

ENGLISH

FOR CLASSROOM INTERACTION

English Language in the Classroom Interaction is an important aspect of classroom learning. The English For Classroom Interaction book makes it easier for readers and teachers to interact with students when providing learning materials. For this reason, the book of English for Classroom Interaction is intended to help teachers. The book is written in easy to understand language and includes exercises. Therefore, any reader can easily understand the contents of the book.

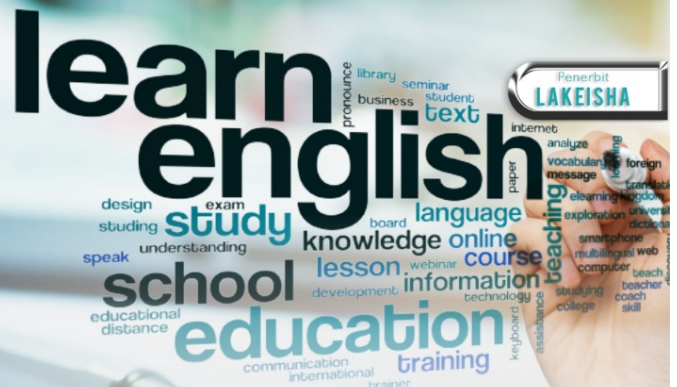


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Dr. Nunun Tri Widarwati, M. Hum.

ENGLISH

FOR CLASSROOM

INTERACTION

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1. Setiap orang yang dengan tanpa hak melakukan pelanggaran hak ekonomi sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf i untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 1 (satu) tahun dan/atau pidana denda paling banyak Rp100. 000. 000, 00 (seratus juta rupiah).
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Dr. Nunun Tri Widarwati, M. Hum

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ENGLISH FOR CLASSROOM INTERACTION

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Hak Cipta dilindungi Undang-Undang

Dilarang memperbanyak karya tulis ini dalam bentuk dan dengan cara apapun tanpa izin tertulis dari penerbit



PREFACE

Praise the love and mercy of Almighty God for helping the author complete the book of English For Classroom Interaction.

English Language in the Classroom Interaction is an important aspect of classroom learning. The English For Classroom Interaction book makes it easier for readers and teachers to interact with students when providing learning materials. For this reason, the book of English for Classroom Interaction is intended to help teachers. The book is written in easy to understand language and includes exercises. Therefore, any reader can easily understand the contents of the book.

The author would like to thank Univet Bantara Sukoharjo, the editor, for his support in the proper and smooth completion of this book. I hope this book is useful for the reader. The author recognizes that the writing of this book is far from perfect, so we are open to suggestions and criticisms for the development of the next book.

Sukoharjo, 6 July 2023

Writer



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UNIT I



BEGINNING THE LESSON

The first stage of a lesson framework is the opening. The first significant activity and instructor interaction usually begins within the course's first three to fifteen minutes. It is crucial to the lesson because it could determine whether learning would occur. The followings are the activities the teachers usually do to begin a lesson, regardless of the types of education and levels of class they teach.

- A. In the corridor
- B. Greeting
- C. Transition to work
- D. Absences
- E. Lateness

Below are examples of expressions the teachers may use to ask their students to enter the classroom, greet them, check their attendance, and respond to student's lateness. First, learn the patterns of the expressions, then read them loudly with correct pronunciation and intonation.

A. In the Corridor

Corridors are, first and foremost, spaces of transport. They connect classrooms and other areas in a school into a coherent spatial system.

1. Take off your things.

- a. Take your coat(s) off.
- b. Off with your coats/things now.
- c. Put your boots over there/by the desk.
- d. Leave your boots in the corridor.
- e. Leave your gym shoes outside.

Write more expressions about "Take off your things." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

2. Hurry up!

- a. Come on.
- b. Let's get started.
- c. Let's go in, everyone.
- d. Get a move on.
- e. Hurry up so that we can start the lesson.

Write more expressions about "Hurry up!" Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

3. Come in and sit down.

- a. Come in and close the door.
- b. Don't slam the door like that.
- c. Close it like this instead.
- d. Sit down, please.
- e. Take your seats, please.

Write more expressions about "Come in and sit down." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

B. Greeting

The act of greeting is a form of communication in which individuals or groups purposefully make their presence known to one another to draw attention to themselves and imply some relationship or social standing.

1. Good morning.

- a. Good morning.
- b. Good morning everybody.
- c. Good afternoon.
- d. Good afternoon students.
- e. Hello, everyone.

Write more expressions about "Good morning." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

2. How are you?

- a. How are you today, everyone?
- b. How are you feeling today?
- c. How're things with you, Ali?
- d. Are you feeling better today, Chandra?
- e. I hope you've recovered from your cold, Budi.

Write more expressions about "How are you?" Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

3. I hope you are feeling well.

- a. I hope you are all feeling well.
- b. I hope you are all feeling fit today.
- c. I hope you've recovered from your cold, Edy.
- d. I hope you have all had a lovely weekend.
- e. How about you, Vera? What did you do during the holiday?

Write more expressions about "I hope you are feeling well." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

C. Transition to work

A classroom transition occurs whenever a teacher has to leave one lesson and enter another. For example, it could be leaving math and entering English. Transitions occur throughout the day but most commonly at the beginning and end of periods.

1. It's time to start now.

- a. Let's begin our lesson now, shall we?
- b. Is everybody ready to start?
- c. I hope you are all ready for your English lesson.
- d. I think we can start now.
- e. Now we can get down to work.

Write more expressions about "It's time to start now." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

2. I'm waiting to start.

- a. I'm waiting for you to be quiet.
- b. We won't start until everyone is quiet.
- c. Stop talking now so that we can start.
- d. Settle down so we can start.
- e. Can we start our lesson?

Write more expressions about "I'm waiting to start." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

3. Put your things away.

- a. Close your books.
- b. Close the lid of your desk.
- c. Put that book away.
- d. This is an English lesson, not a Mathematics lesson.
- e. Keep your bags in your desk drawers.

Write more expressions about "Put your things away." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

D. Absenses

Being absent means not being somewhere, like school. It may also relate to a period that something has been or intends to be. In institutions like schools, where we most frequently associate absence with being the opposite of present, it can relate to anything deficient or absent.

1. Who is absent today?

- a. Who is absent today?
- b. Who isn't here?
- c. What's the matter with Intan today?
- d. Has anybody seen Adi today?
- e. What's wrong with Vina today?

Write more expressions about "Who is absent today?" Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

2. Who was absent last week?

- a. Who was absent last week?
- b. Who wasn't here last Monday?
- c. Who missed last Tuesday's lesson?
- d. You weren't in the last lesson, Ary. Where were you?
- e. Who was away last Friday?

Write more expressions about "Who was absent last week?" Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

E. Lateness

Being late is the attribute of tardiness. People are tardy when they arrive late for an appointment. Being late is called delinquency since they are delinquent when they are late for something. Some people never show up when they're supposed to at work, school, or other locations because of their tardiness.

1. Why are you late?

- a. Why were you late?
- b. Where have you been?
- c. We started ten minutes ago. What have you been doing?
- d. Did you miss your bus?
- e. Did you oversleep?

Write more expressions about "Why are you late?" Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

2. Try not to be late next time.

- a. Try not to be late next time.
- b. Try to be here on time next time.
- c. Don't let it happen again.
- d. Let this be the last time.
- e. That's the second time this week.

Write more expressions about "Try not to be late next time." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

F. Exercise

A. Fill in the gaps using an appropriate word or phrase from the following list. Notice that there will be some phrases over.

a) Oversleep	f) Absent	k) Got down to
b) Close the list	g) Corridor	l) Getting on
c) Recovered	h) Step on it	m) Wrong
d) Miss	i) A move on	n) Slam
e) The matter with	j) On-time	o) Hang up

1. Leave your boots in the ...
2. Who was ... last time?
3. Hurry up! Get !
4. Try to be here next week.
5. How are you Jill?
6. Please don't... the door like that!
7. Did you... go to bed earlier?
8. What is Widodo today?
9. your scarf on your peg.
10. Did you ... last Wednesday's lesson?

