



# TeachingEnglish

## Classroom Language Starting and finishing a lesson

Worksheets



[www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)

# 1 English in the classroom – Worksheets

## 1 Learning outcomes

---

Your workshop leader will talk to you about the learning outcomes for the session.

## 2 Discussion

---

*Work in groups and discuss these questions:*

- 1 How do you start and finish your lessons?
- 2 What do you say to your class at the beginning of a lesson and at the end?

## 3 A Cards for Role play

You are a student in class.

After 2 minutes of the lesson, you find that you have forgotten your pen.

Put your hand up.

When the teacher asks you, say:

'I'm sorry, but I have forgotten my pen'.

The teacher will ask you some questions.

You are a student in the class.

You are going to arrive late.

Think of a reason, e.g. your alarm clock is broken.

Go outside the room.

After four minutes, knock on the door and come in to the classroom.

The teacher will ask you some questions.



### 3 B Role play/Checklist

---

Which of the following actions does 'the teacher' do? Number the order of the actions of the teacher.

Ask you to talk about the weekend.

---

Talk to the class about the weather, or about someone's clothes etc.

---

Greet the class

---

Deal with an interruption – such as someone loses their pen or book.

---

Take the register.

---

Get a member of the class to ask a latecomer why they are late.

---

Ask about absent students.

---

Ask the class to remember the last lesson.

---

Ask you to talk about the weekend.

---

Ask a student why they are late

---

When you have finished, compare with a partner. Next try to write what the teacher said.

---

## 4 Getting off to a good start, part 1 – questionnaire

Think of your own lessons. When you begin or end your classes, which language do you usually use:

- mainly English?                                – mainly the students’ own language (L1)?
- a mixture of the two?                        – Neither

Try to give reasons for your choice of language

Lesson stage	English	L1	both	Neither, I don't do this sort of activity
Greeting the students.				
Taking the register.				
Collecting the homework.				
Discussing a topic, such as the weekend.				
Beginning the lesson.				
Asking what they liked about the lesson.				
Doing a game at the end.				
Setting homework.				
Telling students to put their books away.				
Saying goodbye.				

### Part 2 – Phrases

Match the following phrases to one of the lesson stages above.

1. Can I collect the homework?
2. I'll see you next lesson. Bye for now.
3. Let's take the register now.
4. OK, let's begin the lesson.
5. Can you put your books away, please?
6. What did you do at the weekend?
7. What did you like about today's lesson?
8. Let's do a little game before we finish the lesson.
9. Good Morning/afternoon/Hello.
10. For homework I'd like you to do page fifty-six.

## 5 It's good to talk

---

*Read the first dialogue. Then discuss how the teacher can continue the dialogue with Vladimir in the second dialogue.*

1

Teacher: Hello Anna! How are you?

Anna: Fine thanks.

Teacher: Where were you last lesson?

Anna: I was on holiday.

Teacher: Really? Sancho, ask Anna where she went.

Sancho: Where did you go Anna?

Anna: I went to the mountains.

Teacher: Good, now someone else ask her another question.

Maria: Who did you go with?

Anna: I went with my parents.

Thomas: What did you do there?

