Classroom language for learners

Asking questions

Can I ask a question, please?

What's the word for ...... in English?

How do I say ..... in English?

How do I write/spell/pronounce this word?

What does .... mean?

What do you call ... ?

What's the difference between ...... and ......?

Is it correct to say ..... ?

Is there a better way to say this?

Asking for repetition and further explanation

I'm sorry, I haven't understood. Can you explain it again, please?

I'm sorry, I missed what you said. What do you want us to do?

I'm afraid I don't follow. Do you mean ... ?

I'm sorry, could you say that again, please?

I'm sorry, I didn't understand the instructions. Can you repeat them, please?

Working in pairs and comparing answers

What was your answer for number 6?

What did you put for question 7?

What did you get? I've got 6F.

Which answer did you choose?

Do you have the same answer as me?

What do you think the answer is?

What did you make it? I made it 452.

Why do you think the answer is that?

Why did you choose that answer?

Why do you think that?

How did you arrive at that answer?

Yes, I agree with you.

Yes, I think you're right.

Yes, I've got the same answer as you.

I'm not sure I've got the right answer.

I've got a different answer from you.

I'm not sure that's correct.

I don't think you're right.

Listening with interest

With written text we talk about a "readership" – the people who read a particular text, e.g. the readership of a newspaper. With spoken text, we can talk about a "listenership" - in other words, the people who are listening to what someone is saying.

Showing you are listening
Here is a list of the 22 most common words that English people use to show they are listening. They are arranged in their order of frequency. As you can see, "Right" is the most frequently used word.

1	Right	12	Really
2	Exactly	13	Sure
3	Fine	14	Cool
4	True	15	Brilliant
5	Great	16	Excellent
6	Definitely	17	Indeed
7	Good	18	Wonderful
8	Lovely	19	Certainly
9	Absolutely	20	Marvellous
10	Gosh	21	Perfect
11	Wow	22	Quite

Responding to the content of what is said
Here are some useful ways of responding to the content what people are saying:

Really? I didn't know that.
How wonderful!
How interesting!
Oh, how marvellous!
Oh, that's terrible!
Oh, how awful!
Oh, no!
Ah, how sad!
Oh, you poor thing!
Oh, my goodness!

Can you think of other things to say?

Changing the subject
If you do not like the topic of conversation or want to change it to something you want to talk about, you can say:

Talking of …
That reminds me of …
Oh, by the way, …

Scaffolding language: expressing functions

Scaffolding language is the language learners need to do a particular task. After selecting the **content language** (vocabulary items, expressions, and collocations related to the topic), you will need to choose the scaffolding language, and this may include functional language. You can select from the boxes below the language that will be most suitable for them.

Sequencing words
First(ly), …
Second(ly), …
Third(ly), …
Then, …
Next, …
After that, …
Finally, …

Adding information
In addition, …
Moreover, …
Another thing to keep in mind is …
Furthermore, …

Comparing and contrasting
but
However, …
Although …, …
On the one hand …, but on the other hand …
While …,
…, whereas …
… is (not) as …. as …
… is (not) the same as …
… is much (far) greater/smaller than …
… is by far the largest/smallest …
… is different from …
… in comparison with …
… compared to … is more/less …

Giving advantages and disadvantages
This has the (dis)advantage of … (+-*ing*)
One of the advantages of this is … However, …
One argument in favour of/against this is …
One of the drawbacks is …
We need to weigh up the pros and cons of … (+-*ing*)

Describing processes and how things work
This causes the … to …
This has the effect of …
In order to do this, we need to …
If we …, then it will …
By adjusting this, it will …

PTO

Sequencing past events
During this time/period …
It was not long after this that …
Following this, …
This was followed by …

Describing cause and effect
… is/are (was/were) caused by …(+ -*ing*) …
… is/are (was/were) probably caused by …
… is/are (was/were) due to …
… could be (could have been) due to the fact that …
… is/are (was/were) a direct result of …
… and as a result …
…, and consequently …
There is a strong/direct link between … and …
This is (was) connected to …
This led to … (e.g. riot*ing*/the imposition of martial law)
This had the effect of … (e.g. mak*ing* imports more expensive)
This resulted in … (e.g. the fall of the government)
This in turn caused … (e.g. widespread famine)
This culminated in … (e.g. a declaration of war/the greatest works of art)

Hypothesising and expressing different degrees of certainty
There can be no doubt that …
It is almost certain that …
It is highly likely that
It would seem that …
It appears that …
This suggests that …
It is probably true to say that …
It is improbable that …
It is possible to conclude from this that …
It is not certain exactly who/when/where …
It is difficult to say who/where/ when/what …
It is uncertain whether or not …

Making inferences (examples using the language above)
This would suggest that … (e.g. our ancestors lived in groups)
It would seem that … (e.g. food production was a problem)
It is almost certain that … (e.g. food was a constant worry)
This might be the result of … (e.g. scarce resources)
They probably … (e.g. had poor health as a result)
From this we can conclude that … (e.g. they lived on a poor diet)

Concluding
Overall, …
To summarise, …
In summary, …
In conclusion, …

Language for giving a presentation

Stating aims
The purpose of this presentation is to show you …
The aim of the next 20 minutes is to give you an overview of …
… so by the end of this presentation you should have a better idea of …

If you have any questions, please feel free to interrupt.
Feel free to ask any questions as we go along.
Please could you hold any questions until the end of the presentation.
I will be happy to answer any questions at the end of my presentation.