B. Fill in the missing preposition and adverbs wherever necessary.

1. Try to be here ... time ... next week.
2. What's wrong ... Cahya, today?
3. Step ... it!
4. We started ... ten minutes ago.
5. I hope you are all ready ... your lesson.
6. Hang ... your coat ... your hook.
7. You weren't... last Tuesday's lesson, were you?
8. Get a move ... !
9. How're things ... you, Budi?
10. What's the matter ... Alan, today?

C. Fill in 'to or 'for' wherever necessary.

1. Try ... not ... be late next time.
2. Is everybody ready ... start now?
3. Try ... be here on time next time.
4. I'm waiting ... you ... be quiet.
5. It's time ... start.
6. Don't... let ... it ... happen again.
7. Are you ready ... your English lesson?
8. I'm waiting ... start. Berta, we're waiting ... you.

D. Write appropriate expressions concerning the following situations.

1. You greet students and ask whether they are all fine.
2. You greet Henny, who has just recovered from illness.
3. You ask Ricko, the class captain, to lead the morning prayer.
4. You check students who do not join the class today.
5. Betty is absent today, and you ask students what the matter is with her.
6. After the lesson takes place for 15 minutes, Agus comes in. You respond to his coming late.
7. You ask your students whether they are ready to start the lesson.
8. When the lesson starts, two students sitting in the back are talking to each other. You ask them to keep silent and pay attention to the class.
9. You ask the students about the last topic they discussed last week.
10. You ask your students to review the essential ideas of the previous lesson.

UNIT 2



STRUCTURING A LESSON

Chapter One presents some routine activities the teachers usually do to begin a lesson. Then, after the students are ready, the teachers structure the class. The teaching and learning activities that will take place in class are outlined in a lesson structure. In a lesson that has been carefully planned, some phases must be completed, and scaffolding is used to fill in the gaps with additional knowledge. Structuring the lesson includes the following actions:

- A. Reviewing previous lessons
- B. Stating the topic
- C. Limiting the topic
- D. Setting objectives
- E. Explaining the benefit of the lesson

Below are examples of expressions the teachers may use to review previous lessons, state the topic, limit the subject, set the goal and objectives, and explain the benefit of the class. First, learn the patterns of the expressions, then read them loudly with correct pronunciation and intonation.

A. Reviewing Previous Lessons

Reviewing previous learning at the beginning of each lesson is one way to strengthen students' knowledge retention. If you teach the future tense in English, for example, you may remind students what they know about the present tense of the verb.

1. Where did we stop last time?

- a. How far did we get last week?
- b. Where did we stop reading last time?
- c. What were we talking about last time?
- d. Let me refresh your memory. Last time we talked about description.
- e. Let's review some of the things we did last time.

Write more expressions about "Where did we stop last time." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

2. Who has finished?

- a. Who has finished reading?
- b. Who has done the exercises?
- c. Have you all finished?
- d. Have you done exercise 5, Bowo?
- e. How far have you got, everybody?

Write more expressions about "Who has finished" Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

B. Stating the Topic

Stating a topic of a lesson means providing students with a general outline of the teaching goals, learning objectives, and means to accomplish them. A productive class is not one in which everything goes as planned but where students and instructors learn from each other.

1. The Teacher states the topic.

- a. Today we are going to talk about text organization.
- b. The topic we are going to discuss is(a lesson plan.
- c. Now we discuss this topic – paragraph development.
- d. Students, today we will learn how to write an e-mail.
- e. I would like you to have a look at this topic.

Write more expressions about "The teacher states the topic."
Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

2. The teacher asks the students to state the topic.

- a. What is the topic today?
- b. What will we discuss now?
- c. Can you guess what we are going to talk about today?
- d. Will you propose the topic for our discussion now?
- e. Based on the illustration, think of the relevant topic to discuss.

Write more expressions: stating the topic. Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

C. Limiting the Topic

The topic may still be too general; therefore, teachers must limit it to specific sub-topics.

1. The teacher limits the topic.

- a. The topic is still too broad. So, we will limit it to an exposition text.
- b. The topic is limited to elements of exposition text.
- c. Today, we will discuss only a part of the topic: a topic sentence.
- d. This topic has some sections. Today we learn only supporting sentences.
- e. The topic involves some sub-topics. Now we limit our discussion to the first subtopic. We will discuss the rest next week.

Write more expressions about "The teacher limits the topic." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

2. The teacher asks students to limit the topic.

- a. Don't you think the lesson topic is still too broad?
- b. The topic has some sections. Which section do you like to discuss?
- c. Shall we discuss two sections or one section?
- d. Can you suggest how to limit the topic?
- e. Which sub-topic do you like to talk about today?

Write more expressions: "The teacher asks students to limit the topic." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

D. Setting Learning Objectives

Learning objectives are specific learning purposes derived from the learning goal or aim (the general intention of the learning). Therefore, the learning objective should be relevant to their goals or aims.

1. The teacher states the learning objectives.

- a. The objective of today's lesson is that you can mention the elements of a paragraph.
- b. After discussing the topic, you are supposed to be able to locate the topic sentence of a paragraph.
- c. The lesson's objective is to explain the concept of a paragraph's topic sentence.
- d. You can explain a topic sentence at the end of this session.
- e. You can locate a topic sentence in a paragraph by learning this topic.

Write more expressions about "The teacher states the learning objectives." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

2. The teacher asks students to state learning objectives.

- a. Based on the goal, what is the lesson's learning objective?
- b. Andi, can you suggest the objective of our lesson today?
- c. Anyone has an idea of the objective of our lesson today?
- d. From what we talked about last week, what is the lesson's objective today?
- e. Which learning objective will we discuss today?

Write more expressions: "The teacher asks students to state the learning objectives." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

E. Explaining the Benefit of the Lesson

When the students understand the significance of the lesson, they will grow more interested in the subject matter and participate in active conversation. This interaction gets the students thinking and helps them build new knowledge. In addition, engaging lessons allow the students to concentrate more and memorize them.

- a. The benefit you can take from this lesson is as follows.
- b. By learning this lesson, you may have the following benefit.
- c. What benefit do you think you can get from this lesson?
- d. Can you take benefit from this lesson? What is that?
- e. What is the significance of this lesson?

Write more expressions about "Explaining the benefit of the lesson." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

F. Exercises

- A. Fill in the gaps in the following sentences with appropriate expressions available in the box.**

- | | |
|--------------|---------------|
| a. a look at | f. learning |
| b. next week | g. benefits |
| c. propose | h. may |
| d. reading | i. be able to |
| e. think of | j. crucial |

1. Where did we stop ... last time?
2. I would like you to have ... this topic.
3. Will you ... the topic for our discussion now?
4. Based on the illustration, ... the relevant topic to discuss.
5. The topic involves some subtopics. So now we limit our discussion to the first subtopic. After that, we will discuss the rest
6. After discussing the topic, you are supposed to ... state the main idea of a paragraph.
7. Do you think that ... this lesson is essential for you?
8. By learning this lesson, you ... have the following benefit.
9. Do you think that learning this lesson is ... for you?
10. Can you tell us the ... of the lesson?

B. Read the following situations, then write appropriate expressions relevant to them. (Question number one has been done for you)

1. Ask your students what topic they learned last week.
(What topic did we learn last week?)
2. Ask your students to review some essential ideas from the previous lesson.
3. You remind your students of the last topic they learned.
4. State a topic of a lesson you will teach – Types of text.
5. Tell a short story as the trigger of the lesson. Then, ask your students to guess what topic you will teach based on it.
6. State a topic of a lesson and five sub-topics specifying it.
7. Concerning question number 6, state to your students that you will talk only about the first three subtopics.
8. You ask your students to formulate learning objectives based on the given topic.
9. You tell your students the benefits of the lesson – paragraph development.
10. You ask your students about the significance of the lesson.

C. Act out all expressions you have constructed (Exercise A) in front of the classroom as if you experienced the situation.

UNIT 3



ASKING QUESTIONS

One of the most frequent activities the teachers do in the classroom is asking questions to the students. Asking questions throughout the class will make it interactive and help them measure and improve student learning. Questioning techniques are essential because they can stimulate learning, develop the potential of students to think, drive them to clear ideas, stir their imagination, and give incentives to act. It is also one of the ways teachers help students develop their knowledge more effectively. In this unit, we will learn and practice four types of questions:

- A. Yes-No Questions
- B. Or Questions
- C. WH Questions
- D. Indirect Questions

Below are examples of expressions the teachers may use to ask questions to their students. First, learn the patterns of the utterances, then read them loudly with correct pronunciation and intonation.

