

## Lesson Plan: Classroom language

<b>Level</b>	Beginner (A1)
<b>Time</b>	40-50 minutes
<b>Skills</b>	Vocabulary, speaking, listening
<b>Focus</b>	Essential phrases for the classroom; asking for help; giving feedback; instructions

### OBJECTIVES

By the end of the lesson, students will be able to:

- Use essential classroom phrases confidently in English
- Ask for clarification, repetition, and help in English
- Understand and respond to common teacher instructions
- Give basic feedback and responses in a classroom context

### TARGET LANGUAGE & EXAMPLES

#### *Teacher instructions — students need to understand these*

- Open / close your book. / Turn to page 12.
- Listen carefully. / Repeat after me. / In pairs, please.
- Any questions? / Does everyone understand? / Let's move on.
- Well done! / Good try. / Almost — try again.

#### *Student requests for help*

- Sorry, could you repeat that? / Could you say that again, please?
- Could you speak more slowly, please?
- How do you say \_\_\_ in English?
- What does \_\_\_ mean? / How do you spell \_\_\_?
- I'm not sure / I don't understand. / I have a question.

#### *Useful classroom phrases*

- Can I go to the bathroom? / May I leave early?
- I've finished. / I'm done. / I'm ready.
- Can we work in groups? / Can I work with \_\_\_?
- Is this correct? / Am I right?

#### *Meaning & Nuance*

Situation	What to say	Notes
Didn't hear something	Sorry, could you repeat that?	Always add 'please' or 'sorry' for politeness
Didn't understand	I'm sorry, I don't understand.	Don't just say nothing — ask for help
Don't know a word in English	How do you say ___ in English?	Fill the blank with your L1 word

Want the meaning	What does ___ mean?	Very useful for vocabulary building
Finished early	I've finished. / I'm done.	Ready for more work!
Want to answer	Excuse me, / Can I say something?	Polite way to contribute

## LESSON PROCEDURE

### 1. Warm-up: Mime the instruction (5 min)

**Task:** Teacher mimes common classroom instructions. Students guess the English phrase.

- Opening a book, writing, listening, working in pairs.
- *Kinesthetic and fun — introduces the vocabulary before formal teaching.*

### 2. Presentation (10 min)

**Task:** Introduce phrases by category: teacher instructions / student requests / general phrases.

- Focus especially on 'Could you repeat that?' and 'What does \_\_\_ mean?' — most useful.
- Drill pronunciation and appropriate intonation for each phrase.

### 3. Recognition task (10 min)

**Task:** Teacher says classroom instructions. Students respond with the correct action OR phrase.

- If teacher says 'Work in pairs' — students turn to a partner.
- If teacher says something unclear (mumble) — students must use a clarification phrase.

### 4. Role reversal (15 min)

**Task:** Students take turns being 'teacher' and giving instructions to the class.

- Provide a list of instruction phrases on a card.
- Class must respond correctly. Swap teacher every 2 minutes.

→ *Forces production of teacher language, not just recognition.*

### 5. Create a classroom phrase card (10 min)

**Task:** Students make their own personal reference card with the 8 phrases they find most useful.

→ *Personalised learning — they keep and use this card throughout the course.*

## TEACHER NOTES

- Teach this lesson on Day 1 or 2 of a new course — it pays dividends for the rest of the term.
- Post a classroom language poster on the wall for ongoing reference.
- Insisting students use English for these requests from the start builds confidence quickly.

## EXTENSION / HOMEWORK

Choose one or more:

1. Write 10 classroom questions or requests in English that you might need this week.
2. Ask a teacher or English-speaking friend 5 questions using today's phrases.
3. Write a short dialogue between a teacher and student using at least 6 classroom phrases.