

Buku ajar

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SPEAKING FOR INSTRUCTIONAL PURPOSES

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Muria Kudus University Press

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Speaking for Instructional Purposes

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tertulis dari penerbit

KATA PENGANTAR

Puji syukur marilah kita panjatkan kehadiran Allah SWT yang telah melimpahkan rahmat, hidayah dan inayahnya sehingga penulis dapat menyelesaikan buku ajar yang berjudul “*Speaking for Instructional Purposes*” dengan baik dan lancar.

Penulis sadar bahwa buku ajar ini tidak terlepas dari bantuan berbagai pihak. Oleh karena itu kami mengucapkan banyak terimakasih pada semua pihak yang membantu atas terselesaikannya buku ajar ini.

Buku ajar ini disusun dalam rangka memberikan kontribusi dan pengembangan materi mata kuliah *Speaking for Instructional Purposes*. Penulis sadar bahwa buku ajar ini jauh dari sempurna sehingga penulis mengharapkan adanya saran dan kritik demi sempurnanya buku ajar ini.

Kudus, Agustus 2018

Penulis

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CHAPTER I REINFORCEMENT

A. Introduction

1. Description

Reinforcement is needed to be applied in the classroom so that the students can enhance their achievement and motivation

2. Learning Objectives

- a. The students are able to understand theory and concept of reinforcement
- b. The students can apply reinforcement in the group peer teaching activity

B. Material Development

In daily life, we always get praise for helping someone. In the class, the teacher sometimes gives reward to the students when they can answer the questions. Reinforcement is the skill for encouraging the students' attention and motivation in the class. It closely related with students attention and motivation, classroom behavior and learning and achievement. The relation of students attention and motivation for learning have been studied in various contexts. Martin and Powers (1967) stated that reinforcement depended on continued attention and task completion. They concluded that to improve good attending behavior, the teacher can use an approach of operant reinforcement.

There are two kinds of reinforcement, namely positive (reward) and negative (punishment) reinforcement. Positive reinforcement is positive response by one person to another's behavior so that the probability of that behaviour occurring again is increased.

Types of reinforcement based on the source of reinforcement:

1. Vicarious reinforcement

Vicarious reinforcement is another person being reinforced for a behaviour can strongly influence the observer to act in a similar manner. The change

in the behaviour of observers as a function of witnessing the consequences accompanying the performance of others. It is appropriate for busy classrooms with large number of pupils. In the busy classroom, the teachers can not reinforce all students or all students behavior and achievement individually, so they used may be vicarious. It belongs to extrinsic reinforcement.

2. Peer reinforcement

The goal of reinforcement other than the teacher is the students peer group. The encouragement and approval are essential as the progress through school (Evans and Oswald, 1968). Peer reinforcement is reinforcement in the classroom that comes from pupil peer group (the opinions, evaluations, encouragement, and approval of peers). The use of peer reinforcement may influence the classroom, so the teachers should be aware of it. Peer reinforcement belongs to extrinsic reinforcement.

3. Self reinforcement

Self reinforcement is exercising some degree of control over the pupils' actions by utilizing self generated stimulation. It belongs to intrinsic reinforcement.

Types of reinforcement based on the way of delivering reinforcement:

1. Verbal reinforcement

Verbal reinforcement is praise and blame/criticism (approval and disapproval) may be related to pupil achievement. It should be:

- sincere and credible
- specific
- contingent or individual
- varied

Examples of verbal reinforcement:

○ **Words:**

Yes	Good	Correct
That's right	Fine	Nice work

Great

Uh-huh

Beautiful

○ **Sentences:**

Well done, Greg.

I'm pleased with that.

That's good work.

Well thought out.

Keep it up, Louise.

You're doing better.

That's interesting.

Let's watch him do it.

I like the way you explained that.

You're on the right track.

I admire when you work like that.

You have caught on very quickly.

You should be proud of this.

2. Gestural reinforcement

Gesturing for reinforcement which refers to the teacher's use of smiles, nods, or pointing as non verbal responses to pupil's contributions to the lesson, performance or behaviour.

Examples of Gestural Reinforcement:

○ **Facial**

raising eyebrows

smiling

winking

wrinkling nose

whistling

laughing

○ **Bodily**

clapping hands

raising arms

thumbs up

pointing

shaking head

shrugging shoulders

signaling O.K.

nodding

3. Token reinforcement

Token reinforcement is the use of 'token' (stars, tick, stamp, money, food, books, prizes, etc) to reinforce pupils' achievement. It modified for different ages.

The use of reinforcement can strengthen students':

1. attention and motivation
2. classroom behaviour
3. learning and achievement

Principle of usage in using reinforcement:

1. Variety

The teachers should use a variety of techniques when applying the skill. They need to consider about the appropriate reinforcement which are suitable for their students. They also have to think about the level of age and education when they are using kinds of reinforcement.

2. Individualization

The students are unique and have their own characteristics. When applying reinforcement, the teachers may be aware of the need to certain students. There are some students respond highly to the reinforcement from the teachers but the others do not or just partially do so.

3. Contingency

Specific behavior is needed to be aware by the teachers.

4. Credibility

Reinforcement used by the teacher should be credible and meaningful to the students.

5. Peer support

The teacher should encourage students to offer praise and support of peer reinforcement in the classroom.

Modes of usage in reinforcement:

1. Group reinforcement

It will assist teacher to develop classroom climate in which all participants work together in a cooperative spirit.

2. Delayed reinforcement

Delayed reinforcement is in discussion. It is reinforcing when concluding or reflecting

3. Qualified reinforcement

Qualified reinforcement is given when pupils do not completely answer questions or just partially do tasks.

Examples:

- Good, you are on the right track..., but...
- you have grasped a number of aspects..., but ...
- ..., but you have gone far enough?
- ... Is there anything you have left out of consideration

C. Exercise

1. Define the term 'reinforcement'. Compare your definition with your colleague.
2. What are the main objectives of applying reinforcement in the class?
3. List key principles of usage in using reinforcement. Which principle(s) do you regard as the most important?
4. Try to use reinforcement in your peer teaching activity.
5. Relate the results of your brief observations of the peer's use of reinforcement of pupil attention, involvement and achievement evident in the class.
6. Please kindly analyze the transcripts of teaching below.

Transcript of Teaching I

T: Good morning students. How's life?

S: Good morning mom, I'm fine thank you, and you?

T: I'm very well, thank you.

T: Everybody's here?

S: Yes mom.

T: Good, so that we can start the class now, right?

S: No.....

T: Why not? Do you still asleep?

S: Yes of course mom.

T: Have you had your lunch?

S: Not yet mom.

T: Oh poor you are.

T: But we will start the class whether you are ready or not.

T: Today we will study about parallelism. What is parallelism?

T: Good.... You are silence so I think all of you have known what parallelism is, right?

S: No mom...

T: So, should I take my turn to give the explanation?

S: Yes mom.

T: Ok, parallelism or parallel structure is expressing ideas of equal importance with the same grammatical structure. There are two uses of parallel structure; there are the uses in a series and the uses after correlative conjunction.

T: We go on to the use of parallel structure in a series. In expressing ideas should be expressed by the same grammatical structure. For example: Jane is young, enthusiastic, and talented. The equal ideas are young, enthusiastic, and talented. Why this is equal? Because young, enthusiastic, and talented are adjectives. So this sentence has parallelism. But let's check this out. Jane is young, enthusiastic, and she has talent. Is that parallelism?

S: No mom.

T: Why?

S: Because of the sentence “she has talent” mom.

T: Very well Sekha. (Thumbs up) But what is the difference with the word “talented”?

S: Mmm talent is noun and talented is adjective mom.

T: Nice work Sekha. Give applause for her.

T: Ok one more example. The aims of the European Economic Community are to eliminate tariffs between member countries; developing common policies for agriculture labor, welfare, trade, and transportation; and to abolish trusts and cartels. Where is the mistake students?

S: (silence)

T: Ok the mistake is in the word “developing”, there must be “to develop” so that the sentence will call parallelism.

T: Ok, any question so far?

S: No mom...

T: Nice... the next is the use of parallel structure after correlative conjunction.

T: (Standing alongside) in this term, expressing the equal ideas is introduced by correlative conjunction, that is “... both...and...” , and “... not only... but also...”. For example, the exam tested both listening and reading. There is both and, and the words listening and reading are noun. So, this sentence is parallel. The second example, He is not only intelligent but also creative. There is not only and but also, and the word intelligent and creative are adjective.

T: Students, any question so far?

S: No mom...

T: Nice, its mean you’re smart students. Ok, to check your understanding, I have some exercises here. Everyone who has answer correctly will get stars from me. And who have collect more starts than others will get the golden stars, yeeeee (clapping). Ok, start from number one, who wants?

S: Me mom.

T: Ok, Mitha please read and answer.

S: C mom..

T: Very well Mitha, this is for you. Next ?

S: Me mom.

T: Ok Elsa please.

S: A mom.

T: Nice Elsa, but the answer not exactly true. Anybody want to help give the right answer?

S: Me mom.

T: Ok Sekha what is the answer?

S: C mom.

T: Good job Sekha.

(Continue)

T: I think we are in the end of the class. Don't forget to study at home. Have a nice day.

Transcript of Teaching

T : Good morning, class...

S : Morning, mom...

T : How's life?

S : Wonderful, mom. How about you?

T : I'm absolutely fine, thank you for asking. Alright, are you ready to start? Or, do you have something to say before we start studying?

S : Eummmm... we don't think so, mom.

T : Okay if you have nothing to say, then we will discuss about countable and uncountable noun. But before that, let me check who is absent today. *looking at the attendance list and call the students' names one by one*. Alright class, let's start the class, ya. I know that you guys have been too excited to receive the lesson that I will give. Okay students, please open your book yourself on page 47. *walking near the students and check whether they bring their textbook or not*. Novi, could you please read the first paragraph?

S : *Reading the first paragraph*. Have done, mom.

T : Thank you, sweet heart. Well, guys, after listening to your friend read you the definition of countable and uncountable noun, I believe that you guys have a little bit known about what they are. Some nouns in English are countable and some are uncountable. For the countable nouns, we can use singular and plural form. And for the uncountable nouns, they only have one form. Here's the examples of countable nouns.

"I've got an apple, two tomatoes and some bananas". So, from those example, we know that apple, tomato, and banana are countable nouns. Alright students, can you mention another examples of countable nouns?

S : Book, table, chair, pencil,...

T : Great.. for things you can count, like one pen, it's better for you to use a pen. We often use a/an before singular countable nouns. Before words that start with a vowel sound, we use an, and before words that start with a consonant sound, we use a. So, it's usually a or an for singular countable nouns and a number or some for plurals. How many is some? It can be any number more

than one.

For example "I got some new jeans at the weekend. (a pair of new jeans)

Some teachers left at the end of the year. (we don't know how many)

I have a question for you, guys. Is some or a number always used with plurals?

