



# TeachingEnglish

Classroom Language  
Developing confidence

Worksheets



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

# Developing confidence

## 1 Learning outcomes

---

Your trainer will explain the learning outcomes of the session to you.

## 2 Lead in - confidence in different roles

---

In groups, make notes on what gives people in these roles confidence to play their role well, and how a person can get this confidence.

For example:

*An actor in the theatre is confident if he/she knows the lines of the play well.*

*To get this confidence, the actor needs to prepare the part and learn the lines before the play.*

Think of some more factors that give an actor confidence and how the actor gets this confidence, and then discuss the other roles.

Role	What gives him/her confidence?	How does he/she get this confidence?
AN ACTOR IN THE THEATRE	Knowing the lines of the play well. Believing the play is good. Trusting the other actors & director.	Learning the lines before the play. Making the right choice before you start. Getting to know the actors and letting them get to know you.
AN AIR-TRAVELLER		
A PROFESSIONAL FOOTBALLER		
A SURGEON		
AN ENGLISH LANGUAGE STUDENT		
AN ENGLISH LANGUAGE TEACHER		

### 3 Advice for nervous teachers

Look at the question sent by a teacher to the British Council's Teaching English website.

#### The question

##### Nervous teachers

Mike, Cambodia

Hello.

My name's Mike. Although I have been teaching English for nearly two years, I sometimes still feel nervous in front of the students. Is there anything I can do about this?

Thank you

*Any advice or ideas for Mike? Do you feel nervous in class? What do you do/?*

*Contact us. [www.teachingenglish.org.uk/talk/questions/nervous\\_teacher.shtml](http://www.teachingenglish.org.uk/talk/questions/nervous_teacher.shtml)*

Work individually. What advice would you give Mike?  
 How can he be more confident in front of his students?  
 Make notes about your ideas in this box.

You are going to discuss your ideas with the other participants. Look at the useful language and think about what you are going to say.

<b>Useful language</b>	
<b>Giving your opinion</b>	<b>Making suggestions / giving advice</b>
I think that...	Why don't you ...
In my opinion ...	You should ...
<b>Asking for opinions</b>	
What do you think ... ?	What about ... ? + ing (e.g., What about telling a joke?)
Do you think ... ?	
What would you say?	
What about you ....?	

## Readers' responses?

---

**Jose, Ecuador:** It's not easy to teach when we are not prepared for a class. That makes us nervous, because perhaps we have some fear to be standing up in front of a lot of students.

**Jill, USA:** I used to be so nervous speaking in front of people. I finally lost these feelings when I started to care so much about my students that I stopped thinking about my embarrassment. I totally focused on them and their needs and problems and how I could best help them. Being very well prepared always helps too. Good luck!

**Ursula, Peru:** My first suggestion would be to be always prepared for your class. The more prepared you are the more confident you will feel. Try to anticipate things. We teachers have to know our students pretty well so that we can anticipate anything that may come up in class. You have to give them a lot to do so that you get time to breathe and think about the next thing to do.

**Demostene, Brazil:** To be nervous at the beginning is a natural feeling. I have been teaching for about 40 years and I still have such feelings when beginning a new group. You have to be confident and have a well-prepared lesson. I mean, prepare it in great detail for the first 10 minutes. This will raise your confidence. Good Luck!

**Jacqueline, France:** I was very shy and nervous in front of students, but not anymore. Have someone video you or tape yourself, then listen to the tape and imagine yourself in front of the class. It works a treat. You'll gain more self confidence and feel more at ease when you actually teach your class. Look at yourself in the mirror and imagine that you are in front of your class. These simple exercises will really build your confidence up.

**Jiri, Czech Republic:** From my own experience:

- a) build your overall self-confidence (might be sports, training in your subject,..)
- b) find what situations made you feel nervous or relaxed and avoid the bad ones and go more often to those good ones. Don't worry, be happy :-) !!!

**Hans, Germany:** Have a small meal before teaching. Try to find material in advance which will interest the students in small groups, so they talk and listen among themselves.

**Domício, Brazil:** When you know a lot about your subject matter, there is no reason to be anxious. A tip: do not say (to anybody) that you are nervous, because most of the time only you know that! I hope that my words can help you. Best wishes!

adapted from [http://www.teachingenglish.org.uk/talk/questions/nervous\\_teacher.shtml](http://www.teachingenglish.org.uk/talk/questions/nervous_teacher.shtml)

Make a list of the advice :

Be well prepared

Now compare this advice with your own suggestions.

### 4 Language analysis - example

Target Language: We've been living here for six years.