A. ‘Yes-No’ Questions

A yes-or-no question, often referred to as a binary question, a polar question, or a general inquiry, is one for which there are only two

possible answers: either one gives the question an affirmative response (Yes) or a negative one (No).

1. Positive "yes-no" questions

- a. Is it your pen?
- b. Is it yours?
- c. Does it belong to you?
- d. Do you like football matches?
- e. Are you from Jakarta?

Write more expressions about "Positive yes-no questions".
Then, discuss and practice your answers with your friends.

- a. ...
- b. ...
- c. ...

2. Negative "yes-no" questions

Recognize the patterns of the following expressions, then read them loudly with correct pronunciation and intonation.

- a. Isn't it your pen?
- b. Isn't it yours?
- c. Doesn't it belong to you?
- d. Don't you like football matches?
- e. Aren't you fond of football matches?

Write more expressions about "Negative yes-no questions."
Then, discuss and practice your answers with your friends.

- a. ...
- b. ...
- c. ...

B. 'Or' Questions

"Or" questions often referred to an alternative question, included 'or' and offered two or more answers. Forming alternative questions used the same rules as a general question. However, at the end of the

alternative question, there is a need to add the answer option followed by the conjunction 'or' and another answer option.

1. Basic form-- alternatives adjacent

- a. Is Peter Jones **eight or nineteen**?
- b. Does she take **cream or milk** in her coffee?
- c. Do you **watch TV or play tennis** on weekends?
- d. Did **Mr. Mason or Mr. Brown** buy the book?

2. Postponed form-- 2nd alternative at the end

- a. Does she take **cream** in her office **or milk**?
- b. Do you **watch TV** at the weekend **or play tennis**?
- c. Did **Mr. Mason** buy the book, **or (did) Mr. Brown**?

3. Expanded form-- 2nd alternative in own verb phrase

- a. Is Peter Jones **eighteen, or is he nineteen**?
- b. Does she take **cream** in her coffee, **or does she take milk**?
- c. Do you **watch TV** at weekends **or do you play tennis**?
- d. Did **Mr. Brown** buy the book, **or did Mr. Mason buy it**?

4. WH-form-- both alternatives at the end

- a. **How old** is Peter Jones, **eighteen or nineteen**?
- b. **What** does she take in her coffee, **cream, or milk**?
- c. **What** do you do on weekends, **watch TV or play tennis**?
- d. **Who** bought the book, **Mr. Mason or Mr. Brown**?

NB:

- 1) In the list of alternatives, the first item(s) are spoken on a high-rising (Yes-No) intonation, but the final item is on falling intonation:
 - Are the boys playing **football or ice hockey**?
 - Who is in the shop, **John, Alice or Bill**?

- 2) ‘Yes-No’ questions can be turned into ‘or’ questions by adding **or not?**:
- Is Ben fond of ice cream or **not**?
Notice that if the question is said as a single-tone group, the intonation is high-rising:
 - Would you like to **try** it or not?
- 3) Where the items in the list are not real alternatives but meant as clues to guide the pupils, a rising intonation is used on the final item as well:
- What has Ben got? Well, has he got a bicycle, pen, or **book**?
- 4) where the teacher does not want to mention a particular alternative but nevertheless helps the pupil towards the correct answer, the second alternative can be **or something**:
- Well, does he feel **tired** or something?
‘Or something’ is not made into a separate tone group and continues the rising movement of the first alternative.

Write more expressions of “Or Questions.” Then, discuss and practice your answers with your friends.

- a. ...
- b. ...
- c. ...

C. WH-Questions

Basic question words for Wh-questions are who, whom, whose, what, which, when, where, how, and why. Wh-questions are used to ask for information about specific qualities, times, places, people, etc. Wh-questions cannot be answered using yes or no. To show friendliness, encouragement, etc., when using the Wh-questions, there is a need to use a low-rising intonation. To clarify information, we may use rising or fall-rising intonation when using Wh-questions.

1. What

- a. What do you say when you are late?
- b. What color is this paper?
- c. What's the matter with Toni today?

Write more expressions of "Question words what." Then, discuss and practice your answers with your friends.

- a. ...
- b. ...
- c. ...

2. Who

- a. Who wants to answer this question?
- b. Who is absent today?
- c. Who is that girl near the counseling room?

Write more expressions of "Question words who." Then, discuss and practice your answers with your friends.

- a. ...
- b. ...
- c. ...

3. When

- a. When is this class ended?
- b. When did you submit your homework?
- c. When will you go to the teacher's room?

Write more expressions of "Question words when." Then, discuss and practice your answers with your friends.

- a. ...
- b. ...
- c. ...

4. Where

- a. Where are you coming from?
- b. Where have you been?
- c. Where do you find such a good book?

Write more expressions of “Question words where.” Then, discuss and practice your answers with your friends.

- a. ...
- b. ...
- c. ...

5. Why

- a. Why can't he play piano?
- b. Why do you like this music?
- c. Why did Mr. Ahmad call you?

Write more expressions of “Question words why.” Then, discuss and practice your answers with your friends.

- a. ...
- b. ...
- c. ...

6. How

- a. How old are you?
- b. How often do you go to the library?
- c. How can you explain this problem?

Write more expressions of “Question words how.” Then, discuss and practice your answers with your friends.

- a. ...
- b. ...
- c. ...

Recognize the patterns of the following expressions, then read them loudly with correct pronunciation and intonation.

1. What's your name?
2. What date is today?
3. When will the examination end?
4. How big is it?
5. How far is your house from this school?
6. What does it cost?
7. Why does he come late?
8. Who gives this English book to you?
9. What is your favorite novel?
10. How do you know it?

D. Indirect Questions

Indirect questions are a question that is reported to other people rather than using the exact terms of the original question. Indirect questions are a polite way to ask for information or make requests. Indirect questions are also used to avoid sounding demanding favor.

Recognize the patterns of the following expressions, then read them loudly with correct pronunciation and intonation.

1. Can you tell me who she is?
2. Does anybody know where he lives?
3. Why do you think she is absent?
4. Have you any idea why she is absent?
5. Do you know if she likes gossiping?

Write more expressions of indirect questions. Then, discuss and practice your answers with your friends.

- a. ...
- b. ...
- c. ...

E. Exercises

A. 'Yes-No' Questions

Use the following sentence frames to produce negative questions, as in the example.

You/live in Jakarta (DO)?

(Don't you live in Jakarta?)

1. The answer/at the back of the book (BE)?
2. You/find the page (CAN)?
3. You/get the last question right (DID)?
4. It/a good idea to look the word up in the dictionary (WOULD BE)?
5. You/come out and write the answer on the board (WILL)?
6. You/very interested in the energy crisis (BE)?
7. We/type out what we've written (COULD)?
8. It/help if we switched the light off (MIGHT)?
9. You/finish our essays by Friday's lesson (WILL HAVE)?
10. You/have enough time to do it before the bell went (HAD)?

B. 'Or' Questions

Use the following sentence frames to produce "or" questions, as in the example.

1. Did Zaki or Edy score the goal?
2. Did Zaki score the goal or did Edy?
3. Did Zaki score the goal or did Edy score it?
4. Who scored the goal?

Ask 'Or' questions about the following sentences. Use the alternatives given in brackets and the form indicated by the numbers above.