S :

T : No, have a look at these examples

"I'm frightened of dogs. (dogs in general).

Strawberries have a lot of vitamin C. (strawberries in general)

What about uncountable nouns? These are nouns that don't have a plural form.

Garlic, butter, information, permission, cake.

Then, can I use some with uncountable too?

S : We guess so, mom..

T : Yes, we use some with both countable and uncountable.

How do we know whether a noun is countable or uncountable?

S : ...

T : A dictionary will tell you. Usually, dictionaries use symbols [C] for countable and [U] for uncountable.

S : Just a minute, mom. You said cake was uncountable. What about I made a cake this morning?

T : Yes, that's correct. But there's a difference in meaning.

I made a cake. (a whole cake - countable)

Do you want some cake? (a piece of cake - uncountable)

A box of chocolates. (individual chocolates - countable)

I'd like some chocolate too. (a piece or pieces of chocolate from a bar of chocolate – uncountable)

P : How about coffee, mom?

T : Good question, student. Can anyone answer your friend's question? Come on guys, I know you can.

S : Countable mom

S : Uncountable mom

T : Some answer countable and some answer uncountable?? Well, guys, actually

coffee can be both countable and uncountable noun. For example, the sentence

“I love coffee with hot milk” (uncountable)

Can you get some coffee? (uncountable)

I'll have some coffee, please. (a cup of coffee, countable)

P : It's more complicated than I thought.

T : No, they're not really difficult. *looking at the watch*. Guys, we still have two minutes left. Before I end the class, do you have any question?

P : No, mom.

T : If you have no question, then please open your book yourself on page 56 and then do the exercise 8. I think that's all for today, thank you for coming. See you next meeting, guys. Have a nice day.

P : Yes, mom. Thank you and see you.

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CHAPTER II VARIABILITY

A. Introduction

1. Description

Variability is the process of change in the teaching.

2. Learning Objective

- a. The students are able to understand the theory and concept of variability
- b. The students can apply variability of teaching in group peer teaching activity

B. Material Development

Variability/variation/variety is related to enjoyable and good teaching. It is the product of such change. It is the process of change in teaching.

The Teaching Skill of Variability:

- Teacher's manner and personal style

Variation in voice, gesture, and movement in teaching space

- Media and material of instruction

Visual modes: picture and object

Aural modes: live and recorded voice and sound

Tactile modes: involving students in touching and manipulating objects and materials of instruction

The use of media literacy education gives opportunity to make it central to teaching and learning (Jolls, 2015). In addition, Brown, et al (2016) stated that the importance of images and visual media in today's culture is changing what it means to be literate in the 21st century.

- Pattern and levels of interaction between teacher and pupils

Variation of media and interaction – pupil's attention

Variation of media and interaction – sensory mode of learning

Variation of media and interaction – pupil's learning

Pattern and Levels of Interaction Between Teacher and Pupils:

- Demonstration
- Dialogue
- Discussion
- Exposition

Patterns of Interaction – Five Pupil Personality Type:

- Success pupil
 - Task oriented and academically capable
 - Benefit from long periods of challenging
 - Individual work punctuated by time for sustained interaction with teacher
- Social pupil
 - Capable but more person –than task oriented
 - Responds well to group of work and opportunities to perform in class
- Alienated pupil
 - Reluctant learners who refuse to participate
 - Can be easily monitored in whole class situations
- Dependent pupil
 - Constantly looking for teacher’s direction, support and encouragement
 - Can be supported by a lot of teacher’s feedback and question/answer
- Phantom pupil
 - Often shy, sometimes independent pupil of average ability who seldom interact
 - Requires conscious thought and effort by teacher to involve them in a range of activities

Components of Variability:

1. **Variations in teacher’s manner and style:**

- *Voice variation:*

- *Focusing:*

“Watch closely”,

“now this is very important“

- *Pausing*

stimulus from one of noise to quiet

silent break between one topic and another topic

- *Eye contact*

- *Gesturing*

help to convey the meaning of the oral message

- *Movement*

2. Variation in the media and materials of instruction
 - Visual modes: picture and object
 - Aural modes: live and recorded voice and sound
 - Tactile modes: involving students in touching and manipulating object
3. Variation of media and interaction

Turney, C. et al (1983) defined the objectives of the teaching skill of variability:

1. To arouse and sustain students attention
2. To provide opportunities for the functioning of curiosity motivation
3. To promote learning
4. To build positive attitudes towards teacher, school and subject

C. Exercise

1. Explore your understanding about variability.
2. What is the purpose of applying variability in the class?
3. Decide the teaching and learning process of English class with your peer and use appropriate variability. Observe based on the following rubric

Aspect	√ for usage	Comments
Variations in teacher's manner and style		
1. Voice		
2. Gesture		

3. Pausing		
4. Eye contact		
5. Movement		
Variations in the media and materials of instruction		
7. Visual media		
8. Aural media		
9. Tactile media		
Interaction and activity variation		

4. Please kindly analyze the transcript of teaching below based on variability

Transcript of Teaching

- T: Hello everybody, good morning
- P: Good Morning Mom
- T: How are you today? I hope you all have good day so far ☺
Is everybody ready to start the lesson?
- P: Yes mom...
- T: But before I start, let's see if everyone is here. (mentioning the students' name) Irfan, Novi, Hanif, Titik
- T: Now I have some pictures, let's see and tell me if you like or not. (pointing the LCD) Do you like it?
- P: Yes mom, I like it.
- T: Great.. but please answer in complete sentence, I like (What it is in the picture). And then how about this? You like it or not?
- P: No mom... I don't like (what it is in the picture)
- T: Ok, now I'm going to teach you about vocabulary, that is Preferences. It is about Likes and Dislikes. You will use the words 'like' and 'don't like'

when you want to say what that you like and what that you hate or dislike.
Ok, Sekha... what do you like? You can say about your favorite artist or your favorite hobby.

P: I like swimming miss....

T: ok, that's great. (write down on the whiteboard: I like swimming). So, how about Hanif? What do you dislike? You can say something that you dislike.

P: I don't like durian miss.....

T: (smiling) oh, ok. (write down on the whiteboard: I don't like durian). Right everyone. Actually that get a little boring, because you usually use 'like' and 'don't like'. Let's go on to something new, there is a lot of expressions that have same meaning. (Pointing the PPT) You can use the other expressions which have similar meaning with 'like'; enjoy, love, I am passionate about.. , I am a fan of.. , I am interested in. So, how about 'don't like'; Hate, can't stand.. , drives me crazy, I am sick of... , It's not my cup of tea. Ok now you have to repeat after me.

P: Yes Mom..

T: I enjoy swimming. I love swimming. I am passionate about swimming. I am a fan of swimming... etc.

P: I enjoy swimming. I love swimming. I am passionate about swimming. I am a fan of swimming... etc.

T: Nice work. Now about 'don't like': I hate durian. I can't stand durian. Durian drives me crazy. Durian is not my cup of a tea.

P: I hate durian. I can't stand durian. Durian drives me crazy. Durian is not my cup of a tea.

T: Ok, good job! Have you all understand?

P: Yes mom.....

T: Now let's start to do exercises. I want you to have a piece of paper and write down 2 sentences of what you like and 2 sentences of what you dislike. you free to choose the expressions that will you use. You have 2 minutes to do.

P: (writing.....)

T: Ok everybody, you can stop now because we don't have any more time. And I hope this material is useful for us. You can just start to use this kinds of expression. And I have something to tell you, please do exercises on page 116 and I will discuss next week. See you next week ☺

P: Ok mom, see you ..

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CHAPTER III EXPLAINING

A. Introduction

1. Description

Explaining is the process of delivering the materials systematically and logically in teaching and learning

2. Learning Objective

- a. The students are able to understand the theory and concept of explaining
- b. The students can apply explaining of teaching in group peer teaching activity

B. Material Development

Explaining is “the heart of teaching” while understanding is “the heart of learning”.

Explaining is “Telling” students something logically. All explaining is “telling” but all “telling” is not explaining. Explaining is replying the questions: Why? What? How?

There are some technique in explaining:

- EEC (exploration, elaboration, confirmation)
- PPP (presentation, production, practice)
- Genre Based Approach
- BKOF (building knowledge of the field)
- MoT (Modelling of text)
- JCoT (Joint construction of text)
- CoT (construction of text)

The ability of explaining:

- Clarity of language
- Apt use of examples
- Logical organization

Types of explanation:

1. *Generalization – Specific Instance*

It employs generalizations such as scientific laws (empirical), judgements based on reasonable statistical probability (probabilistic), established rules or norms (non-empirical). Generalization employs reason giving, answering the question WHY?

2. *Functional*

It utilizes generalizations which state a purpose, function, intention, or desire that seems inherent in a person or in the design of an object. A purpose generalization might typically occur in the discussion of a fictional character's motives for acting as he or she does. Functional employs interpretative, answering the question WHAT?

3. *Serial*

It usually occurs on a scale of time and space larger than of other types of explanations. A series of event or steps is constructed which results in the situation to be explained, and these steps themselves may well include empirical, probabilistic, or functional generalizations. Serial employs descriptive, answering the question HOW?

Comprehending an explanation:

- *Relevant*
interesting and worthwhile
- *Adequate*
related to pupil's stage of cognitive development
- *Compatible*
compatible with pupil's existing belief

When used effectively in the classroom, explaining fulfills the following four objectives:

1. To foster in students a clear understanding of solutions to questions and issues by either themselves or the teacher

2. To assist students to grasp concepts and generalizations by planning and presenting systematic argument and appropriate examples
3. To help students appreciate and acquire the process of reasoning by providing evidence and objective arguments
4. To gain diagnostic feedback from students on their level of understanding of explanations.

C. Exercise

1. Write the definitions for the following features of explanation:
 - Understanding
 - Relevance
 - Adequacy
 - Compatibility
2. What are the differences among the three types of explanations: generalization-specific instance, functional and serial
3. Find the video of teaching and learning process of English class in the level of Senior High, then define the following components of the skill of explaining:
 - Key questions
 - Clarity
 - Examples
 - Connections
 - Emphasis
 - Feedback

Give three examples of the use of each component in the classroom.
4. Please kindly analyze the verbal exchanges which are an attempt at explaining between teacher and students. Has an explanation really been given?

