

The Beginning of the Lesson

GREETINGS



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

INTRODUCTIONS

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



TIME TO BEGIN



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

REGISTER

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



LATE



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

Classroom English

**Louisiana State University and
Agricultural and Mechanical College**



Classroom English:

Academic Language in Diverse Classrooms: English Language Arts, Grades 3-5 Margo Gottlieb, Gisela Ernst-Slavit, 2013-09-23 Make every student fluent in the language of learning Language has always been the center of English Language Arts but with most states adopting CCSS the focus on language and literacy across the content areas is required Today it s more essential than ever that English language learners and proficient English learners have the supports to access and achieve the language of school The Common Core and ELD standards provide pathways to academic success through academic language Using an integrated Curricular Framework districts schools and professional learning communities can Design and implement thematic units for learning Draw from content and language standards to set targets for all students Examine standards centered materials for academic language Collaborate in planning instruction and assessment within and across lessons Consider linguistic and cultural resources of the students Create differentiated content and language objectives Delve deeply into instructional strategies involving academic language Reflect on teaching and learning With dynamic classrooms and units of learning this book gives you a streamlined path for designing and implementing curriculum that leads to student mastery of academic language the key to school success These volumes are packed with practical ideas that will help all teachers attend to language within their classrooms from the discourse level to word phrase levels This is a road map for teaching Common Core content in language rich classrooms and hence a resource every teacher needs within arm s reach It s all here and clearly presented this is pure gold for everyone who teaches students to speak listen read and write in school with special attention to English language learners Tim Boals Executive Director of WIDA

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

Real English in the Classroom Elsa ARMARIO BEATO, 2020-04-19 This book can help teachers who are beginning to teach English classes either the language or another subject It focuses on words and phrases for every part of the class It is not a mere translation from another language but real English the one that native speakers would use If you are finding it difficult to communicate with your students and want to sound like a native do not hesitate and get a copy of this book It will certainly make a difference Este libro es de gran utilidad para todos aquellos profesores que se enfrentan por primera vez a dar clases en ingl s o quieren mejorar su ingl s en las clases Contiene muchas

expresiones idiomáticas verbos y frases para las diferentes partes y actividades de las que se compone cualquier lección que se da a los alumnos Si quieres hablar como un profesor nativo este libro puede ser muy útil A Handbook of Classroom English Glyn S. Hughes,2005 **English Journal** ,1918 *Collins Introducing English to Young Children: Spoken Language* Opal Dunn,2014-01-02 A practical teacher guide book for teaching spoken English to young children Annual Report of the Regents University of the State of New York,1892 No 104 117 contain also the Regents bulletins *The Masterpieces of Modern Drama: English and American* John Alexander Pierce,1916 Progress in English Farming Systems University of Oxford. Agricultural Economics Research Institute,1929 **The China Medical Journal** ,1911 *Official Register of the Louisiana State University and Agricultural and Mechanical College* Louisiana State University and Agricultural and Mechanical College,1915 A New English Grammar John Benjamin Wisely,1900 *A Classified and Descriptive Catalogue of the Indian Department* John Forbes Watson,1873 Politics, Language, and Culture Joseph W. Check,2002-10-30 Politics language and culture are three of the most powerful forces affecting education today yet they have been little discussed in relation to systemic school reform the new status quo of urban schools This book looks at their effects through the eyes of teachers administrators and insider outsiders who are actually living reform at the school level in four widely different urban school systems Chicago San Francisco and Oakland California and Boston The book also creates a statistical and conceptual picture of urban education and school reform as national phenomena with deep historical roots and offers a composite case study of an urban elementary school undergoing reform The author argues that urban school reform is failing because its basic strategy is misguided and because reform thinking has consciously ignored three essential sources of knowledge about school change Strategically efforts for reform have relied heavily on the widespread replication of nationally promoted exemplary programs This approach assumes that local schools lack the knowledge and will to solve their own problems and require prescriptive intervention from national models In fact the exemplary programs approach has yielded very limited success What is needed instead is the creation and long term support of unique local exemplary contexts that combine best practice approaches with local knowledge conditions and resources Annotated Cases, American and English ,1918

Virginia School Report ... Biennial Report [etc.] Virginia. Department of Education,1901 *A History of Modern Colloquial English* Henry Cecil Wyld,1956 *Report* ,1906 *Catalogue of the Officers and Students of Hampden-Sydney College, Virginia* Hampden-Sydney College,1908 **Handbook of Classroom English - Oxford Handbooks for Language Teachers** Glynn S. Hughes,2013-07-15 This practical handbook is for trainee teachers who want to acquire accurate authentic and idiomatic classroom language and for experienced teachers who want to extend the range of their classroom English

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