Overview
The presentation is divided into four main parts …
First, I'll start by (+ -ing) …
Then I'll go on to … look at/show/illustrate/explain/demonstrate …
Next, …
After that, …
Finally, I will speak about …

Signposting
I'd like to begin by looking at …
Now I'd like to move on to …
Now I want to turn to …
This brings me to my next point, which is …
Lastly, I want to look at …

Using visuals
Here you can see …
As you can see from this picture/graph, this shows/illustrates/explains …
I'd like to draw your attention to …
Let's look at this in more detail and focus on …

Inviting questions
Any questions so far?
Are there any questions on that?
Do you have any questions you would like to ask?
If you have any questions, I'll be happy to answer them.

Concluding
So, the main points were …
So, to summarise what I have said, …
Now I would like to summarise briefly what I have said.
In conclusion, …

Closing comments
So, I hope I have demonstrated/shown that …
That covers everything I wanted to say about …
That brings me to the end of my presentation.
Thank you for your attention.

Scaffolding language: solving linear equations

Example 1

$3(4x + 6) = -9 - (9x - 6)$

What do we do first?

We **remove / get rid of / multiply out / expand** the brackets.

This gives us: $12x + 18 = -9 - 9x + 6$

Why does the "–" sign change to "+"? What is the rule? Two minuses make a plus.

What's the next **step**? *OR:* What do we do **in the next step**?

We **isolate x by putting / grouping** all the xs **on one side of the equation**.

OR: **We make x the subject of the equation.** *OR:* **Collect like terms.**

$12x + 9x = -9 + 6 - 18$

Now we **simplify** and we **get**:

$21x = -21$

Now we can **work out the value of** x. *OR:* We can **arrive at the answer**.

Divide **both sides** by 21.

So:

$x = -1$

<u>NOTE</u>: you can check the answer is correct by **substituting the value of x into the equation**.

Example 2 An age problem

Jack's father is 3 times as old as Jack. 8 years ago, he was 11 times as old as Jack. How old are Jack's father and Jack today?

How would you **go about** solv***ing*** this problem?

First, **create a table** and put into it what we know.

Then call what we do not know x.

x is what is **unknown**. In this case, Jack's age now. **So …**

Let Jack's age now **be** x. *OR:* **Let** x **be** Jack's age now.

	NOW	8 YEARS AGO
Jack	x	$x - 8$
Jack's father	$3x$	$11(x - 8)$

How can we **turn this into** a linear equation?

We know that 8 years ago Jack's father was $11(x - 8)$. We also know that if Jack's father is $3x$ now, then 8 years ago he was $3x - 8$. **So …** *OR* **Therefore it follows that …**

$3x - 8 = 11(x - 8)$

Now explain to your partner how to solve this linear equation, using the language above.

Example 3 Another age problem

Ann and Ben are together 65 years old. When Ann is 70 years old, she will be twice as old as Ben. In how many years will Ann be 70?

Task 3 Practise using the scaffolding language to solve this problem.

Template of PowerPoint slides to include in TBL lesson

Use the following slides to structure your TBL lesson on PowerPoint. Include the numbered headings and the rubric (i.e. the instructional language which tells learners what to do) on the slides.

1. TITLE FOR THE TOPIC

Write the title of the topic and add an interesting picture or illustration related to the topic.

2. LEARNING OUTCOMES
Learners will learn how to:
-
-
-
NB: Write this slide LAST after you have designed the lesson.

3. ORIENTATION

Decide how you will get the learners interested in the topic and find out what they already know about the topic, e.g. a brainstorming or prioritising task?

4. CONTENT LANGUAGE FOR THE MODEL
Decide what content vocabulary learners will need to know to help them understand the MODEL. Decide how you will deal with it, e.g. a vocabulary matching task?

5. MODEL
Provide your example of what you want learners to produce.
Give learners a comprehension task to check they understand the content of the MODEL.

6. TASKS FOR LEARNERS

Offer learners a choice of several options for doing a task that is similar to your MODEL

7. TASK SUPPORT

Provide learners with some useful internet links, resources and starting points for working on their version of the task.

8. CONTENT LANGUAGE FOR LEARNERS' TASKS

Provide some examples of **content** language learners may need to use for their particular task.

9. SCAFFOLDING LANGUAGE
Provide the scaffolding language learners will need to do their task, i.e. the language used in your MODEL of the task, e.g. the language for making comparisons, recommendations, etc.

10. ASSESSMENT CRITERIA
Tell learners what these will be, e.g.
- clarity of presentation
- explanation of content vocabulary
- resourcefulness
- task achievement, e.g. persuasive?
- effective use of language