Transcript of Teaching (I)

- T : Good morning student, how are you today?
- S : Good morning Ma'am, I am fine and you ?
- T : I am fine too, thanks. Ok student, today we are going to learn about asking and giving opinion about something. It can be about people, thing, etc do you ever give opinion ?
- S : Yes, I ever Ma'am .
- T : (points) What is your opinion about, Randy?..... (walk to close the student)
- S : About my girl friend Ma'am .
- T : (Smiles) about your girl friend, randy ?
- S : Yes, Ma'am .
- T : So what do you think about your girl friend ?
- S : I think she is a nice and kindly girl, she likes to have friendship and also likes to help the others.
- T : (Nods)okey, good opinion, randy. any others ?
- S : I've, Ma'am .
- T : Yes, you...(points) Lala. what is your view about ?
- S : It is about my trip to Kalimantan Ma'am.
- T : How was your trip ?
- S : I think that it was a very unforgettable trip when I went to Kalimantan, because that was first time for me to fly by a plane. I could see clouds, even it looked like beside me. so it was really amazing for me.
- T : (Nods) nice experience, Lala.(smiles)good .
- S : Yes, Ma'am. Thank you.
- T : Ok next, how do you feel about this class, Ois ?..... (indicates student to answer)
- S : In my opinion, this class is clean and comfortable for studying, Ma'am.
- T : Good,....is there any opinion from the other students ?

S : Yes Ma'am ..I think it is rather hard to get this class Ma'am, because we should go to up stair on the fifth floor. it makes me feel tired.

T : Ok brilliant...(hold up thumb), student now I will give you the example sentences that you can use when you want to ask or give your opinion ...(open the slides)

Now, please read first ...(points) Rini ! about asking opinion sentences.

S : What do you think....., what is your opinion....., do you have any idea, how do you feel about.....? (read example sentences).

T : Excellent, next please read the example sentences of giving opinion.(points) Devi !

S : I think I like it, I think it's good idea / nice / terrific ... , I don't think that..., I don't think so. I personally (read example sentences).

T : Very good, thank (walk near by the student) ok, have you understood how to ask and give opinion ?

S : Yes, Ma'am

T : Any question ?

S : No, Ma'am(shake their head)

T : Ok, you are clever student, right (smiles). Now I want you to look at the picture and see, so what is your opinion about the picture ? (start to open picture 1,2,3,)

S : The picture is very beautiful. It is full of colour.....

T : Good opinion,... Hilda. (while open next slide)

S : That is a handsome boy, Ma'am

T : Ok,.....right. (open next slide).....

S : Wooww..a cute cat, Ma'am.

T : Yes,..ok let us check your understanding. Now make 3groups, and I will give pictures. Please give your opinion about the pictures..... (share the pictures)

S : Yes, Ma'am

T : I give 2 minutes to discuss it,ok....

S : Ok, Ma'am (start to discuss).

(2 minutes later)

T : Ok, now please every group tell the opinion about the pictures

S : (First group, one of the student as a volunteer)...our group get Syahrini's picture. In our opinion that she is a good and professional singer, not only has nice voice but also has good performance. she is a beautiful singer too. Thank you

T : (Smiles and clapped hand) good answer...next, second group, please

S : Our group get a picture of a car. We think that it is a luxury car, the design of body looks very elegant, maybe just certain or really rich people who can buy this car. Exactly it is a very expensive car...that all. Thank you.

T : (Nods) (smiles and clapped) right, all of you are smartdo you have any difficulties in learning about asking for and giving opinion?

S : No, ma'am

T :Ok, I think you have understand well about this material

S : Yes, Ma'am

T : I am so happy with you all during our class..... I think enough for our lesson today...Next week each student should bring 1 picture. it will be used for our next learning, ok.....thank you very much for your attention. Good morning.... see you next week.

S : See you

Transcript of Teaching (II)

T: Hurry up so that I can start the lesson (the students enter the room). Come in and take your seat (students preparing themselves to start the class). Good morning students! How's life today?

Ps: good morning mam! I am fine, and you?

T: I am fine too, thank you. This is our first meeting for English class, right? Ok let me introduce myself first. My name is Khoirotn Nisa. You can call me mam Nisa. Ok please ask me something all the thing that you want to know about me.

P: Where do you live mam?

T: I live in Jepara exactly in Pakis Aji

P: What is your hobby mam?

T: I like reading book.

P: Are you single mam?

T: Yes, I am.

P: What is your favorite food mam?

T: I like fried rice, ok what else?

P: Do you have experience before this mam?

T: Yes I ever taught in SMA 1 Jepara for two years. (*smiling*)

P: Where did you graduate from mam?

T: I graduated from Muria Kudus University in 2016, is it all? Who is absent today?

P: Nurul mam. Anybody knows why she doesn't come?

T: She is sick mam.. ochh I am sorry about that. Ok students, when I was in journey to come here, I saw a student of senior high school. she was ride motor cycle with high speed and almost crashing others. What do you think about that?

P: She should decrease her speed mam.

T: Very agree, thank you Hesti. What else? (the students silence). Today I need you to speak up because the material today is about asking and giving opinion.

What is opinion in Bahasa?

Ps: Pendapat mam.

T: What is the function of opinion?

P: To know the feeling of something from someone

T: Well done! What else? (the pupils still thinking). To ask someone.....

how does she/he feel or think about something, someone or someplace. Ok these are how to asking and giving opinion (the teacher mention all and the student repeat after the teacher). Oke I need you to give opinion related this picture. Uni please give opinion based on this slide.

P: In my opinion I like it, mam.

T: Good girl. Dwi what do you think about this picture?

P: I think that this picture is funny, mam.

T: (*Softly*) well done! Now I have game. The rule of this game is each student who gets turn must giving and asking opinion at least once. For example: what do you think about my new bag? Dwi. Then Dwi must answer also asking opinion. Do you get my point?

Ps: Yes mam!

T: Starting from Intan.

P: Ela, what do you think about my veil?

P: In my case your veil is beautiful. Would you give me your opinion on my new mobile phone? Ois

T: Nice!

P: Well personality it was great, how do you feel about this book? Aya

T: Well done! (*give thumb*)

P: From my point of view that book is very important for you, how was your trip from Jakarta? Hesti

T: Good girl

P: I don't think much of it. What are your views on my shirt? Tika

T: Good!

P: I personally think that it is good. Do you have any opinion on the smoker person?

T: (*smiling*)

P: I think that terrible.

T: Ok give applause for you all. So, all off you have understood well with the material. Any question so far?

Ps: Not yet mam

T: Ok if there is no question. I give you assignment to make opinion about the newest news you find in around you. Then retell to your friend next week. See you next week.

BAB IV
INTRO PROCEDURE AND CLOSURE

A. Introduction

1. Description

Intro Procedure and Closure is the process of teaching and learning.

2. Learning Objective

1. The students are able to understand the theory and concept of Intro Procedure and Closure
2. The students can apply Intro Procedure and Closure in group peer teaching activity

B. Material Development

Three Phase Technique (The commonest Teaching Procedures used by Indonesian Teachers):

a. Type 1

- Pre-Teaching
- Whilst/Main Teaching

1. PPP

- a. Presentation
- b. Practice
- c. Production

2. GBA (Genre Based Approach)

- a. BKOF (Building Knowledge of the Field)
- b. MOT (Modelling of Text)
- c. JCOT (Joint Construction of Text)
- d. ICOT (Independent Construction of Text)

- Post-Teaching

b. Type 2

- Pre-Teaching
- Whilst/Main Teaching

Exploration

Elaboration

Confirmation

- Post-Teaching

Introductory Procedures and Closure (commonly used by Australian Teachers):

a. Type 1

1. Gaining attention

- Teacher's variation:

- gesture or position,
- eye contact and voice
- clear focussing comments

- The use of singly or in combination of various:

- visual, audio, tactile modes

- Changing in the pattern of teacher-pupil interaction

2. Arousing motivation

- Intrinsic motivation: *curiosity, interest ...*

- Extrinsic motivation: *society, existing belief, habit ...*

3. Structuring

- establishing goal
- giving direction
- outlining content

4. Making links

- Recalling skills and concepts

5. Reviewing

- Reiterating keypoints
- Summarizing/concluding/summing up content

6. Evaluating

- Applying new knowledge

○ Demonstrating skills

b. Type 2

1. Pre-Teaching
2. Whilst-Teaching
3. Post-Teaching

Exercise

1. Write your own definitions of the major skill components:
 - Gaining attention
 - Arousing motivation
 - Structuring
 - Making links
 - Reviewing
 - Evaluating
2. For each component, give specific examples of how your teacher/lecturer might gain attention, arouse motivation, structure, make links, review or evaluate. Concentrate on the beginning and end of a lesson.
3. Using your own system of notation, identify your teacher/lecturer:
 - Planned variations which should gain or revive attention
 - Intentional use of curiosity, conceptual conflict or pupil interest to arouse motivation

BAB V
CLASSROOM ENGLISH

A. Introduction

1. Description

Classroom English is English that is brought into the classroom as a means of communication between teacher and students

2. Learning Objective

1. The students are able to understand the theory and concept of Classroom English
2. The students can apply Classroom English in group peer teaching activity

B. Material Development

Everyday classroom routines

SECTION A:

Beginning the lesson

Beginning the lesson takes an important role in the teaching and learning process. The teacher has to manage the class well to get students' attention. Managing the class tends to be more powerful when the students take full part of it. The process of beginning the lesson will be active to build the students' motivation.

The beginning of the lesson is a natural and motivating opportunity for you to help your students to get used to listening to English. They also can give simple replies in English. The first few minutes of most lessons follow the same pattern, which means that you can build up useful language routines and exchanges. Gradually you can introduce new language for these same routines. If students can take part from the very beginning, it adds to their confidence and shows them that the language they are learning actually works. It is a good idea to remind students that the phrases they are hearing and using at the beginning of the lesson are also useful outside the classroom.

A1. Entering the classroom

1. Let's go in

Let's go inside.

Let's go into the classroom.

(You can) go in.

Go on in.

Go in and sit down.

I'll open /unlock the door and let you in.

2. Take off your coat

You can leave your outdoor/ sports clothes in the corridor.

Put your sports shoes in your locker.

Take/Leave your bag outside, please.

Hang it up.

Hang up your things.

Use the coat rack.

3. Come in and sit down

Come in and take your seat.

Come on/along in, Mr. Ito.

In you come (now), Marco.

Close the door (properly) behind you.

Please don't slam / bang the door.

You can leave the door open.

4. Hurry up now

Hurry up so that I can start the lesson.

Try to hurry, please.

A2. Everyday greetings

1. Good morning, every body

Good afternoon, everyone.

Good evening to you.

Hello, everybody.

2. How are you all today?

How are you getting on?

How are things?

How are we all doing this morning?

How's everyone feeling to day?

How's it going?

How's life?

3. That's good

That's good/nice to hear.

I'm glad/pleased/happy/sorry to hear that.

4. I hope you all had a nice weekend

I hope you all had a good / enjoyable/relaxing holiday/ break.

I hope you're all feeling well/fit.

I hope you've had/you're having a nice/good day so far.

A3. Meeting a new class

1. Let me introduce myself.

Allow me to introduce myself.

Perhaps you're wondering who I am

Let me tell you something about myself.

