this line off.
There's no need to rub that exercise off.

Come in

Come in.
Go out.
Come inside.
Go outside.
Stay outside (for a moment).
Go out and we will call you (back) in.

Stand up.
Sit down.
Sit in your seat(s).
Stay in your seat(s)/place(s).
Take your seats.
Come out to the front of the class.
Come out (here) and face the class.
I'd like to speak to you for a moment, John.
Could I have a word with you about your test, Marketa?
Face the class/the board/me.
Look at the class.
Back to the class.
Turn your back to the class.
Stand with your back to the class.
Go and stand by the window.
Go and sit at the back of the class.
Come and sit at the front.
Go and sit next to Jan.
Take your seat and go and sit behind Alison.
You will have to go and sit next to someone else.
Now go and sit down again.
Go back to your seat(s) please.
Thank you, you can sit down again.
Back to your place.

Work

Come and fetch your book.
Work in twos.
Work together with your friend.
Find a partner.
Work in pairs.
Work in threes/fours/fives.
Work in groups of two/three/four.
I want you to form groups. Three pupils in each group I'll divide the class into groups.
Get into groups of three.

Form two groups of six.
Here are some tasks/exercises for you to work on in
groups/pairs/threes.
I want you to do some reading in groups.
You'll have to join this group.
There are too many in this group.
There should only be three people in each group.
Everybody work individually.
Work by yourselves.
Try to work independently.
No cheating.
Don't disturb your neighbour.
There's no need to discuss it with your neighbour.
Watch me first.
Watch me doing it.
Listen to me saying it.
Copy me.
Do it this way.
Try to do it exactly the same way as I'm doing it.