1. He gets up at 4 o'clock on Sundays. (5 o'clock) (1;4)
2. Mr. Ahmad is painting the table. (Mr. Harun) (2;3)
3. He washes the car on Saturday afternoons. (go for a walk) (1;2)

4. The children left for Yogyakarta on Friday afternoon.
(Magelang) (2;3)
5. Radit likes Wiwin's cat better. (mine) (1;4)

C. WH-Questions

Write WH-questions to fit the words in **bold type** in the following sentences. For example, if the sentence is marked (tell), the question should begin **Can anyone tell me ...** If the sentence is marked (think), you should insert **... do you think ...** in the question. Example:

Mutia is **19**. ---How old is Mutia?
 Mutia is 19. (tell) ---Can anyone tell me how old Mutia is?
 Mutia is 19. ---How old do you think Mutia is?
 (think)

1. The village is **five kilometers** away. (tell)
2. There wasn't enough **food** in the trees. (think)
3. They spend **two hours** a day practicing their English.
(tell)
4. The girl started crying **because she was disappointed**.
(think)
5. He takes **a size 41** shoe. (tell)
6. Beny bought a box of chocolate **for his sister**. (tell)
7. **Twenty-five** of the boys took part in the competition.
(tell)
8. Joni was looking forward to a quiet evening **with my sister**. (think)
9. The piece of apple pie she gave me tasted **delicious**.
(think)
10. The name of the book Saka forgot to bring was **'Impact.'** (think)

D. Work in groups of four.

Choose any short text, say 10-20 lines in length. Everybody reads it through once and then turns it over. Now take it, in turn, to improvise five comprehension questions on the text. The person asking should not look at the text either. Ideally, there should be three WH questions, one Yes-No question, and one 'Or' question. Score one point for each question asked, which the others cannot answer, but which you can answer.

UNIT 4



GETTING THINGS DONE IN THE CLASSROOM

When we ask the students to do something, we can have at least three forms: commanding, requesting, and suggesting & persuading. In this context, a *command* is an order that students have to follow because the teacher who gives it has authority over them. *Requests*, unlike commands, are quite a polite way to ask students to do something with a choice of refusing. A *suggestion* is an idea the teachers propose. The students can accept or reject it.

- A. Commanding
- B. Requesting
- C. Suggesting and Persuading

A. Commanding

Interaction with pupils has a significant role in the way students learn. Teachers regularly use commands in classroom practices to direct students to start or stop their activities. Command is essential to classroom management because they act as instructional signals encouraging students to conform to the teachers' expectations for appropriate behavior. Effective teachers' command is brief, delivered one at a time, with low negative emotion, in directive form, and with short explanations.

Examples of command:

- 1. Take off your things**
 - a. Leave your shoes in the corridor.
 - b. Take your wet coats off.
 - c. Put your phones here.
- 2. Hang up your things**
 - a. Hang up your jacket on your peg.
 - b. Hang your jacket on your hook.
 - c. Hang the picture in front of the class.
- 3. Hurry up!**
 - a. Come on (now).
 - b. Let's get started.
 - c. Hurry up so that I can start the lesson.
- 4. Come in and sit down**
 - a. Come in and close the door.
 - b. Don't bang the door like that.
 - c. Close it like this instead.

Learn the patterns of the following expressions, then read them loudly with correct pronunciation and intonation.

1. Close the door.
2. All of you, sit down.
3. Have a seat.
4. Just stay where you are.
5. Danang, you try number 2.
6. You have to write this out once again.
7. Don't make noise.\
8. Don't talk, you two girls.
9. Look at me. Don't write anything.
10. Just listen to me.

Write more expressions of command. Then, discuss and practice the answers with your friends.

- a. ...
- b. ...
- c. ...

B. Requesting

Teachers use request forms to ask students to do something politely and indirectly. Request is included as a form of command but less impact the students since they might believe they have a choice to refuse. You can use 'can', 'could', 'would', and 'may for requesting your students'.

Examples of request:

1. Can

- a. Can you turn on the LCD projector?
- b. Can you open the door?
- c. Can you collect your class homework?

2. Could

- a. Could you pick up a copy of the exercise?
- b. Could you read the last paragraph?
- c. Could you erase the whiteboard?

3. Would

- a. Would you do exercise 12 on page 20?
- b. Would you ask Toni whether she has submitted the parental consent letter?
- c. Would you pass me the register, please?

4. May

- a. May I have the register, please?
- b. May I begin?
- c. May I use your pencil?

Recognize the patterns of the following expressions, then read them loudly with correct pronunciation and intonation.

1. Put your pencils down, please.
2. Stop writing, please.
3. Please, finish your last sentence.
4. Tomy, please come here.
5. Open the tour book now on page 7, please.
6. Now, look at page 7, please.
7. Number 7. Yes, Tarika, please.
8. Will you write it out neatly at home?
9. Could you say that once more?
10. Open the window, can you?

Write more expressions of requesting. Then, discuss and practice the answers with your friends.

- a. ...
- b. ...
- c. ...

C. Suggesting And Persuading

When teachers are delivered suggestions and persuasion, they want to communicate to students about their ideas or feeling without stating them directly. You can use ‘should’, ‘need’, ‘could’, ‘why don’t/doesn’t’, ‘how about’, ‘I suggest/recommend’, and ‘let’s’.

Examples of suggestion and persuasion:

1. Should

- a. You should try to watch an English TV series.
- b. You should come on time.
- c. You should read that new book.

2. Need

- a. You need to give this letter to your parents.
- b. They need to finish the group assignment in the library.
- c. We need to wrap up today’s lesson.

3. Could

- a. You could learn English by listening to English songs.
- b. We could go to Bali for our next study tour.
- c. You could finish this task at home.

4. Why don't/doesn't

- a. Why don't you try to speak louder?
- b. Why don't you finish your homework?
- c. Why don't you want to sit in the front row?

5. How about

- a. How about we watch this learning video?
- b. Since you don't understand this topic, how about reviewing back?
- c. If you don't bring your English book, how about joining with your friends?

6. I suggest/recommend

- a. I suggest that you wash your hand before lunch.
- b. I recommend this English novel to improve your skill.
- c. I suggest taking notes in my class.

7. Let's

- a. Let's go to the English laboratory.
- b. Let's have some fresh air for the next meeting.
- c. Let's study together so you can pass the mid-term test.

Recognize the patterns of the following expressions, then read them loudly with correct pronunciation and intonation.

- 1. Let's start the lesson now.
- 2. Let's not spend too much time on this.
- 3. Let's try the following exercise as well, shall we?
- 4. How about another short story, everybody?
- 5. What about reading another short story, students?
- 6. It's better to read another short story, everyone.
- 7. It'll be better if you read it once more, Dana.
- 8. I suggest that you learn it by heart.
- 9. I'd suggest we check the exercise next time.
- 10. It would be better if you just crossed the word.

Write more expressions of suggesting and persuading. Then, discuss and practice the answers with your friends.

- a. ...
- b. ...
- c. ...

D. Exercises

A. In each of the sets of four sentences below, making one or more grammatically correct instructions is possible by choosing an appropriate form of complementation. Then, read out the proper instructions.

Example:

- | | |
|-------------------|--------------------------------|
| a) Let's___ | 1) Translate the whole text |
| b) Why not ____ | 2) To translate the whole text |
| c) I prefer ____ | |
| d) How about ____ | |

Answer:

- | | |
|----------------------------|--------------------------------|
| a) 1 | |
| b) 1 | |
| c) 2 | |
| d) __ | |
| 1 | |
| a) Would you mind | 1) to leave out the next one |
| b) How about | 2) leave out the next one |
| c) It would be a good idea | |
| d) Do you mind | |
| 2 | |
| a) I suggest | 1) you don't keep forgetting |
| b) I would like | your books |
| c) I wish | 2) you wouldn't keep |
| d) I want | forgetting your books |
| 3 | |
| a) What if | 1) this exercise to be done at |
| b) I prefer | home |
| c) It might be an idea for | 2) do the exercise at home |
| d) There's no need for | |

- | | | |
|----|---|--|
| 4 | <ul style="list-style-type: none"> a) My suggestion is b) I insist c) I'd rather d) I expect | <ul style="list-style-type: none"> 1) for you to check the answers on your own 2) you checking the answers on your |
| 5 | <ul style="list-style-type: none"> a) Don't b) you needn't c) I prefer you not d) I think you should | <ul style="list-style-type: none"> 1) spend a lot of time on number 9 2) to spend a lot of time on number 9 |
| 6 | <ul style="list-style-type: none"> a) There's no need b) Why not c) I would like d) What about | <ul style="list-style-type: none"> 1) try the next exercise 2) for you to try the next exercise |
| 7 | <ul style="list-style-type: none"> a) It would be just as well b) It might be an idea c) I expect d) I would like | <ul style="list-style-type: none"> 1) for you to revise chapter 6 as well 2) you to revise chapter 6 as well |
| 8 | <ul style="list-style-type: none"> a) I'd prefer it if b) I suggest c) I insist d) What if | <ul style="list-style-type: none"> 1) this work were finished off at home 2) on this work being finisher off at home |
| 9 | <ul style="list-style-type: none"> a) I'd rather b) I want you c) You had better d) You might as well | <ul style="list-style-type: none"> 1) to go on the next exercise 2) go on to the next exercise |
| 10 | <ul style="list-style-type: none"> a) I insist on you b) Do you mind c) I expect you d) You had better | <ul style="list-style-type: none"> 1) writing out the whole of what Smith says 2) to write the whole of what Smith |