2. My name is Mrs. Hanson.

I'm your new English/Maths/History ... teacher

I'll be teaching you English/ Maths/ ...

3. Our lessons are on Monday mornings and Wednesday afternoons.

I'll be teaching you on Tuesdays and Fridays.

I've got three lessons a week with you.

We'll meet three times a week.

Our lessons start at 9.15 every Monday and Thursday.

From our timetable/schedule, you can see we start at 11.15 on Friday.

4. It's nice to meet you all.

I'm very pleased to meet/see you all (again).

I'm looking forward to working with you.

It'll be fun getting to know you all.

A4. Taking the register

1. Let's see if everyone's here.

I'll just check who's here.

I'll have to take/check attendance. (AE)

I'll check the register.

I'm going to call your name/the roll.

Raise your hand and say 'Here'/'Present'.

2. Who's absent?

Who's missing/away/not here today?

Are you all here?

Is the whole class here?

Any absences?

Is anybody absent/away/missing?

Anybody whose names I haven't called?

Did I miss anybody (out)?

3. Where's Mary this morning?

What's wrong/the matter with Mary?

Has anybody seen Mary today?

Does anybody know where Mary is?

Mari's away. Does anybody know why?

Is she absent or just late?

When will Mary be back?

4. Who wasn't here last time?

Was anybody away/absent/missing with Mary?

Who was absent last time?

Who missed last Wednesday's lesson?

Why weren't you here last time?

Make sure you bring an absence note.

5. What was the matter?

What was the problem?

Have you been ill?

A5. Dealing with lateness

1. You're late.

Where have you been?

We started two minutes ago.

What have you been doing?

Why are you late?

What do you say when you're late?

2. That's all right. Sit down and we can start.

OK/I see. Well, sit down and let's get started.

Never mind. Let's go on the lesson.

It doesn't matter. Let's get back to what we were doing.

Please hurry up and sit down. We've already started.

Take a/your seat and we can get on.

3. But try not to be late next time.

Try to be here on time next time.
Don't let it happen again.
Don't let it become a habit.
Let this be the last time.
That's the second time this week.
I'll have to report you if you're late again.

A6. Getting down to work.

1. All right. It's time to start our English lesson.

Let's start the lesson.
Let's get on with the lesson now.
I think we can start now.
I hope you're all ready for our English lesson.
Now we can get down to (some) work.

2. OK, everybody. I'm waiting to start.

Is everybody ready to start?
I'm waiting for you to be quiet.
We won't start until everybody is quiet.
Stop talking now so that we can start.
Settle down, everybody.

3. Put your things away and close your desk, please.

Close the lid of your desk.
Put your school bag under your desk.
Put your geography book away.
This is an English lesson, not a biology lesson.

SECTION B:

Running the lesson

Lessons usually consist of a number of clearly marked stages. The short phrases that begin and end these stages are important because they give structure to the lesson and help students to follow what is going on. Students get used to these phrases quickly because they probably occur in every lesson. Because there are several alternatives, they will also hear a variety of forms. In this way their receptive vocabulary grows and they are encouraged to guess the meaning of unknown words from the context. It is often a good idea to accompany a particular instruction with a distinct gesture, at least at the beginning. This way you help your students to remember the instruction and it also allows you to introduce alternative forms.

1. Starting something new

1. Let's speak English.

Let's change/switch (over) to English.

Now we can use English again.

Let me tell you this in Japanese.

Now I'll change/switch back to Spanish, French,...

The next part of the lesson will be in Spanish/ French...

Now, it's English only-time.

2. Right everyone.

Good / Fine /Ok/Right/Now/Now then.

Ok/All right, everybody.

Quiet now, please.

Stop working now, please, and pay attention.

3. Let's move on

(Now) we'll/let's go on.

On we go.

*Let's **move/go** on to something **else/different**.*

*Now, we're going to do something **else**.*

*Let's turn to something a little **more / less** serious.*

4. Now we'll do another exercise

Now, we shall do some group work.

Now, let's have a look at exercise 13 b.

Now I want you to turn to page 17.

Now we can relax.

Now I have some music for you.

B2. Making things clear

1. You have five minutes.

You can spend ten minutes on this.

*I'll give you five minutes **on this/to do this**.*

*You'll have to stop **in two minutes**.*

*Don't spend more than a few minutes **on doing** this exercise.*

2. Is everything clear?

Is everything clear?

*Are clear about **what to do/ what I mean/How to do it?***

Are there any questions before we start?

Any questions anybody?

(Has) anyone got any questions about what they have to do?

Have you all understood?

(Did) anybody not understand?

Who still don't understand what they've to do?

Have you all got that?

Did you all follow that?

*Shall I go over **it/ the instruction** again?*

3. Right you can start

Away/off you go.

Begin/start working.

Is everybody ready?

If you're ready, we'll start.

Let's get to work.

Get on with it.

B3. Sequencing Activities

1. First, have a look at the text

Firstly, let's turn to your homework..

First of all, we'll turn to this tape.

To begin with, (this time) we'll check your homework.

For the first thing, we'll listen to a song.

2. Next, read through the new words

For the next thing, I would like you to get into threes.

To continue/go on with, can you take out your workbook?

And now, we'll try an exercise.

And now, for some grammars/something different.

3. Last, try to do exercise 3.

Finally (today) I want you to copy something down

Lastly, (this time), I would like you to work in groups

To finish (off) with we can do some reading

For the last thing (today), take out your note book

Last but not least, how about a song?

Just before we finish/you go, let's talk about your test next week.

B4. Checking Progress

1. Any problems?

Are you Ok/all right?

Is there anyone who needs help?

Who can't manage (on his/her/their own)?

Who is finding this difficult?

(Is there) anybody having trouble/difficulty (with the exercise)?

2. Where are you up to?

How far have you got?

Which questions are you on?

3. What's the matter?

What's the problem?

Is there something wrong?

Is everything OK?

Is there something/anything the matter?

B5. Stopping

1. Ok, everybody. Two more minutes.

You will have to finish in a minute.

I'll have to stop you in two minutes.

(Just) a couple more minutes/of minutes more.

Just one or two more minutes/minutes more.

One minute left/remaining/to go.

2. Have you finished?

Are you done/through?

Who's /who has finished?

Who has done them all?

(Has) everybody finished?

Is there anybody who still hasn't finished ?

Have you done exercise 7(yet)?

Have you finished reading page 10?

*Have you **done/completed/managed** everything?*

That was quick!

You were fast.

3. Right. That's enough

That's enough for now.

That's fine.

That will do, thank you.

You've done enough of that.

We've spent long enough on this.

*It's time **for/you had** a change.*

4. All right. Stop now

Stop what you are doing.

Everybody stop what they are doing.

*Stop **writing/working**.*

Allright, you can stop now.

Your time is up now, I'm afraid.

Finish off now.

Finish up.

*Put your **pens/pencils** down.*

5. We'll have a break before going on

*You can **have/take** a two minute break.*

Relax for a moment before we go on to something else.

We can take our coffee break now.

SECTION C:

Ending the lesson

Most lessons probably end in the same way: you try to draw things to a close, set any homework, possibly review the lesson, and perhaps make a few announcements. This, then, is another situation where students can become familiar with a limited but recurring range of everyday phrases. Much of what is said at the end of the lesson is connected with what has happened in the previous forty minutes, so it has great personal relevance to the students, especially if you can exchange a few words with individual students as they are leaving the classroom. This regular interaction helps them to develop their listening skills and also to build up their confidence. You can use the end of the lesson to boost students' motivation and give them a positive sense that they have been active participants in the lesson and are making progress.

1. C1. Checking the time

1. What time is it?

What's the time?

Do you have the right time?

Could you tell me the time please?

What time do you make it?

What time do you have?

2. It isn't time to finish yet

The bell hasn't gone yet.

There are still two minutes to go.

We still have a couple of minutes left.

We've/we're almost finished.

We're not through yet.

We're almost done.

3. We have five more minutes

We have five minutes over.

We have an extra five minutes.

*(It seems) we have two or three minutes **in hand/to spare**.*

We (seem) to have finished a few minutes early.

4. Carry on with your work until the bell goes

Carry on with the exercise for the rest of the lesson.

Carry on with what you are doing (until the end of the lesson).

Just finish the sentence you're working on then you can go.

Sit quietly until the bell goes.

C2. Setting homework

1. For your homework, please do exercise 27A

*This **chapter /lesson/page/exercise/dialogue** is your homework.*

*This is your homework for **tonight/today/next time/next lesson/Monday**.*

***As/for** (your) homework I want you to*

Your homework for tonight is to prepare chapter 17.

Before (the) next lesson I would like you to

2. I want you to finish off exercise 26 at home.

Finish this off at home.

*Finish off this **exercise** at home.*

Do the rest of the exercise as your homework for tonight.

*Read the rest of the **story** at home.*

Go through this section again on your own at home.

*I'll go **through/over** it with you next time.*

3. There will be a test on this next week

*There 'll be a test on **chapter 5 to 8 next week**.*

You can expect a test on this in the near future.

I'll test you on the new words sometime next week.

4. **Don't forget your homework**

Remember your homework

Do you remember what you have to do for your homework?

Are you all clear about your homework?

C3. **Stopping Work**

1. **It's time to stop.**

*We('ll) have to **stop/finish** now.*

*I make it almost time. We'll have to **finish/stop here/there**.*

*There's the **bell/buzzer/gong**, so we must stop working now.*

We have no more time for anything else.

We don't have anymore time.

It's (about) time (for us) to stop.

*It's (about) time **we/you** stopped.*

2. **So, today we've practiced asking the time.**

This time you have learned how to write a letter.

In this lesson we've begun a new unit.

*Let me just **remind you/recap/go over** what we've done.*

Let's just review today's lesson.

3. **We'll finish this next time.**

*We'll **do/read/look at** the rest of the chapter on Thursday.*

We'll finish (off) this exercise in the next lesson.

*We'll **go/carry on** with this dialogue next time.*

We'll continue working on this chapter next time.

*We'll come back to this **another time/a bit later**.*

There'll be more on this next time.

Next time we're going to have a look at your projects.

Next lesson we'll listen to your presentations.

4. **That's all for today.**

That will do for today. You can go now.

That's about it for today.

That will be all.

*Right. You **may/can** go.*

You can put your things away and can go.

C4. Making announcement

1. **Wait a moment, please!**

*Just a **moment/minute/second**, please.*

*Hang on a **moment/second**.*

Just hold ¹ on a minute.

Stay where you are for a moment.

One more thing before you go.

Don't go rushing off.

Back to your places!

2. **I have something to tell you.**

I have something to say to you.

I have some announcements to make before you go.

Please listen.

Please pay attention.

3. **Next time we'll meet in room 23.**

Tomorrow we'll meet in room 14.

There's been a change of room for next week.

We'll be meeting in room 19 instead.

