



TeachingEnglish

Classroom Language
Giving instructions

Worksheets



www.teachingenglish.org.uk

Giving instructions

1 Learning outcomes

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

2 Lead in – Instructions in class

In what situations do you give instructions in class?

When do you give instructions in the mother tongue?

Which instructions do you give in English?

What kinds of problems do you have when you give instructions in English?



3 Why should I use classroom English?

Read the text, then work in groups and underline the benefits of using English in class.

When you use English in your classes, it will show your learners that the English lesson is very different from any other lesson in the school day. It will help to maintain a good ‘English-speaking atmosphere’ and this will help your learners focus on learning and using the language.

Also, if you give them instructions, ask questions, and make comments in English, the learners will have to listen carefully to what you say all the time. This will keep them thinking in English. You only use a language well when you think in it and don’t have to translate everything in your head before you speak. So it is important, from the early stages of learning, to avoid translation as much as possible and make the learners think in that language. When you use classroom English, you are helping that process.

As well as listening carefully to you, the learners have to do something in response. If you say to a girl ‘Come to the board, please,’ she has to leave her place and move to you. This means that she is both thinking and doing something – in other words, she is an active learner. To learn actively is better and more effective for the learner than learning passively (for example, when learners just sit and listen to the teacher). Active learning is better because it links words and phrases to actions, objects, ideas, and people in a strong and positive way. This helps the learners learn and remember.

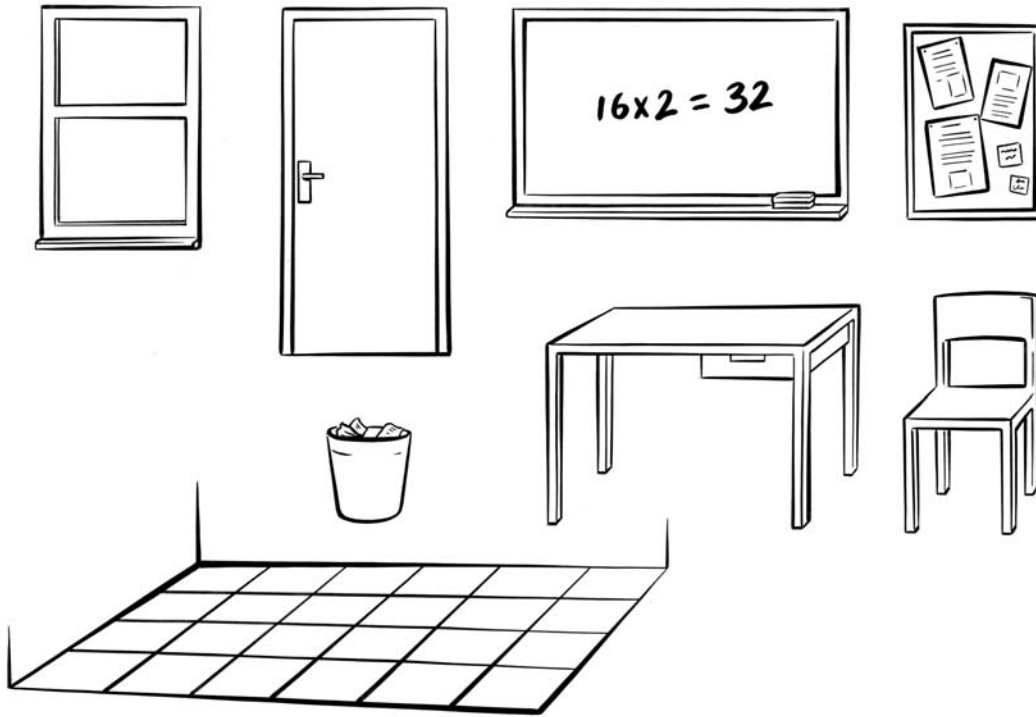
When you give an instruction or ask a question in English and the learners do or say something in reply, they quickly realize that they can understand something in English. This gives them a feeling of success and will help improve their confidence. Remember how important a feeling of confidence is when you are learning a language. Feelings of success and confidence will help your learners overcome the difficulties in learning a foreign language. If you keep using the same instructions, questions, and comments, even the weaker learners will begin to understand – and this will help their confidence too.

If you use English more in your classes, it will increase your own confidence as a teacher, because you will see that the learners understand you and that they are learning to use English. You will feel very satisfied when you don’t have to keep changing from English to your own language and back to English again. It will show you that the learners are making progress and that they really are thinking in English. And don’t forget that saying something in English only saves time. To say it in English then to repeat it in your own language takes twice as long.

Adapted from Gardner & Gardner. Classroom Language pp.6-7. Oxford University Press

4 Classroom objects

Write the names of the objects next to the pictures.



Now write instructions for each of the objects.

1 Look at the board

2

3

4

5

6

7

8

5 Clear instructions

Making instructions clear

Here are some long and unclear instructions. Discuss how you could make them clearer. How could you check that your learners understand them?

- 1 Ok, what I want you to do is just to get into groups and talk together about what you did at the weekend.
- 2 Maria, would you mind just coming over here just for a minute, yeah just for a minute come and sit here.
- 3 Could you all open your books? Erm, open your books on page 24 and do the first exercise up there on the right, do you see it there all right?
- 4 I'm going to tell you about something that happened to me when I was younger and what I want you to do is to listen and decide, think about whether I was a well-behaved child then or was I very bad.