B. Rewrite the following instructions using the clue words given in the brackets. Example:

Finish exercise 7 at home. (I want)

I want you to finish exercise 7 at home

1. Go and sit next to Yuli. (Do you mind?)
2. Start with the presentation. (I suggest)
3. Come out and write it on the board. (I would like)
4. Let's only do every other question. (May I suggest?)
5. You try number 7, Jota. (How about)
6. Give out the listening tests. (kind enough)
7. The answers should be written out in full. (I prefer)
8. Put the magazine on your desk. (be so kind)
9. Spend some time revising the use of the article. (be just as well)
10. Don't use more than 150 words in your summary. (rather)

UNIT 5



GIVING FEEDBACK

Feedback is information about how one is doing in reaching a goal. When a teacher gives feedback, they offer a helpful response to a student's work or idea. For example, if the students write English texts and ask you (as a teacher) for feedback, they ask you to offer your critical opinions on the manuscripts. There are three types of feedback: confirmation, encouragement, and grumbling.

- A. Confirmation
- B. Encouragement
- C. Grumbling

A. Confirmation

Confirmation is verification or proof of something. Confirming behaviors accept the other person's identity as legitimate. Affirming messages are messages that validate the other person. These messages make the other person feel valued and that they matter. They also provide the most effective support for the other person because they are said to be person-centered. In communication, confirmation may include recognition and acknowledgment. Recognition messages confirm the presence of an individual, such as through a greeting when a student enters a room. Acknowledgment messages guarantee what others say by reacting, such as giving verbal responses or gestures (e.g., nodding, thumbs up gesture, okay sign, etc.). The following are examples of confirmation:

1. Good

- a. Yes.
- b. Hm-hm (should not be used too much).
- c. Right.

2. That's the way

- a. Bingo!
- b. You've got it!
- c. Exactly!

3. Excellent

- a. Thumbs up!
- b. Great Job!
- c. Impressive!

4. That's perfectly correct

- a. That's exactly right.
- b. You didn't make a single mistake.
- c. What you said was completely acceptable.

5. No, that's wrong

- a. Not really so.
- b. If I may, that's not right.
- c. Good try, but that's wrong.

6. Could be

- a. It depends.
- b. It might be, I suppose.
- c. In a way, perhaps.

Learn the patterns of the following expressions, then read them loudly with correct pronunciation and intonation.

- 1. Good.
- 2. Quite Right.
- 3. Yes, that's good.
- 4. Yes, you've got it.
- 5. Excellent!
- 6. That's perfectly correct.
- 7. No, that's wrong.

8. Unfortunately not right.
9. I'm afraid that's not quite right.
10. Good try, but not quite right.

The teachers may combine two or more expressions, resulting in new meaningful constructions. For examples:

- a. Good. That's good.
- b. Hm-hm. Right, you are. That's good.
- c. Yes, you've got it. That's good.
- d. Excellent. That's perfectly correct.
- e. Good try, but not quite right. I'm afraid that's not quite right.

Write more expressions of confirmation. Then, discuss and practice the answers with your friends.

- a. ...
- b. ...
- c. ...

B. Encouragement

To encourage students means to say positive things to them. The value of encouragement is that it reveals the value of the person. Notice that 'courage' is embedded in that word. Encouragement means 'to give courage to another'. It is a gift that gives them the courage to believe they have value. The following are examples of encouragement.

1. That's better

- a. That's a bit more like it.
- b. That's much better.
- c. You've improved a little.

2. Try it again

- a. Have another try.
- b. Not exactly.
- c. You've almost got it.

3. Don't worry

- a. Maybe this will help you.
- b. Don't worry about your pronunciation.

4. You read quite well

- a. You have very good pronunciation.
- b. You have made a lot of progress.
- c. You're getting better at it all the time.

Learn the patterns of the following expressions, then read them loudly with correct pronunciation and intonation.

1. That's better.
2. That's a lot better.
3. Have another try.
4. Try it again.
5. You're on the right track.
6. Don't worry.
7. Not to worry, it'll improve.
8. I'll help you if you get stuck.
9. What if I give you a clue?

Write more expressions of encouragement. Then, discuss and practice the answers with your friends.

- a. ...
- b. ...
- c. ...

C. Grumbling

Grumbling is expressing a complaint in a bad-tempered way or complaining about someone or something annoyedly. The followings are expressions of grumbling. First, learn the patterns, then read them loudly with correct pronunciation and intonation.

1. That wasn't very good.
2. That wasn't very pleasant.
3. You can do better than that.

4. Come on, can't you do any better than that?
5. Come on, wake your ideas up.

The teachers may combine two or more expressions, resulting in new meaningful constructions. For examples:

1. Come on, now. That wasn't very good. You can do better than that, Agus.
2. Come on, Linda, can't you do better than that? That wasn't very reassuring.

Write more expressions of grumbling. Then, discuss and practice the answers with your friends.

- a. ...
- b. ...
- c. ...

D. Exercises

A. Fill in the gaps using appropriate words or phrases from the following list.

- | | | |
|-------------------|-------------------------|----------------------|
| a) a due | j) wait your turn | s) made a slip |
| b) more like it | k) had a turn | t) refresh my memory |
| c) no end | l) room for improvement | u) we got |
| d) manage | m) row | v) willing |
| e) prompting | n) getting stuck | w) either way |
| f) volunteers | o) right lines | x) run into |
| g) brief word | p) getting along | y) easy |
| h) speak up | q) up to much | z) go |
| i) that's the way | r) missed | |

1. Don't all shout at once. Please ...
2. Once again, please. I'm afraid I ... what you said.
3. Last time we talked about pollution. What did we say? Can anyone ...?
4. That was one of the best essays I've ever read. It was a pity that you ... in the very last sentence.
5. Go on. Have a try! I know you can do it. Have a ...!
6. No, not like that, Yutaka. Try again. Yes, that's...
7. I'm afraid I missed the last word. Could you ...
8. Just before you go, a ... about Monday's test.
9. And the following sentence, please. No, not you again, Kemal. You've already
10. This exercise isn't as easy as I thought. Is there anybody who can't...?
11. Right. Let's finish off the chapter. Does anybody remember how far ... last time?
12. There's no need to rush. Just take it ... and try again.
13. All right. Everybody stands up. Now look at the door ... Now turn round and face the window.
14. There are four topics to choose from; the first is 'America between the Wars'. Any ... for that one? No? Isn't anybody ... to try it? It's pretty interesting.
15. Come on, I said, repeat after the tape. Oh dear, that wasn't... Try again. Well, there's still plenty of ... , I'm afraid.
16. Your answer wasn't quite right, but you're definitely on the
17. I could hardly believe my eyes when I read your essay. It was excellent. You've improved ... since last year. Well done!
18. The second half of the exercise is quite tricky, so if you ... let me know, I'll help.
19. Whether you write it in pencil or ink, it makes no difference to me. I don't mind
20. If you ... any problem., just put your hand up and I'll come round and try to help.

B. Re-express the sentences using the preposition or adverb given in brackets.

Example:

Could you say it louder, please? (UP)

Could you speak up?

1. I was hoping you could try to do exercise 5A on your own. (BY)
2. Let's read the passage. One at a time, starting with John. (IN)
3. You're making too much noise, and I can't hear. (FOR)
4. This work wasn't as good as you usually do. (UP)
5. How far have you got? (UP)
6. Do you understand what you have to do? (ABOUT)
7. You seem to find spelling difficult. (WITH)
8. I'll let you choose which subject you write about. (UP)

C. Complete the sentences using the words given in brackets and any other extra words (prepositions, pronouns) necessary to make a correct sentence.