*I'll see you in room 7 after the **break/recess**. (AE)*

The fourth period has been cancelled next Tuesday.

There won't be an english lesson on Friday.

4. Don't forget the English Club meeting this afternoon.

Please remember/don't forget to bring your project folders next time.

*If you have time, watch **Pride and Prejudice** on Channel 4 at nine o'clock.*

We'll meet outside the museum at 9.30. Don't be late.

C5. Saying goodbye

1. Goodbye, everyone.

Bye-bye/G'bye, everyone.

Bye now, Mischa.

Cheerio, Carmen.

See you (soon), Didier.

So long. (AE)

2. See you all again on Tuesday.

See you next class.

(I'll) see you (all) again next time/Wednesday.

We'll meet again the same time next week.

The next time we meet will be after the holiday.

3. Have a nice weekend.

Have a good/nice/relaxing holiday/rest/Christmas/Easter.

Enjoy your holiday.

See you again next year/in the New Year/in 2008.

I hope you have a nice vacation.

Don't work too hard.

Enjoy yourselves.

C6. Clearing the class

1. Please go out now.

Will you please go out.

Everybody outside!

*Out you go now.
All fyou, get outside now!
Hurry up and get out!*

2. Go out quietly, please.

*Not so much noise, please.
Quietly!
Ssshhh!
Try not to make any noise as you leave.
No noise as you leave.
Other classes are still working.*

3. Take all your things with you.

*Don't leave anything behind.
Take everything/all your belongings with you.
Make sure you haven't forgotten anything.
Don't forget your stuff.*

4. Could you open the window for me, please?

*Open the window. Let's have some fresh air.
Put everything back in this right place.
Straighten the desks.
Put the books on the shelf.
Could you clean the board for me, please?
Pick up the rubbish, please.
Clear everything away.*

5. Whose book is this?

*Has somebody forgotten their book?
Whose is this glove?*

Who does this pen belong to?

Who's the owner of this hat?

(Has) anybody lost a key

Involving the Learners

SECTION A:

Getting students to join in

Students only need to say a single word or a short phrase, or sometimes simply to react with a gesture, to show they have understood the phrases in this section. You can make understanding even easier by developing and systematically using various signs and gestures to accompany what you say. In this way students get used to and the barrier to speaking is lowered. Remember, though, that language skills develop slowly, so patience is needed. Each successful interaction is a sign of progress and a stimulus to continue. It is important to use different group sizes for various activities. This will affect the way students work together. The classroom phrases connected with group work can have a positive influence on class solidarity and sense of community.

A1. Taking part

1. Can you all hear?

*Can you hear **all right/clearly/properly/OK?***

*Can you hear **at the back/in the corner?***

Am I speaking loud enough?

*If you can't hear, come a bit **nearer/closer.***

Come and sit at the front if you can't hear.

2. I'll speak a bit louder.

I'll speak up (a bit)

*I'll try and speak up more **clearly/slowly**.*

3. Can you see all right?

*Can you all see **properly/clearly/OK**?*

Can everybody see?

*Can you see the **picture/board/screen**?*

4. Is that better?

(Is that) any better?

*Is **this/that** more like it?*

***What/How** about now?*

Any improvement?

5. Has everybody got a pencil?

Have you all got a sheet of paper?

Has everybody got everything they need?

Is there anybody without a textbook?

A2. Taking turns

4. In turns

*In turn, starting with **Laura**.*

*Take it in turns, starting **here**.*

One after other, please.

One set a time, please.

One by one.

5. Your turn

*It's your turn (to read), **Tim**.*

*Now you, **Anna**.*

You next.

You're next.

Next (one), please.

Go ahead, Ibrahim.

6. Who's going to start?

Who's first?

Who wants to start/begin?

2
7. Who's next?

Whose turn/go is it next?

Who is the next one to try?

Who's next to go?

8. Who hasn't had a turn?

Anybody (still) not had a turn?

Anybody else?

2
Who else is there?

Who's left?

Who hasn't been out to the board?

Have I missed/forgotten somebody/anybody?

9. Not you again

You've already had a turn/go.

You've been out once already.

You did it last time.

You had a turn/go in the last lesson.

10. Let's give someone else a chance

Let's give someone else a turn/go/try.

Now let's have someone else (try it).

Let someone else have a turn.

A3. Student choices

1. Who would like to do this?

²
Who wants to come out?

Who would like to go first?

Who wants to start?

Who wants to come out and write that for me?

2. Are there any volunteers?

Any volunteers to try the next one?

²
Anybody willing to clean the board for me?

Is there anybody interested in helping me clear up?

3. Which group do you want to join?

Which team do you want to be in?

Which topic would you like to take?

4. You can decide.

*You can **pick/choose**.*

A3. Working in groups

4. Work in groups.

*Get into groups. Three students **in/to** each group.*

For this activity, I'd like you to work in fours.

*Could you **work/get into/make/form** groups of **three/five**?*

*I'd like you to **arrange/divide** yourselves into two **teams/threes**.*

*I'll **divide/split** the class up into five groups.*

5. Find yourself a partner.

*Work together with a **friend/your neighbor/the person next to you**.*

You two together, and you two, and so on.

Go and sit with Lahcen and make a pair.

Team up with two other people to make a group of three.

Has everybody got a partner?

Is there anybody on their own/left over/without a partner?

Haven't you got anyone to work with?

6. Could you join this group?

You'll have to join Julia's group.

Lena and Marco, you can join group 4.

Could you work with Michael today?

Move over this group, Melanie.

Can you team up with Sara?

We need one more in this group.

2
7. Work on your own.

Work by yourself/yourselves.

Everybody work individually.

Try to work independently.

8. One of you will read the question, the other one will answer it.

One of you will read the story aloud, the rest of you will listen.

One person in the group is the secretary, the others must discuss the problem.

One of you is A, the other (one) is B.

SECTION B:

Classroom etiquette

The classroom is lively environment, full of events and interaction, some predictable, some surprising. A lot of classroom situations offer the students a chance to hear and use phrases that are useful in the real world beyond the classroom walls. This is especially true of those phrases related to everyday social politeness. If you use such phrases with your students in a natural way, without exaggeration, the language in the classroom will come to resemble ordinary social

interaction more and more. At the same time the social dimension of language becomes part of the student's language learning experience.

B1. Birthdays and holidays

1. What's the date today?

What day/date is it today?

What's today's date?

What's special about today?

What makes today a special day?

2. Happy birthday!

Many happy returns (of the day), Tessa.

*Rebecca has **her/a** birthday today.*

Anna is twelve today. Let's sing 'Happy Birthday'.

Congratulations on your 18th birthday, Jeanne.

3. Have a good holiday.

I'd like to wish you all a very happy holiday.

Have a good holiday!

Merry Christmas (to you)!

Have a nice Christmas!

Enjoy your Christmas!

I hope you all have a good Christmas.

All the (very) best for Christmas and the New Year.

Happy New Year/Easter/May Day!

Enjoy your autumn break.

Have a great vacation! (AE)

Make the most of winter your holiday.

4. Thank you. The same to you.

Thanks, same to you.

Likewise. Thank you.

And you!

You, too.

B2. Wishes

1. Bless you!

(God) bless you!

Gesundheit! (AE)

2. Good luck!

Best of luck!

Break a leg!

*I hope you **win/do well**.*

*I hope you **get through/pass** the test.*

*Best of luck **with/for** your driving test!*

3. Congratulations!

Well done!

Congratulations!

Good job! (AE)

Way to go! (AE)

I think we should congratulate Matti on winning a silver medal.

I'd like to offer my congratulations to you all on passing the exam.

B3. Thanking

1. Thank you.

Thank you very much.

Many thanks.

*Thanks **a lot/a million**.*

Thanks for that.

Thanks for the idea.

2. Here you are.

There you are.

Take this.

3. Thanks for your help.

Thanks for helping.

*It was very **kind/nice/good** of you to help. Thank you.*

I (really do) appreciate your help.

I (really) am very grateful for your help.

*That's **lovely/fine/great**. Thank you.*

B4. Apologizing and not catching what someone has said

1. Sorry.

*I'm **very/terribly/awfully/so** sorry (about that).*

I am sorry.

Sorry, that was my fault.

I (do) beg your pardon.

2. That's all right.

It doesn't matter.

*It's **alright/OK**.*

No problem.

*No **damage/harm** done.*

3. Pardon?

Sorry?

What was that (again)?

What?

What did you say?

I beg your pardon?

Excuse me? (AE)

*I'm sorry. I didn't (quite) **hear/catch** what you said.*

4. I'm sorry to hear that.

Oh dear, that's a pity.

*What a **pity/shame**.*

B5. Leaving the classroom

1. Excuse me for a moment

*Would you excuse me for a **while/moment**?*

Please excuse me. I've just got to go next door for a moment.

I'll be back in a moment.

Carry on with the exercise while I'm away.

I'll leave you to it.

2. Excuse me.

Excuse me. Could I get past?

May I pass, please?

Do you mind moving?

Could you step aside, please?

Could I just squeeze past? Thank you

SECTION C:

Confirming and encouraging

We believe in the motto 'Success breeds success'. Motivation and constant encouragement are central to successful learning, and probably even more so in language learning. That's why it is important to give positive feedback and support to all of your students as often as possible. The short, simple phrases in this section help the lesson to move forward fluently and efficiently, but at the same time they create a positive and encouraging atmosphere. The phrases can be used with the whole class, or with groups, or with individual students. The important thing is to encourage every individual student equally and fairly. This reinforces class solidarity and helps to shape your own classroom culture.

C1. Saying yes

1. Yes.

Good.

Fine.

Right.

2. That's right.

(You're) quite right.

Right you are.

Correct.

3. Excellent.

(That's) very good.

Very nice.

That's great/brilliant/fantastic.

4. Well done.

Excellent/nice/good work.

*Nicely **done/read**.*

You managed very well.

You did a good job there.

You made a very good job of that.

I was pleased with the way you did that exercise.

C2. Encouraging

1. Not quite right.

Almost (right).

That's almost it.

*You're **almost/nearly** there.*

You were almost right that time.

Nearly.

You've **almost/just about** got it.

You're so close.

Good/Nice try.

2. Have another try.

Have another go/look.

It doesn't hurt to try.

Do your best.

Think about it again.

Are you sure?

Are you happy with your answer?

(Do you want to) try (it) again.

What should the answer be?

3. There's no hurry.

*There's no need to **rush/hurry**.*

We have plenty of time.

Take your time.

In your own time.

Take it easy.

Take it a little more slowly.

Not so fast.

4. That's better.

That's (so) much better.

That's a lot better.

That's (a bit) more like it.

That's a real improvement.

I knew you could do it.

5. Keep it up.

Keep up the good work.

C3. Saying no

1. No, that's wrong.

Not really.

Unfortunately not.

I'm afraid that's not quite right.