<b>Form</b>	<p><b>Affirmative</b></p> <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-right: 1px solid black; padding: 5px;">I</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">You     have</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">We     've</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">they</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">He</td> <td style="padding: 5px;"></td> <td style="padding: 5px; text-align: center;">been</td> <td style="padding: 5px; text-align: center;">living</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">She     has</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">It     's</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> </table> <p><b>Negative</b></p> <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-right: 1px solid black; padding: 5px;">I</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">You     have not</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">We     haven't</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">They</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">He</td> <td style="padding: 5px;"></td> <td style="padding: 5px; text-align: center;">been</td> <td style="padding: 5px; text-align: center;">living</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">She     has not</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">It     hasn't</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> </table> <p><b>Question</b> How long have you been living here?</p>	I				You     have				We     've				they				He		been	living	She     has				It     's				I				You     have not				We     haven't				They				He		been	living	She     has not				It     hasn't			
I																																																									
You     have																																																									
We     've																																																									
they																																																									
He		been	living																																																						
She     has																																																									
It     's																																																									
I																																																									
You     have not																																																									
We     haven't																																																									
They																																																									
He		been	living																																																						
She     has not																																																									
It     hasn't																																																									
<b>Pronunciation</b>																																																									
<b>Meaning</b>	Used to indicate that the activity started in the past and continues until the present (perfect) and emphasises the continuous nature (progressive)																																																								
<b>Other uses of structure</b>	To explain a present situation – where the activity is finished - He's been crying. (that is why his eyes are red) - I've been seeing the headmaster. (that is why I'm late)																																																								
<b>Students' problems (and solutions)</b>	<p>spelling of present participles or ing form. (review spelling rules using present progressive before presentation)</p> <p>state verbs do not usually take progressive form (select example verbs carefully in initial presentation to avoid questions about state verbs)</p> <p>contraction of He's = he has, is the same as He's = he is. (Emphasise this when analysing form during presentation)</p> <p>in natural speech sometimes difficult to hear auxiliary has / have when contracted. (Pay attention to form and drill carefully)</p> <p>'been' sounds very similar to 'being' and can cause confusion with other continuous tenses. There may be confusion with passive form / (Pay attention to form)</p>																																																								

**Worksheet A: Language analysis task**

<b>Target Language:</b> He <i>was eating</i> dinner when we arrived.	
<b>Form</b>	
<b>Pronunciation</b>	
<b>Meaning</b>	
<b>Other uses of structure</b>	
<b>Students' problems (and solutions)</b>	

**Worksheet B: Language analysis task**

<b>Target Language:</b> <i>I think I'm going to faint. I feel really ill.</i>	
<b>Form</b>	
<b>Pronunciation</b>	
<b>Meaning</b>	
<b>Other uses of structure</b>	
<b>Students' problems (and solutions)</b>	

## 5 Planning to be confident

One of the teachers said:

*You have to be confident and have a well-prepared lesson. I mean, prepare it in great detail for the first 10 minutes. This will raise your confidence.*

Look at this lesson plan for the first part of a lesson focusing on 'there is' / 'there are' and prepositions of place.

Stage	Time	Aim	Activity	What I say	What I do
1 Introduction	3-5 minutes	Create a good atmosphere	T chats to class about the weekend	"Good morning everyone" "Did you have a good weekend?" "What did you do?"	Stand at front of class.
2 Vocabulary game	5 minutes	Recycle vocabulary in preparation for stage 5.	Board race. Students work in teams to write on whiteboard. Teams must write things they can find in a living room.	"OK. You're going to work in teams of 5" "Each team has a board pen." "You have to write on the board things you can find in a living room"	Stand at front to explain the race. Stand to the side during the race
3 Review	5 minutes	Review of prepositions. Preparation for stage 5.	Teacher elicits prepositions of place using objects in the classroom. Teacher asks questions about location of things in the classroom.		
4 Review	5 minutes	Review of there is/there are Preparation for Stage 5	Teacher elicits 'there is' and 'there are' statements from students by asking questions (including 'How many .... are there?')		
5 Pair work	10 – 15 minutes	Freer practice of the target language prepositions of place & there is/are)	Students describe their pictures to each other and find similarities and differences (see pictures).		
6 Feedback	5 minutes	Ending the activity	Teacher gets students attention and leads a discussion about the differences between the pictures.		



### 7 Phrasebook

---

Reflect on the language you have met during the session and select three items for your phrasebook. Explain to a partner what you have chosen and why.

### 8 Reflection

---

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 .....

### 9 Action plan

---

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?		

Use the template on the next page next time you are planning a lesson to give yourself extra confidence in the classroom.

## Planning to be confident - template

---

Remember the advice given by one of the teachers: "Look at yourself in the mirror and imagine that you are in front of your class. These simple exercises will really build your confidence up."

Stage	Time	Aim	Activity	What I say	What I do