1. Take out your books and ... (OPEN/PAGE 73)
2. That was a good try, Evy, but I don't think you would ... (SAY/ENGLISH)
3. Could you speak up a little? I'm afraid I (NOT/HEAR)
4. If I remember correctly, in the last lesson Bekir ... the energy crisis in the West ... (TELL/SOMETHING)
5. What you said sounded fine, but could you ... (SAY/LOUDER)
6. Last time you seemed to use the conditional tense. (FIND/DIFFICULT)
7. I'll read out some sentences, and your job is ... (WRITE/DOWN/ NOTEBOOKS)
8. Now, whereabouts is Liverpool? Georg, would you like to come and ... (POINT/OUT/US)

D. Fill in the gaps using the correct form of either 'do' or 'make':

1. I'm afraid you ... several mistakes in this exercise. So you had better ... it again.
2. Is there anybody who hasn't... his homework? Good. And what about exercise 9? Did any of you ... that as well?
3. It is almost ten to ten, and we have finished everything we planned to ... this morning. So we have ... very well.
4. Everyone seems to be ... progressing with their projects. At least, you all seem to be ... your best with them.
5. Could you ... three groups of five, please. Hurry up, boys, ... up your mind about which group you want to join.

UNIT 6



TEXTBOOK ACTIVITIES

Teachers can engage the students in learning activities that support students independence. Textbook activities are an example of directing students to independent tasks through usual routines in class. There are several activities that teachers can do related to textbook activities, as follows:

- A. Distribution of Books
- B. Books out, Find Page
- C. Collect, Put Away
- D. Position on Page
- E. Reading
- F. Understanding
- G. Exercises
- H. Writing

A. Distribution of Books

You need to concern about the following structure when asking the students to do ‘distribution of book’ activities.

1. Aware of the reduced form.

Books out! : Up with your hands

2. Notice the prepositions:

Open your books **on** page 50.

3. The use of 'open' requires an object.

Please take out your books and open **them** on page 167.

Learn the patterns of the following expressions, then read them loudly with correct pronunciation and intonation.

1. Yudi, pass out the exercises, please!
2. Pass these question sheets (to the) back.
3. Ida, take one and pass them on.
4. Kaka, distribute these copies to your friends.
5. Have you all got a copy of the exercise?
6. Is there anybody without a book/a copy?
7. Don't forget to bring your book next time.
8. Make sure you bring the book next week.
9. One book between two.
10. Three students to each book.

Write more expressions of book distribution. Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

B. Books Out, Find Page

You need to concern about the following structure when asking the students to do 'books out, find page' activities.

1. Notice the idiomatic uses of on:

I want you to work **on** this in a group.

2. Notice the word order possibilities with phrasal verbs:

<i>Put away</i>	<i>Collect in</i>	<i>Hand in</i>
Put away your books	Collect them in	Hand it in
Put them away	Collect the test in	Hand your sheet in
Put your books away	Collect in the tests	Hand in your test

Learn the patterns of the following expressions, then read them loudly with correct pronunciation and intonation.

1. Take out your workbooks.
2. You'll need your workbooks.
3. Open your books to page 27.
4. Please take out your books and open them to page 12.
5. You'll find the exercise on page 20.
6. Look at exercise 3.1 on page 19.
7. Turn to the next page.
8. Let's move on to the next page.
9. Next page, please!
10. Turn back to the previous page.

Write more expressions of “book out and find the page.” Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

C. Collect, Put away

You need to concern about the following structure when asking the students to do ‘collect, put away’ activities.

1. **Notice the phrases to show the position**
 - Three lines **down**: three lines from the **top**
 - Five lines **up**: five lines from the **bottom**
2. **When used adjectivally, the words ‘left’ and ‘right’ require the ending-hand**
 - On the right-hand side
 - On the left-hand page

Notice the adjectival use of **top**, **bottom**, **centre**, and **middle**

 - The bottom line
 - The top row

3. Notice the use of Articles

Where the ordinal numbers are used, and they come first in the phrase or sentence, no definite article is necessary:

Third paragraph or The third paragraph

But: And now **the** third paragraph.

And not: And now third paragraph.

Learn the patterns of the following expressions, then read them loudly with correct pronunciation and intonation.

1. Time is up. Stop writing, please!
2. Stop now. I think you've had long enough on this.
3. Close your books.
4. All books are closed, please!
5. I don't want to see any books open on your desks.
6. Collect the books.
7. Pass the sheets to the front (of each now).
8. Collect your work. Don't forget to write your names on them.
9. Could the first person in each row collect the workbooks, please?
10. Hand in your papers as you leave.

Write more expressions of "collect and put away." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

D. Position on Page

You need to concern about the following structure when asking the students to do 'collect, put away' activities.

1. Notice the following vocabulary:

- Let's **check** what you have written
- Let's **check through** the answers
- I'll **check this up** in a dictionary

- Could you **check on** the spelling of it
- 2. **The use of first/at first is often confused in the classroom.**
Only use 'first' in the classroom, or its synonyms, **first of all, firstly, to start with**. 'At first' always suggests a contrast with later behaviour.
 - **At first**, he was cruel to me, **but then** he became kind.
Meanwhile, '**first**' merely names the first action in a series of events.
 - **First** we shall pray, and then we shall work.
- 3. **Concern on the word order such as 'first', 'next', and 'last'.**
 - The **first ten** lines

Learn the patterns of the following expressions, then read them loudly with correct pronunciation and intonation.

1. Have you found the page?
2. Is there anybody who (still) hasn't found the place?
3. It's at the top/bottom of the page.
4. The answer is in the middle of the page.
5. It's ten lines from the top/bottom.
6. It's on the left/right (hand side).
7. It's in the top/bottom left/right-hand corner.
8. Look at the left/right-hand column.
9. It is in the third column (from the left/right).
10. It's in paragraph three, line two.

Write more expressions of "position on page." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

E. Reading

Learn the patterns of the following expressions, then read them loudly with correct pronunciation and intonation.

1. Read the text to yourselves.
2. Study the chapter on your own.
3. Have a look at the next section.
4. Check the new vocabulary from the list at the back.
5. If there are any words you don't know, please ask.
6. Let's read the text aloud.
7. First of all, I'll read it to you. Then, you start (reading), Dana.
8. Read as far as/down to the end of the chapter.
9. Three sentences for each of you.
10. Read one sentence each.

Write more expressions of "reading." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

F. Understanding

Learn the patterns of the following expressions, then read them loudly with correct pronunciation and intonation.

1. Is there anything you don't understand?
2. Do you know the meaning of all the words?
3. Are there any expressions you don't know the meaning of?
4. Can I help you with any words or phrases?
5. Are there any questions about this text?
6. Is there anything else you would like to ask about?
7. Let's have a look at some of the difficult points.
8. I want to point out some problematic constructions.
9. It means (more or less) the same as 'she left.'
10. The meaning of this sentence is something like 'he didn't understand.'

Write more expressions of “understanding.” Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

G. Exercises

Learn the patterns of the following expressions, then read them loudly with correct pronunciation and intonation.

1. I want you to do exercise 1.
2. Let's go on to exercise number 2.
3. If you get stuck on one, leave it out and return to it later.
4. Let's go over the exercise together.
5. Let's run through the answers quickly.
6. I'll return your tests, and we can go through them together.
7. Change papers with your neighbor.
8. Give yourself one point for every correct answer
9. Count up your points.
10. What was your score? How many points did you score?

Write more expressions of “exercise.” Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

H. Writing

Learn the patterns of the following expressions, then read them loudly with correct pronunciation and intonation.

1. Take this down in your exercise books.
2. Make a note of this in your books.
3. Don't forget to write that down.
4. Underline the new words.
5. Jot this down somewhere so that you don't forget it.

6. Write it in block capitals.
7. Write it out legibly at home.
8. Make sure I can read your handwriting.
9. Rewrite it neatly.
10. Your handwriting is illegible, Henry.