You can't say that, I'm afraid.

You can't use that word here.

Good try, but not quite right.

Not exactly.

That wasn't the answer I was looking for.

2. Could be.

It depends.

It might be, I suppose.

In a way, perhaps.

Sort of, yes.

Well, er...

3. You tried your best.

Nice try anyway.

Don't worry about it.

Don't worry about making mistakes.

*You learn **through/from** your mistakes.*

C4. Complaining

1. Come on!

Try harder.

You can do this!

A bit more effort, please!

Come on with you!

2. You can do better than this.

Is that the best you can do?

Better than that!

Can't you do any better than that?

I'm sure that's not the best you can do.

I think there's (some) room for improvement.

I know you're capable of better work.

SECTION A :

Managing the classroom

The classroom environment itself plays an important role in students' language learning. A positive classroom environment offers opportunities for students to use English and encourages them in their learning. Creating a positive environment includes two aspects: the material (for example, how the furniture is arranged, what is displayed on the walls); and the immaterial (the relationship between the students and the teacher, the atmosphere created by the teacher). Different environments can support different types of interaction and create different types of learning opportunities--from practicing phrases to using language spontaneously.

A1. Keeping the classroom comfortable

1. Phew! It's warm in here today.

*It seems to be too **hot/cold** in here.*

*It's very **warm/stuffy** in this classroom, isn't it?*

*Isn't it really **cold/freezing**?*

*Don't you think it's **quite/somewhat/a bit** chilly today?*

2. Open a window, please.

Please close the window.

Could you open the door?

*Let's **have/keep** the door open.*

3. Can you see the board OK?

Is the sun shining on the board?

Is the sun reflecting on the board?

*Is the sun **dazzling/blinding** you?*

4. Let's open the curtains.

How about drawing the curtains?

*Shall we pull the blinds **down/across/back/up**?*

*Ask Sam to **close/open/adjust** the blinds.*

*Please let the blinds **down/up**.*

5. Please turn on the lights.

*Oh, this classroom is too **bright/dark/dim**.*

*Let's switch **off/on** the lights.*

6. That's better.

(Is that) any better?

How's that?

That's more like it.

*That feels **a lot/much** better.*

That's an improvement.

That's the best we can do for now.

Well, we'll just have to manage with things as they are.

I don't think we'll be able to do anything about this now.

A2. Keeping the classroom safe

1. Please put your things under your desk.

Make sure your bags are under your seats, please.

*Don't leave your bag lying in the **way/aisle**.*

Move your bag so that no one can trip over it.

That's not a good place for your bag, is it?

2. Please move the broken desk out of the way.

*Let's put the **broken/damaged** chair to **one/the** side.*

*Don't **touch/sit** on the broken chair.*

Tuck your chair under the table.

Don't lean back on your chair.

3. Be careful!

Mind!

Watch out!

Look out!

4. What a mess!

This looks really untidy!

Let's tidy up before we begin.

Let's try to sort out the classroom before we start.

5. Put any rubbish in the bin, please.

Do pick the rubbish (up) off the floor.

Get rid of that rubbish (on the floor), please.

Don't leave any rubbish lying around.

Put your trash in the trash can. (AE)

A3. Making space

1. We need to make some space.

*We need a large space in the **middle/centre** of the classroom.*

Let's make a nice big space (at the front of the classroom).

Each group needs its own space (to work in).

2. Please find yourself a space.

*Please find yourself a **spot/place**.*

Make sure you each have enough space (around you).

Everybody spread out.

Stand well apart from each other.

3. Does everyone have enough room to move?

Make sure you give your neighbor plenty of space.

Please leave some space for your neighbor as well!

*Please check everyone has enough **space/room**.*

Is everyone able to stretch out their arms without touching someone else?

4. Please leave enough space for us to get through.

Can you make enough room for someone else to sit here too?

Please leave (enough) space for me to be able to squeeze through.

A4. Moving around in the classroom

1. Sit down, please.

You may sit down now.

Take your seat(s).

Find yourself a seat.
You are welcome to sit.
Sit in your seats.
Sit properly.

2. Stand up.

Go and stand there.
Please stand by the door.
*Come and stand **here/by the board.***
Stand facing (the rest of) the class.

3. Come to the front.

*Come **over/out/up** here.*
*Come and sit **at/near** the front.*
Come to the back of the class.
*Come **closer/nearer** to the **television/screen/board.***
Follow me.

4. Go back to your seat.

Go and sit down again.
Return to your own place, please.
*Sit in your **original/normal** seat, please.*
Please return to your seat quickly and quietly.
Go back to your seat without disturbing anyone.
Change places with Salim.

5. Bring out your work, please.

Bring out what you have done.
*Bring your work to me to **check/look at.***
Let's see what you have been working on.

A5. Moving furniture

1. Today we'll have a change.

Let's do things differently today.

(There's) a chance to the normal arrangement today.

It's time for a change.

2. We need to move the desk.

*We need to move the tables around (for) this **lesson/afternoon/session**.*

We have to rearrange the desk today.

Please push your desk to the side.

*Move your seats **in/out/back/forward/this way/that way**.*

*Try to **move/push** your desk **forwards/backwards/sideways**.*

*I want you to move your chairs to the **back/front** (a bit).*

3. Please help me move the TV stand.

I need some help with (moving) this.

Could someone give Pablo a (helping) hand with the desk?

Can you help David to move the (extra) desk?

*Could you give **me/him/her/us** a hand, please?*

4. We have to put the furniture back.

Put the desks in their original rows.

Return the chairs to their regular places.

*Move your seats back to **where they were/they came from**.*

*Please put your desk into the normal **groups/arrangement**.*

Put everything back where it belongs.

Return your seats to its original position.

Please make sure the desks are straight.

A6. Hand and gestures

1. ² Hands up, please.

Put your hand(s) up.

Please raise your hand.

Put your hand up (high).

2. Is your hand up?

Please raise/put up your hands so that I can see them clearly.

That's it, hands right up if you know the answer.

I'm sorry, but I didn't see your hand up/raised.

3. Don't be afraid to put your hand up!

Don't be shy! Hands up if you know the answer!

Come on, be brave and put your hand up if you have a question!

Always the same hands up!

Let's see some different hands up for a change.

Who hasn't put their hand up?

4. Hands down, thank you.

Thank you, hands down again/now.

OK, everyone, you can put your hands down now.

SECTION B :

Managing the learning environment

Of course, the classroom is not only the physical environment. Each group of students has its own unique character, which is made up of the individual personalities in the class and the teacher him/herself. How you manage this less tangible dimension of the classroom environment is just as important as managing the physical elements. Looking after the learning environment is a complex skill and covers a broad spectrum of considerations. This section can do no more than briefly look at three key aspects: 1) identifying learner types; 2) gaining attention; and 3) dealing with problem situations.

B1. Different learner types

1. Let's think about different ways of learning.

What kind/type/sort of learners are you?

Today we are going to do a questionnaire.

Today we are going to find out what kind of learner you are.

Do you know what a visual, audio, kinaesthetic learner is like?

2. Do you remember better when you read a text or listen to a lecture?

What is your preferred learning style?

Are you a visual, auditory or kinaesthetic learner?

Is it easier for you to work with written text or to be 'hands-on'?

3. Do you agree with the results of the questionnaire?

Do you think the results are correct?

Have you noticed that you prefer reading to listening?

How do these results reflect your own learning experience?

4. How many visual learners do we have?

Who has found they are kinaesthetic learner?

Who is a combination of visual and auditory?

5. So the majority of you are visual learners.

There's a minority of auditory learners in this class then.

There's an even split between auditory and kinaesthetic learners.

B2. Gaining attention

1. There's too much noise.

What a (lot of) noise!

*I'm **sorry/afraid** you're (a little bit) too noisy now.*

*This level of noise is **too much/not acceptable**.*

*I can't hear **for/with** this **noise/racket/din**.*

Is there a reason for this amount of noise?

Keep your voices down.

If you've got something to say, say it to me.

Stop shouting!

I can't hear myself I think!

2. Quiet, please!

Ssshhh! Thank you.

Be quiet!

Quieten down/Quiet now, please.

Let's have some quiet now.

Could I have a bit quiet, please?

I'd like you all to be quiet for a moment.

I'm waiting for absolute quiet.

Hush a bit/Silence, please.

Stop talking (for a minute) now.

No talking/chatting now.

3. Stay where you are.

Don't move.

Nobody move.

Don't anybody move.

Stand/Be still, please.

Stay in your seat/place.

4. Look this way now.

Look over here.

*Look **at/towards** the board.*

Turn (round) to face me, please.

Look at your teacher.

Face the front and listen carefully.

You need to look and listen, please.

B3. Giving instruction

1. Please listen to the instructions.

I need to give you some more instruction.

Listen so that you know what to do.

*I hope everyone is **paying attention/listening** now.*

You need to pay attention to what is being said now.

It is important that I have your full attention now, please.

Listen up! (AE)

2. I'll just review the instruction.

Let me recap what you have to do (before you begin).

*I'll go **over/through** the instruction **again/one more time**.*

3. Did everyone hear what I said?

Did everyone catch that?

Did you all get that?

Has everyone got that?

Were the instructions/Was that clear?

4. Are you with me?

(Is everybody) OK so far?

Are you following?

Do you get the idea?

5. You'll find all the instructions on this sheet.

I've written the instructions on the board.

Remember to check the instructions sheet.

Please follow the instructions I've given you.

B4. Coping with problems

1. Stop that.

That'll do (now).

That's enough of that.

No more of that.

Stop everything, please.

I've had enough of that, thank you.

2. Settle down.

(Let's) calm down (now).

Take it easy, everyone.

*Don't keep **fidgiting/mucking about**.*

Let's hope there are no more interruptions.

3. Behave yourselves!

*Stop **messing/fooling** around.*

*No more **fooling/clowning/mucking/messing** about.*

Don't play the fool, (please).

Don't waste time.

*Don't **push/shove**.*

*No **pushing/showing/fighting!***

4. Don't disturb the others, please.

*Don't **distract/keep interrupting** your neighbor.*

Don't keep bothering them.

No copying from your neighbor.

No cheating.

*Work **on your own/by yourself**.*

*Please ask me if you have any **questions/problems** (rather than your neighbor).*

5. What are you doing?

What's happening over there, Stefan?

What's going on at the back of the class?

Simon, what are you doing out of your seat?

Why are you out of your seat, Ahmed?

Get down from there immediately!

6. There will be trouble.

You will end up in trouble if you continue like this.

We won't be able to play the game if you carry on like this.

You will miss/go without your break if you continue to mess around.

If you go on like this, you'll have to change places.

I'm getting tired of this.

How many times do I have to tell you?

This is my final warning.

7. What's the matter?

Is there anything I should know?

Let's talk about what's wrong.

Why do you seem so unsettled today?

What seems to be the problem today?