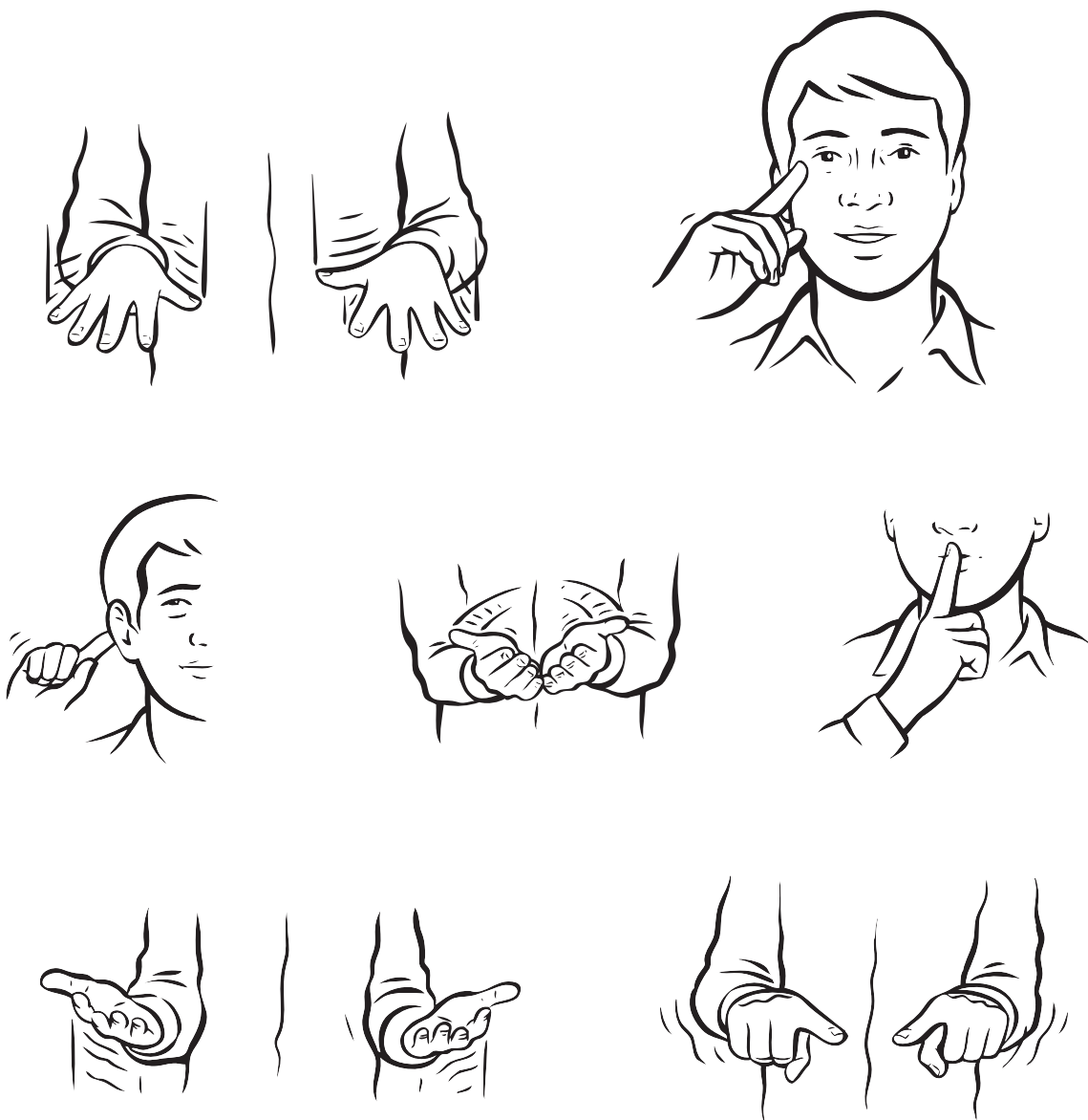
Giving instructions

Write instructions for the following situations

- 1 You want the class to open their books on page 50 and do exercise 5.
- 2 You want a student to move to the other end of the class to sit with a new partner
- 3 You want the class to work in pairs and discuss three questions.
- 4 You want the class to listen to a story. You will tell it and they will then answer three questions.
- 5 You want the class to stand up and ask 5 people questions about their families.

6 Gestures

Match the gestures to the instructions.



- 1 Work in pairs.
- 2 Sit down please.
- 3 Open your books.
- 4 Quiet please.
- 5 Watch!
- 6 Stand up please.
- 7 Listen!

7 Practice: A What time do you ...?

Ask your partner about his/her daily routine and put the answers in the box

Example:

- What time do you get up?

- I get up at six o'clock

Get up	
Have breakfast	
Go to school	
Have lunch	
Finish school	
Get home	
Go to sleep	

Now, think of two more questions to ask about your partner's daily routine:

What time do you ...?

What time do you ...?

7 Practice: B Meeting a new person

Find out more about your partner.

Question	Answer
What's your name?	
Where do you come from?	
Do you like sport?	
What's your favourite food?	
How many brothers and sisters do you have?	

Now ask your partner these questions. Write down his or her answers.

8 Phrasebook

Write down words and expressions from the workshop which you find interesting or useful.

9 Reflection and action plan

1 Complete the following sentences

i) One thing that I found very useful today is

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