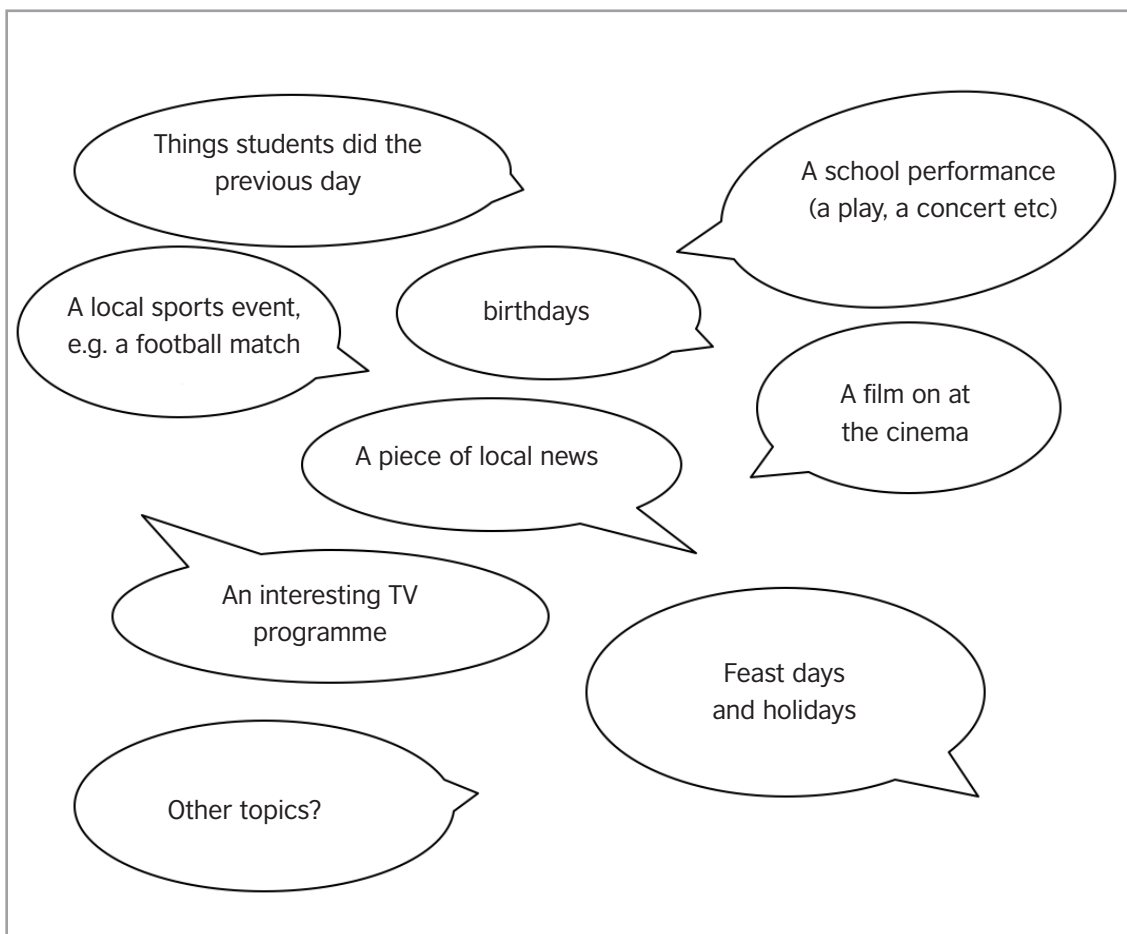
2

Teacher: It's nearly time for me to give you homework for next lesson. Vladimir, we haven't finished. You shouldn't put your books away.

Vladimir: Sorry.

## 6 Social language

Here are some topics for chatting to the class at the beginning or end of a lesson.



What could you ask the students about each topic?

---

---

---

---

---

---

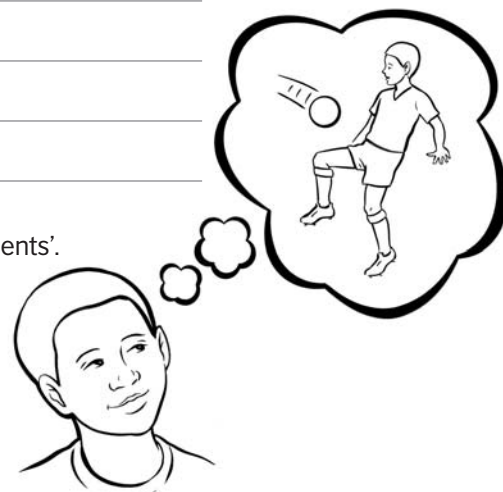
---

---

---

---

Work in groups. Take it in turns to be the 'teacher' – the others are students'. Choose one of the topics and 'chat' with them.



## 7 Peer teaching

---

*You and your partner play the role of the teacher. One starts the lesson.*

*The other finishes the lesson.*

### **Teacher A. Beginning the lesson:**

Which of these do you want to do? What do you say

- Greet the class
- Deal with unexpected situations (e.g. Oh, hello Nadim! Fatima, ask Nadim why he's late.)
- Take the register
- Social chat
- Talk to the students about the last weekend
- Make students ask questions to latecomers, or someone who forgot their homework.

*Write a list of the phrases, e.g.*

Good morning all! How are you?'
Next I'm going to take the register
Could you tell your partner about what you did at the weekend?
BUT... be ready for the unexpected, e.g. latecomers, forgotten homework.

**Teacher B. Ending the lesson:**

---

You and your partner play the role of the teacher. You finish the lesson.

Which of these do you want to do? What do you say?

- Praise the class for their efforts (e.g. Excellent. Today you have done very well.)
- Give homework
- Clarify homework
- Ask them what they liked in the lesson, or what was difficult in the lesson
- Ask them to talk about the next weekend.

Write a list of the phrases, e.g.

What was the most useful thing you learnt today?
For homework, could you do page twenty-five in the workbook?
Stefan, what are you going to do after class?
BUT... be ready for the unexpected, e.g. latecomers, forgotten homework.



## 7 Observation sheet

### Observation sheet

Name			
Phrases used	Was it clear? Why?	Was it unclear? Why?	How to do better

Name			
Phrases used	Was it clear? Why?	Was it unclear? Why?	How to do better

### 8 Phrasebook + How good is your memory?

Your trainer has an activity for you to do in pairs.

Afterwards discuss the most useful phrases with your partner. Write them in your phrasebook.

### 9 Reflection and action plan

1. Complete the following sentences

i) One thing that I found very useful today is .....

because .....

ii) One thing that I have to study/read about more is .....

2. Think about the classes you teach. Write two action points for your classes.

	1	2
<b>Class</b> Which class will I work with?		
<b>Goal</b> What will I try?		
<b>How</b> What materials or aids do I need?		
<b>When</b> When will I try it?		
<b>Evidence</b> How will I know I have been successful?		