*What's stopping you from getting **down to/on with** your work?*

Where shall we go from here?

Please see me afterwards

SECTION C :

Using the classroom creatively

Activities in the language classroom, such as quizzes, songs, or drama, can help students to experience English in a different way. At the same time they also overcome their fears of participation since they are concentrating on what they are

doing, rather than on the language they are using. Cooperative and creative activities can also help to build a sense of community in the classroom and increase the motivation of the students to use the language. They not only see themselves succeed but they also realize that the language they have acquired in more formal classes also works in non-formal situations.

C1. Playing games

1. Let's play a game.

(We'll have) A warm-up game to begin with.

*What about a **spelling/rhyming/counting/guessing** game?*

How about a quiz?

*This is a game with **colors/numbers/letters**.*

*Here's a game to **help with/improve/revise** spelling.*

*This is a **vocabulary/grammar** game.*

*This is a **communication/an information-sharing** activity.*

2. Get into two teams.

We need two teams for this next time.

Arrange yourselves into teams (of three).

***Make/Split** into two groups.*

Form two slides.

Let's divide into four teams.

What's your team called?

*Have you **got/come up with** a name for your team?*

3. Listen carefully to the rules.

Let me tell you the rules.

The rules are as follows.

There are some simple rules to follow.

*Who remembers the rules **for/of** this game?*

4. Are you ready?

Everybody ready?

Shall we begin?

5. It's your turn.

(It's) a team A's go.

Who's (on) next?

Whose turn is it?

*Who would like to **try/have a go** next?*

6. One point for this team.

*A point **for/to** team A*

*The first team **with/to score** ten points wins.*

This team was the closest – two points!

Whoever guesses first gets a point.

Whichever team guesses correctly has another go.

I'll award one point for each correct answer.

The team with the best answer wins a point.

7. Last question.

*Last **go/time**.*

*This is the **last/final** round.*

Time's almost up.

We've run out of time.

Quickly! Time's running out!

Quick now, you don't have many seconds left.

That's the end of the game.

Game over!

C2. Songs, rhymes, and chants

1. It's time for a song.

Let's sing.

How about (singing) a song?
Do you feel like singing?
Shall we listen to a song?
*What shall we sing **today/next/first**?*
What is your favorite song, Thomas?
Now I have a new/pop song for you.

2. Do you know this song?

*You might **know/recognize** this song.*
*Who remembers how this song **begins/goes**?*
*You already know this **tune/song**.*
*This **tune/melody** should be familiar.*
Here's a song by The Beatles.
*This song is a **traditional/Christmas** song.*

3. Repeat the words after me.

*Try to **say/sing** the words after me.*
*Listen carefully to the **tune/melody/words**.*
*Try to follow **the words/what the singer is saying**.*
Just listen the first time through.
*Follow the words from **your books/the board/the overhead**.*
First I'll explain the words to you.
*That's a **difficult/tricky** part there.*
*Let's **try/go over** that bit again.*

4. Sing along with the recording.

Join in (with me).
Join in for the chorus.
All together.
Start on the count of four.
*I'll accompany you on **my/the** guitar.*

We'll be singing without any accompaniment today.

We could sing this in a round.

C3. Acting out

1. Let's act out this dialogue.

Now we can/shall act this conversation (out).

*Let's dramatize this **story/text/dialogue**.*

How would you act this scene out?

Come out to the front and show everybody else.

Come out and mime your favorite sport.

2. Who wants to be the detective?

*Any volunteers **to be/to play/for** the police inspector?*

*Who wants to **play/read** the part of Lucy?*

*You **are to be/will be** Watson.*

*You can read **this part/this narrator**.*

*Who will **swap with/take over** from Tobias?*

3. You have five minutes for practice.

Let's rehearse.

Practice with the line first.

*Let's go over some **words/phrases** that might be useful.*

You can use your book (this time).

Try to learn your lines by heart.

*This will be our **dress rehearsal/practice run**.*

4. Give ourselves a clap.

A round of applause for everyone.

A big hand for the actors and actresses.

Some applause for the stars of the show.

Please take a bow.

That was a great performance!

C4. Preparing and organizing displays

1. You are going to prepare a poster.

*Your task is to produce a **display/poster**.*

Have a go at designing a poster presentation.

2. First decide what information to include.

*What kind of information **should/could** you include?*

What are the most important points to present?

What is the key content of your poster?

What message do you want to share?

What is the message you want to get across to your audience?

*Decide what the **key message/aim** of the poster is.*

The aim is to design a poster presenting the facts about global warming.

3. Now try out different designs.

Come up with as many different ideas as possible.

Play around with different designs.

Try out different presentation options.

*Produce a rough version before you prepare the **best/final** copy.*

4. Let's make the display.

Stick your poster up on the wall.

Bring out your poster and put it on the board.

***Tape/Fix/Pin** it to the board.*

Check that the poster is straight.

***Raise/Lower** the right side a little bit.*

Carefully arrange the different parts of the display.

Don't make it too crowded/cramped.

Make sure you highlight the title of the display.

C5. Using objects and realia

1. I have something to show you.

I've brought something to show you.

Let's see what I have here.

Who would like to see what I have here?

Does anybody know what this is (called)?

Somebody have a guess.

(Try to) guess what I've got with me.

Have a go at guessing what I've got in this bag.

What guesses are there?

2. I'll give you a clue first.

*Let me give you some **hints/clues**.*

I'll give you a little information about the object before I show.

3. Look at it carefully.

Have a close look at it.

*Study it **carefully/closely**.*

I'll hold it up for everyone to see.

(You can pass it round to) have a closer look at it.

Just look, but don't touch.

You can feel it and squeeze it.

4. How would you describe this?

*What do you notice about this **object/item**?*

It's an interesting shape.

*It's quite **small/colorful/unusual**.*

It feels cold/soft.

It is quite hard/rough/bendy.

It's made of wood/plastic/glass.

What is it used for?

What can you do with it?

What job/person (do you think) uses this item?

Where would you find an object like this?

Working with the Textbook

SECTION A:

Using the textbook

The textbook is still very much at the heart of school-based language learning, and much of traditional language practice originates in the dialogues, reading passages, exercises, and activities in the textbook. Both teachers and students are used to the textbook and accept it as an important way of structuring and supporting learning. In fact, some students are motivated by the simple fact of progressing through the textbook. As a natural element of classroom work, the textbook also gives you an opportunity to work with some important exponents of functional languages; for example, using numbers, describing position (up, down, top, bottom), and direction (left, right).

1. Distributing

Give out the books, please.

Pass these handouts to the back.

You can keep these handouts.

One between two.

2. Checking

Has everybody got a copy?

You will have to share today.

Don't forget it next time.

3. Opening the textbook

Take out your books, please.

Open your books at page 49.

4. Turning pages

Turn over the page.

Turn to page 57 in your workbooks.

5. Finding the place

Have you found the place?

We're on page 27.

We're on page 27.

Have a look at section 3, line 2.

6. Closing and collecting

Close your books.

Put your books now.

Collect the books in.

Hand your work in as you leave.

A1. Distributing

1. Give out the books, please.

Get the textbooks out of the cupboard, and give them out.

Bring the workbooks off the shelf, and pass them out.

Fetch the dictionaries from the staff room, and hand them out.

Take the readers out of the bookcase, and distribute them.

2. Pass these handouts to the back.

*Pass these handouts **round/along**, please.*

Pass these to the back.

*Take one and pass **them/the rest** on.*

One each, please.

Pass them on so that everyone has a copy.

3. You can keep these handouts.

They're for you to keep.

You may have them to keep.

You can write on them.

*You don't need to **return them/hand them in.***

4. One between two.

One book between two, please.

Could you share one worksheet between two?

(It'll have to be) Three students to one copy.

Four of you will have to make do with one book.

There's only one dictionary for each group.

Three copies for each table.

I haven't/There aren't enough copies for everyone/to go round.

A2. Checking

1. Has everybody got a copy?

Have you all got a copy of the exercise?

Who hasn't got a copy?

Anybody without?

Who can't see a copy?

2. You will have to share today.

Share with Mats this time.

Could you share your book with Sara?

Is it alright if Jacques shares with you, Marc?

Can anybody lend Alain a copy of the book?

Would someone give Tim a copy of the text?

*You can **use/borrow** my copy this time.*

Luckily I have some extra/spare copies.

3. Don't forget it next time.

Don't leave it at home next time.

Remember it (for) next time.

Try not to forget it next time.

Make sure you bring it on Friday.

Be sure to remember it next Monday.

A3. Opening the textbook

1. Take out your books, please.

Could you get ² out your notebooks?

Books out, please!

Out with your books, please.

You (will) need your workbooks for today's lesson.

Not that book. The other one, the blue textbook.

2. Open your books at page 49.

Open your book, please.

² Take out your books and open them at page 209/lesson 15.

You'll find the exercise on page 145.

Turn to/look at page 29.

Look at exercise 5a on page 46.

Take/Have a look at the diagram on page 25.

A4. Turning pages

1. Turn over the page.

Turn (over) to the next page.

² Turn over the page.

Over the page.

Turn to the next page.

Next page, please.

Let's move on to the next page.

2. Turn to page 57 in your workbooks.

I want you to turn on to page 134.

*Turn **on/forward** three pages.*

*Turn **back** to page 35.*

*Turn back to the **previous** page.*

A5. Finding the place

1. Have you found the place?

Have you all found the place?

Is there anybody who (still) hasn't found the place?

Show Juan the place.

Help Alicia find the place.

Do you know where we are?

Show him where we are.

2. We're on page 27.

Page 96, everybody.

We're looking at the exercise on page 45.

*You're **looking at/on** the wrong page.*

3. We're on line 24.

*Not that line. The **next/previous** one.*

*Not line 6. The one **after/before**.*

Not the next line, but the one after that.

Not the previous line, but the one before that.

A few lines further on.

*Five lines further **down/up**.*

*The **first/next/last** five lines.*

4. Have a look at section 3, line 2.

*(The) third section, (the) second **line/sentence**.*

*The paragraph **beginning/starting/ending** (with) in 1999.*

The third word from the end of line 6.

Line 10, fourth word along.

A6. Closing and collecting

1. Close your books.

Shut your books.

All books closed, please.

2. Put your books now.

Put your books in your desk.

*I don't want to see any books **open/on your desks**.*

3. Collect the books in.

Collect the homework (in).

Collect the sheet (up).

Collect the readers in/up and put them away.

Could the first person in each row collect the book, please?

One person in each group can collect the sheets.

Pile the books up on my desk, please.

4. Hand your work in as you leave.

Leave your work in my tray.

Make sure all the books are put away before you leave.

***Leave/Put** your **homework/sheets/essays** on my desk on your way out.*

Have you all handed in your tests?

Make sure you put your test in the right pile.

