

## The Beginning of the Lesson

### GREETINGS



- Hello, everyone.
- Good morning, everybody.
- Good afternoon, class.
- How are you getting on?
- What a lovely day!
- How are things with you?
- Are you feeling better today, David?
- What a rainy day!

### INTRODUCTIONS

- My name is Mr/Mrs/Ms Smith. I'll be teaching you English this year.
- I'm your new English teacher.
- I've got five lessons with you each week.



### TIME TO BEGIN



- Let's begin today's lesson.
- Let's begin our lesson now.
- I think we can start now.
- Is everybody ready to start?
- Now we can get down to work.
- It's time to begin, please stop talking.
- I'm waiting for you to be quiet.
- Settle down now so we can start.
- We won't start until everyone is quiet.
- Stop talking and be quiet.

### REGISTER

- Who isn't here today?
- Who is absent today?
- Why were you absent last Friday, Tom?
- What's the matter with Anna today?
- What's wrong with Anna today?



### LATE



- We started ten minutes ago. What have you been doing?
- Did you oversleep?/ Did you miss your bus?
- Don't let it happen again.
- Where have you been?

# Classroom English

**Thomas Griffiths**



## **Classroom English:**

*PRIMARY TEACHERS' CLASSROOM ENGLISH TEACHING COMPETENCIES* Dr. Naganath Appasaheb

Yevale,2018-06-05 The destiny of India is being shaped in the classrooms in which the teacher plays a significant role states the Kothari Education Commission Report 1964 66 A number of external and internal forces act upon a teacher that influences her his behaviour in implementing the educational policy of a nation It is one of the basic truths in education that the quality of education depends largely upon the quality of the teachers Teachers occupy a place of unique significance in the social and national hierarchy and are called nation builders Due to the unique position and most valuable services a teacher is rightly regarded as the king of himself and servant of mankind It is through teaching that the teacher brings about harmony in students and subject matter Academic Language in Diverse Classrooms: English Language Arts, Grades 3-5

Margo Gottlieb,Gisela Ernst-Slavit,2013-09-23 Make every student fluent in the language of learning Language has always been the center of English Language Arts but with most states adopting CCSS the focus on language and literacy across the content areas is required Today it s more essential than ever that English language learners and proficient English learners have the supports to access and achieve the language of school The Common Core and ELD standards provide pathways to academic success through academic language Using an integrated Curricular Framework districts schools and professional learning communities can Design and implement thematic units for learning Draw from content and language standards to set targets for all students Examine standards centered materials for academic language Collaborate in planning instruction and assessment within and across lessons Consider linguistic and cultural resources of the students Create differentiated content and language objectives Delve deeply into instructional strategies involving academic language Reflect on teaching and learning With dynamic classrooms and units of learning this book gives you a streamlined path for designing and implementing curriculum that leads to student mastery of academic language the key to school success These volumes are packed with practical ideas that will help all teachers attend to language within their classrooms from the discourse level to word phrase levels This is a road map for teaching Common Core content in language rich classrooms and hence a resource every teacher needs within arm s reach It s all here and clearly presented this is pure gold for everyone who teaches students to speak listen read and write in school with special attention to English language learners Tim Boals Executive Director of WIDA *Real English in the Classroom* Elsa ARMARIO BEATO,2020-04-19 This book can help teachers who are beginning to teach English classes either the language or another subject It focuses on words and phrases for every part of the class It is not a mere translation from another language but real English the one that native speakers would use If you are finding it difficult to communicate with your students and want to sound like a native do not hesistate and get a copy of this book It will certainly make a difference Este libro es de gran utilidad para todos aquellos profesores que se enfrentan por primera vez a dar clases en ingl s o quieren mejorar su ingl s en las clases Contiene muchas expresiones idiom ticas verbos y

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**Annotated Cases, American and English** ,1918 **Virginia School Report ... Biennial Report [etc.]** Virginia. Department of Education,1901 *Report* ,1906 **Catalogue of the Officers and Students of Hampden-Sidney College, Virginia** Hampden-Sydney College,1908 **Handbook of Classroom English - Oxford Handbooks for Language Teachers** Glynn S. Hughes,2013-07-15 This practical handbook is for trainee teachers who want to acquire accurate authentic and idiomatic classroom language and for experienced teachers who want to extend the range of their classroom English *Asbestos* ,1918

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