Write more expressions of “writing.” Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

I. Exercise

A. Fill in the gaps using the prepositions *at, in, on, or to*.

All right, group one. Open your books ... (1) page 25. Now, ... (2) the left you can see a picture. Err, the picture ... (3) the top of the page, not the one ... (4) the middle. Have you all found It? Right. Now turn ... (5) page 40. ... (6) the top left-hand corner, you can see another picture. I want you to compare these two pictures ... (7) detail. You'll find some ideas ... (8) your workbooks ... (9) page 145. You might also refer ... (10) the wordlist ... (11) the back ... (12) page 150. You can jot your ideas down ... (13) the margin. You will probably get some help from a short description ... (14) your textbook. If you turn for a moment ... (15) chapter 5, you'll see a short article. Perhaps you could keep one finger ... (16) this section, and then you can refer back ... (17) it when necessary. Have a look especially ... (18) the last sentence ... (19) the second paragraph. You can spend half an hour ... (20) this.

B. By choosing an adverb, particle, and verb from the two lists, it is possible to complete the sentences.

Verbs : finish, give, go, turn, put, leave, look, take, hand, collect, count, copy

Adverbs : away, in, off, on, out, over, around, up.

In certain cases, more than one answer is possible.

1. As you leave, please remember to ... your summaries ...
2. Since there aren't enough copies to, you'll have to share.
3. Right. ... your points ... and then subtract from twenty. That will be your mark.
4. You won't need your workbook for the next few minutes, so you can ... it.
5. Today we'll learn a song. Mary, could you ... the words ..., please. One between two.
6. I think it was chapter three where we reading last time. So let's continue from there.
7. If there are any points you're not sure of, you can ... them ... in the grammar section on page 15, or you can ask me.
8. That wasn't an easy test. It'll be interesting to see how you ... You should all have got five right at least.
9. If you forgot the comma after 'however', I didn't... a point this time. But I will next time, so be warned.
10. Would you please the sentence you're doing at the moment and then put your pens down.

UNIT 7



USING LEARNING AIDS

Teachers aim to use as much English language as possible in classroom practices. When the teachers use the English language closer to the students' daily routines, it could help them achieve their potential communication goals. Classroom routines are the best social environment that supports students' meaningful language use. Therefore, you can use classroom instructions or commands that relate to the use of learning aids.

A. Blackboard/Whiteboard Activities

B. Slides, Pictures, OHP, LCD

A. Blackboard/Whiteboard Activities

These are some language patterns you need to know related to blackboard/whiteboard activities:

1. The choice between '**come**' and '**go**' will naturally depend on the teacher's own position.
2. Notice that you **write something up** on the blackboard.

Also note:

- Please **write this down** in your books
- **Write** this out again at home
- **Write up** these notes at home

3. In English, the precise nature of the task must be given:
Let's take the sentences again, and *Let's take it again* are common errors.
 - We can **read** this again
 - I want you to **do** number 8 again
 - Let's go through it again
4. Notice the uses of **out**, **off**, and **away**:
 - Please **rub** this **out/off**
 - **Turn** the light **out/off**, would you
 - **Put** your books **away**

Learn the patterns of the following expressions, then read them loudly with correct pronunciation and intonation.

1. Tessa, come out to the whiteboard, please.
2. Arya, come out and write your answer on the board.
3. Whose turn is it to write on the board?
4. Who wants to answer number 5? Do it on the board.
5. Step aside so that the class can see what you have done.
6. Move to one side so that we can all see.
7. Go and fetch some board markers from the office.
8. Didit, go to the office room and ask for some board markers.
9. Everyone, look at the whiteboard, please.
10. Let's look at your friend's work on the board.
11. Is there any mistake with the answer?
12. What do you think of your friend's work on the board?
13. Do you agree with your friend's work on the board?
14. Copy this down from the whiteboard.
15. Please write this down in your notebooks.
16. I'll write up the correct answers on the board. Please make a note of them.
17. Clean the board, please, Rita.
18. I want to have the board cleaned.
19. Delon, can you wipe the first three lines off?
20. Leave the answers on the board.

Write more expressions of blackboard/whiteboard activities. Then, discuss your answers with your friends.

- d. ...
- e. ...
- f. ...

B. Slides, Pictures, and LCD Activities

These are some language patterns you need to know related to slides, pictures, and LCD activities:

1. Remember: **to look at**, but also:
 - Look this way! but not: * Look at here
 - Look! but not * Look here
 - Look over there!

Look here is considered abrupt and perhaps rude in this situation, but it is possible in other circumstances.

2. *Open/close* the projector.

Switch the projector on/off.

Notice the following pattern:

Please	turn put switch	the lights the radio the recorder	on off
--------	-----------------------	---	-----------

3. Take the plug off.
Pull the plug out.
4. Notice the various types of visual aid:
 - an overhead transparency
 - an overhead
 - an OHP
 - a slide
 - a poster
 - a wallchart
 - a cutout

5. A picture *from* a railway station.
A picture of a railway station.
A photograph *about* Bill and Alison.

A photograph of Bill and Alison

On this picture.

In this picture.

6. Notice also that you say 'an example of something'.

Compare:

- This is **a film about** London—Here is **a picture of** London
- I have **some brochures about** Wales—Here is **a slide of** Snowdon
- **A book about** England—**A description of** England
- Some **stories about** his temper—An **example of** his temper

7. Notice the following useful commentary phrases:

The first slide I want	to show you you to look at	is of a famous . . . was taken in . . . is a good example of . . . will give you some idea of what . . . will help you understand more about . . .
------------------------	----------------------------	--

In this one you can see	some typically English scenery a view from Ben Nevis a typical London street scene
-------------------------	--

8. **Show me** and **point to it** follow when the teacher says: 'Is there a cat in the picture?', for example.

You cannot merely say *Show*.

Show me/Show it to me

9. Point at tends to be used in sentences like the following:

- He **pointed his finger at** me
- **Point your pencil at** the board

10. To point something out:

- Can anybody **point out** the mistake in sentence 2?
- I should **point out** that you need the passive in the last sentence
- Come and **point out** Bristol and Liverpool for me

11. I'll let this *pass*.

I'll pass this round.

Learn the patterns of the following expressions, then read them loudly with correct pronunciation and intonation.

1. Now we're going to look at some pictures on the slides.
2. I'm going to show you some pictures of England.
3. I have a film to show you today.
4. There's a diagram I'd like to show you on the screen.
5. Put the screen up.
6. Pull down the screen.
7. Plug in the projector.
8. Switch on the projector.
9. Switch the light off.
10. Adjust the focus, please.
11. Let's look at the next one.
12. The following picture, please.
13. The projector doesn't seem to be working.
14. Same old trouble again, I'm afraid.
15. The automatic focusing has gone wrong.
16. The cable connector doesn't match.
17. Everyone, look at the screen.
18. Can you all see it?
19. Make sure that you can see the picture well.
20. I'll ask you some questions about the picture.
21. What can you see in the picture?
22. What can you say about the picture?
23. Let me know what you can see in the picture.

24. How does the system work?

25. Turn the lights on again.

Write more expressions of Slides, Pictures, and LCD Activities. Then, discuss your answers with your friends.

a. ...

b. ...

c. ...

C. Exercises

A. Complete the following sentences using the prepositions and adverbs in the list:

- | | |
|--------|--------|
| - away | - out |
| - down | - in |
| - of | - from |
| - off | |

1. Pardon? It's too loud, you say. I'm sorry, I'll turn it
2. Next picture. This is a photograph ... a London bus that passed me on Oxford Street.
3. Somebody might trip over this cable, so Eddy, could you please pull it
4. Alan, you pull the blinds ..., and Mary, you switch the lights
5. All right, please put your textbooks ... and take ... your workbooks.
6. In this case, the relative pronoun can be left ... because this word is the verb's object.
7. You are nearest the wall, Linda, so perhaps you could plug the tape recorder lead
8. Is there anything wrong with this sentence? Yes, I have to rub ... one of the 't's.

9. Could you copy these sentences ... the board.
10. Ahmad, you've left the tap running. Please turn it

B. Fill in the gaps using an appropriate word or phrase from the list.

- | | | |
|----------------|----------------------|-------------------------|
| a) headset | h) zero | o) projectionist |
| b) monitor | i) pass
round | p) slide |
| c) been out to | j) upside
down | q) fuse |
| d) adjust | k) work | r) draw the
curtains |
| e) unplug | l) booth | s) rewind |
| f) stand aside | m) switch off | t) screen |
| g) wet | n) calling
button | |

1. O. Let's look at the first The picture was taken in Jakarta.
2. No, not you again, Andre. You've already ... the board once, haven't you?
3. It is a real mystery. I've checked all the controls, but it still doesn't So the only thing I can think is that the ... has gone.
4. I want to show you a film now, so could you, Yosi, ..., and Tina, could you put up the
5. I have some pictures of London I'd like to ... Have a quick look at them and then give them to the person behind you. That's the way.
6. That's the end of the program, so ... your tape until you come to ... on the counter, and then try the exercise again.