SECTION B:

Using the basic text

The basic text, whether a reading passage in a textbook, a newspaper, article, or a recorded dialogue, is still the backbone of most language teaching. Although it is usually supplemented of a rich variety of other exercises and activities, either ready-made or prepared by the teacher, the basic text is very often the starting point and context for practice. The routines of introducing the basic text to students, helping them to understand it, and then thoroughly exploiting it are the foundations of effective language teaching. They also lay the basis for more communicative and creative work. This section suggest some straightforward routines for working with the basic text.

1. Introducing text

Today's text is about ...

Let me tell you about the writer.

What kind of text is this?

2. Basic reading

Read the text to yourselves.

Check the new vocabulary.

Try to answer these questions.

Try to get the main idea.

What will happen next?

3. Checking understanding

Do you understand everything?

What's it about?

4. Reading aloud

Let's read the passage aloud.

Who would like to begin?

Another sentence, please.

Stop there, please.

Go on reading, please.

5. Looking at details

Let's talk about this chapter.

We'll look at some difficult points.

Look at line 15 for a moment.

What's the Finnish for this?

What's another way of saying this?

6. Checking vocabulary

Do you know the meaning of this word?

Are there any questions on this text?

B1. Introducing a text

5. Today's text is about rain forests.

*The **topic/subject** of today's text is football.*

*Today we'll read about **a famous writer/an important event**.*

6. Let me tell you about the writer.

*I'll give you **a little/some** background information on this text.*

What do you know about the writer?

7. What kind of text is this?

How would you describe this type of text?

Where might you find this kind of text?

B2. Basic Reading

1. Read the text to yourselves.

Read the passage silently.

Prepare the next three paragraphs.

Familiarize yourselves with the text.

Read through the conversation on your own.

Study the chapter by yourself.

Have a look at the next section in your own time.

2. Check the new vocabulary

Use the wordlist.

2 *Check the new vocabulary from the list at the back.*

If there are any words you don't know, please ask.

Look up any new words in the dictionary.

3. Try to answer these questions.

While reading, try to answer these questions.

As you read, try to find answers to the following questions.

4. Try to get the main idea.

Read it through quickly to get the main ideas.

It doesn't matter if you don't understand every word.

Just try to get the gist.

Jot down some key ideas.

Skim the text (through).

5. What will happen next?

*Can anyone **guess/predict/suggest** what will happen next?*

Before you read the next section, can you guess how the story will end?

*How might the story **go on/continue**?*

B3. Checking understanding

1. Do you understand everything?

*Is there anything you **don't/didn't** understand?*

Is/Was everything clear?

Anything not clear (to you)?

Let's see if you've understood.

I'll just check how well you've understood.

*Let me ask you some questions **about/on** this passage.*

2. What's it about?

*What's this **story/article/extract/passage/text** (all) about?*

Can you briefly summarize the main ideas?

*Did you get the **main/general** idea of the passage?*

Did you get the gist of the text?

B4. Reading aloud

1. Let's read the passage aloud.

*Now we'll read the **text/dialogue/conversation** aloud.*

Read it out loud.

Let's read out what it says here.

2. Who would like to begin?

Lars will begin.

You start (reading), Sonja.

Any volunteers to begin?

3. Another sentence, please.

One more sentence.

Finish the sentence (off).

*Read to the end of the **line/sentence/paragraph**.*

Don't stop in the middle of the sentence.

Go on. I'll tell you when to stop.

4. Stop there, please.

*That's **enough/fine**, thank you.*

*That will do **fine/nicely**, thank you.*

5. Go on reading, Elli.

Someone else, please.

You go on, Sara.

(It's) your turn, Vera.

Now you, Juan.

Would you carry on (from there), Tino?

Michaela, go on from where Pablo left off.

Heidi, carry on from where Felix stopped.

B5. Looking at details

1. Let's talk about this chapter.

Let's take a closer look at the text.

Let's look at the passage in more detail.

Perhaps we should have a detailed look at this again.

2. We'll look at some difficult points in the text.

Let's have a look at some of the difficult points.

Let's start with a look at the difficulties in this text.

There are one or two difficult points we should look at.

I'd like to point out some interesting words.

3. Look at line 15 for a moment.

Look at the last line of the first paragraph.

Look at the end of the very first line.

A little further down, about two lines from the bottom.

4. What's the Finnish for this?

What's 'conscious' in Japanese?

What's the German word for 'conscious'?

What is this sentence in Portuguese?

How do/would you say that in Spanish?

What does ² *this sentence* mean *in* Korean?
How would you translate *this word/phrase* into Cantonese?
What do you call *this thing* in English?

5. ² **What's another way of saying this?**

How else can you say the same thing?

What's a better/shorter way of saying this/

² *Can you say the same thing, using different words?*

B6. Checking vocabulary

1. **Do you know the meaning of this word?**

I want to make sure you know the meaning of the new words.

Let's begin by checking the meaning of one or two words.

I'll begin by teaching you some words we'll need later on.

² *Let's have a look at the new words/vocabulary.*

I don't think you know this word.

This is probably a new word for you.

2. **Are there any questions on this text?**

Has anybody got anything to ask (about this text)?

Is there anything else you would like to ask about?

Are there any points you're not sure of/clear about?

Would you like anything explained/explaining

SECTION C:

Managing exercises

Exercise management (setting an exercise and going through it) is a well-established part of teaching. Pedagogical ritual that allows for eat variation and improvisation. Exercise management should be both practical and efficient, put it can also be enriching and empowering part of the lesson.

1. Setting an exercise

Try exercise 6

This is the way we'll do it.

The idea of this exercise is to practise...

2. Writing and copying

Do the exercise in your notebooks.

Copy this down in your notebooks.

Rewrite it at home.

3. Starting to check an exercise.

I think you have had long enough on this.

Let's see how you did.

Let's go through this exercise.

4. Going through the answers

What's the answer to number 1?

Can anybody help?

Let her try it on her own.

Let's have a look at it together.

The correct answer is A.

5. Giving corrective feedback

Is that right?

Is there another way of saying it?

That's also possible.

That wasn't quite right.

Did anyone notice the mistake?

6. Evaluating

How did you get on?

Anybody with one mistake?

Come and see me after the lesson.

C1. Setting an exercise

1. Try exercise 6.

I want you to do exercise 7A.

Try the next exercise as well.

Let's go on to exercise number 3.

I'd like you to write the answers to exercise 5.

2. This is the way we'll do it.

This is how we shall do it.

What we shall do is this.

Watch me first.

3. The idea of this exercise is to practice asking questions.

The aim/goal/purpose/point of this exercise is (for you) to ask each other questions.

What this exercise is trying to do is to help you practice the past tense.

C2. Writing and copying

1. Do the exercise in your notebooks.

Use your exercise book for this.

Do the exercise in writing.

2. Copy this down in your notebooks.

Take/put/get/write/copy this down in your exercise books.

Make a note of this in your books/on a slip of paper/somewhere.

Copy this down from/off the board.

3. Rewrite it at home.

Write/copy it out neatly/tidily/legibly at home.

Try not to scribble.

C3. Starting to check an exercise

1. I think you have had long enough on this.

It looks as if you are all more or less ready.

*You all seem to have finished, so....
You've probably had enough time on this.*

2. Let's see how you did.

*Let's see how you **went/got** on.
I wonder how you **managed/did**.*

3. Let's go through this exercise.

*Let's check the answers.
Let's run through the answers quickly.
Let's go over the exercise together.
Let's go through the sentences on the board.*

C4. Going through the answers

1. What's the answer to number 1?

*What have you **put/written/marked/got/answered** for question 2?
What do you have for the next one?
How have you answered number 4?
How does the first one go?*

2. Can anybody help?

*Help Luisa, could you?
Who would like to help (out)/
Can anybody give her a hand?
Has anybody got any (other) suggestions?
Any other ideas?
Did anybody have anything (else) for this one?
Did anybody have a different answer?
Let's hear a few more answers.*

3. Let her try it on her own.

²
Don't help him.

Don't whisper the answer.

I'm sure she can manage on her own.

*Don't keep **prompting/interrupting**.*

Please don't shout out.

Put your hand up if you want to answer.

4. Let's have a look at it together.

We can try this one together.

5. The correct answer is A.

'Never' is the correct/right answer.

The answer you're looking for is 'wise'.

C5. Giving corrective feedback

1. Is that right?

²
Is/was that the correct answer?

Can you say that?

Can you say it like that?

*Are you sure **about** that?*

Have another think about what you said.

2. Is there another way of saying it?

What else could you say?

²
What's a better way of saying it?

²
Try to put it in other words.

Could you phrase it slightly differently?

What other word could you use here?

3. That's also possible.

That's another possibility.

That's an alternative answer.

2
4. **That wasn't quite right.**

That was almost right.

You made a small mistake.

Just one little slip.

*You made a **small/ little/ slight** slip on this.*

*It was just a minor **mistake/ error**.*

Think about what you said. It is English?

5. **Did anyone notice the mistake?**

What's wrong with this sentence?

2
Is there anything to correct/ that needs correcting?

*(Is there) anything wrong **with/ in** sentence3?*

C6. Evaluating

1. **How did you get on?**

*How many did you get **right/ wrong**?*

Did anybody get them all right?

2. **Anybody with one mistake? Two mistake?**

Hands up if you made than three mistakes.

Put your hand up if you scored more than 7.

3. **Come and see me after the lesson.**

Come and see me after the class if you have any more questions.

C. Exercise

1. Find the video of teaching, then analyze based on Classroom English
2. Please kindly make the scenario of teaching
3. Apply your scenario of teaching in your class

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PENUTUP

Dalam perencanaan pengajaran, kita telah menentukan berbagai macam ekspresi yang akan kita ucapkan dalam bahasa Inggris. Kita dapat menerapkan ekspresi-ekspresi tersebut pada situasi nyata (real situation) yang sedang terjadi pada saat itu sehingga akan nampak alami apa adanya. Selain itu siswa-siswa akan selalu lebih mudah mempelajari hal-hal yang sifatnya nyata bagi mereka (something visible). Maksudnya adalah dengan mengajarkan instruksi-instruksi pada hal-hal dimana siswa-siswa menggunakan untuk pertama kali, mereka perlu dihadapkan pada suatu benda-benda atau situasi-situasi yang nyata yang bisa mereka alami. Dan hal yang sama dapat terjadi pada ekspresi-ekspresi atau instruksi-instruksi yang lainnya. Selain ekspresi, penggunaan reinforcement dan variability juga diperlukan untuk menciptakan situasi kelas yang aktif dan menyenangkan.

Setelah mahasiswa mempelajari teori dan konsep pembelajaran dan *Classroom English* kemudian mereka mempraktekkan ungkapan tersebut dalam *peer teaching* maka diharapkan mereka mempunyai kemampuan menggunakan *Classroom English* di dalam pengajaran Bahasa Inggris.



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