7. Something may be wrong with that ..., so take your ... off, hang it up, and then move to number 15. That should be all right.
8. ... the volume if you find it too loud. That's the knob on the left. And if you have any other problems, please press your ... OK?
9. Who is the ... this week? Jane, you are, aren't you? All right. Well, ... the sponge and then clean the board.
10. Let's see what you've written. You'll have to ... otherwise, nobody will be able to see.

C. Translate the teacher's thoughts into words, using 'seem'.

Example:

`They haven't understood = You don't seem to have understood

Notice the English preference for saying '**don't seem.**'

1. 'They haven't bothered to learn the vocabulary.'
2. 'Oh no, I haven't brought the tape with me!'
3. 'I knew this would happen. I can't find the place.'
4. 'That's all I need. Something wrong with the tape recorder.'
5. 'They're all falling asleep.'
6. 'Don't tell me there's no writing paper left!'
7. 'They've forgotten everything I ever taught them about the conditional.'
8. 'Thank heavens there's not enough time to start exercise 5.'
9. 'They're not finding these exercises very easy.'
10. 'I'm not very good with anything mechanical.'

UNIT 8



DEVELOPING IDEAS

Teachers developing the essential cognitive tools such as defining, sequencing, classifying, comparing and contrasting, and cause and effect are necessary to help their students understand various concepts and ideas. Engaging students in these cognitive tools facilitate them to think deeply, identify a pattern, and connect pieces of information. Therefore, it promotes students' cognitive development and problem-solving abilities. By defining terms and concepts, it helps students to grasp the precise meaning. Sequencing allows the students to understand the logical flow of events or steps. Classifying helps them recognize the patterns and similarities, which aids them in conceptual organization. Comparing and contrasting helps the students enhance critical thinking by analyzing similarities and differences. Understanding cause-and-effect relationships helps students understand the underlying reason or consequences of actions.

- A. Defining
- B. Sequencing
- C. Classifying
- D. Comparing and Contrasting
- E. Cause and Effect

A. Defining

Defining is to explain the question of "What is x?". We can define an entity by identifying the class (genus). Then, we need to mention its characteristics (differentiae) that make it different from other entities of the same class. In a definition, we can also say the entity's function or usefulness.

1. Defining process

- a. Learning is obtaining knowledge, skills, attitudes, or understanding through study, experience, or teaching.
- b. Listening is actively receiving and interpreting auditory stimuli such as spoken words, sounds, or music and processing them to comprehend their meaning.
- c. Writing is a process of transforming thoughts or concepts through written symbols or language by utilizing structures, vocabulary, and punctuation.
- d. Citing is referencing or acknowledging the sources of information, ideas, or works to give credit to the original authors or creators.

2. Defining things

- a. A chair is an item of furniture with four legs and a back designed for sitting.
- b. A table is a piece of furniture with a flat top with four legs.
- c. A blackboard is a board used in schools for writing and drawing on with chalk.
- d. A flashcard is a small, portable card used as a learning tool to aid memorization or review of information.

3. Defining activities

- a. Microteaching is a teaching technique used in teacher education programs to help teachers to develop and refine their teaching skills in a controlled and supportive environment.

- b. A group discussion is a structured conversation among small individuals to discuss a specific topic.
- c. Cutting down texts is a type of learning activity to form new grammatical sentences by eliminating words or phrases from the original.
- d. Dictate numbers is a learning activity where the students need to grasp the meaning of numbers quickly and translate it into figures.

Write more sentences about defining processes, things, and activities. Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

B. Sequencing

When we use classroom instructions, we can use them in command sentences. If the instruction is about a process, there is usually a sequence of steps to be followed. To indicate the sequence of steps, we can use sequential conjunctive words such as:

1. Enumeration (First, second, third, etc.)

The process of cooking rice:

- (First) Boil two cups of salted water in a saucepan.
- (Second) Put in two cups of rice.
- (Third) Bring to the boil again.
- (Fourth) Boil rice quickly for two minutes.
- (Fifth) Cover the pan with a tight-fitting lid.
- (Finally) Simmer the rice gently for about 20 minutes, until the water has been absorbed and the rice is cooked.

2. Initiation (in the first place, initially, first of all, to begin with, etc.)

- First of all, let me share a handout of today's discussion.

3. Continuation (next, previously, subsequently, then, after x, before x, etc.)

- a. *When* he had finished all the home-works, he went to bed.
- b. *As soon as* he had finished all the home-works, he went to bed.
- c. *After* he had finished all the home-works, he went to bed.
- d. *Before* he went to bed, he had finished all the home-works.
- e. *Before going* to bed, he had finished all the home-works.
- f. *After finishing* all the home-works, he went to bed.
- g. *Having* finished all the home-works, he went to bed.

4. When doing two activities at the same time

- a. *When* teaching chemistry at SMA, Mrs. Sufi made an important discovery.
- b. *While* teaching chemistry at SMA, Mrs. Sufi made an important discovery.
- c. *During* her chemistry teaching at SMA, Mrs. Sufi made an important discovery.
- d. *While* she was teaching chemistry at SMA, Mrs. Sufi made an important discovery.

Write more sentences about defining sequencing. Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

C. Classifying

Classifying is separating things or goods into groups based on specific criteria or their class or group. See the following table.

Things/Goods		Group/Class
apples rice eggs	can be classified as	food
chairs tables cupboards	can be classified as	furniture

1. Classifying by using a noun

- There are *three kinds* of teaching skills.
- There are *several types* of teaching-learning processes.
- There are *many groups* of students based on their interests.

2. Classifying using verb

- Teaching skills can be *classified* into three kinds.
- Teaching-learning process can be *categorized* into several types.
- Students' interests can be *divided* into many groups.
- The first category *is composed of* individual teaching techniques.
- The second category *is comprised of* interactive teaching techniques.
- The third category *consists of* inquiry teaching techniques.

Write more sentences about classifying. Then, discuss your answers with your friends.

- ...
- ...
- ...

D. Comparing and Contrasting

By referring to something or a well-known object, we can use comparing and contrasting to explain a thing or object that students do not know yet. The emphasis of comparing is to see similarities between the two things/objects, whereas contrasting emphasizes its differences.

1. Comparing

- a. Budiman is *as* interested *as* Ratna in studying English.
- b. *Like* Ratna, Budiman likes studying English.
- c. *Both* Budiman and Ratna like studying English.
- d. There are several *similarities* between Budiman and Ratna.
- e. Budiman *resembles* Ratna in that they both like studying English.
- f. Budiman speaks English every day and *so does* Ratna.
- g. Budiman speaks English every day and Ratna *does too*.
- h. Budiman doesn't like mathematics and *neither does* Ratna.
- i. Budiman doesn't like mathematics and Ratna *doesn't either*.

2. Contrasting

- a. English is *less* difficult *than* mathematics.
- b. Students are *more* interested in reading novels *than* reading books.
- c. *As opposed to* English, mathematics needs accurate calculation.
- d. *In contrast to* English, mathematics needs accurate calculation.
- e. *Unlike* English, mathematics needs accurate calculation.
- f. Mathematics *contrasts with* English in that it needs accurate calculation.

- g. Mathematics *differs from* English in that it needs accurate calculation.
- h. There are many *differences* between English and mathematics.
- i. There are many *contrasts* between English and mathematics.
- j. Mathematics is *different from* English.
- k. Mathematics is *dissimilar to* English.
- l. Mathematics needs accurate calculation *but* English doesn't.
- m. Maths needs accurate calculation. English *however* needs accurate sound production.
- n. Maths needs accurate calculation. English *in contrast* needs accurate sound production.
- o. Maths needs accurate calculation. English *on the other hand* needs accurate sound production.

Write more sentences about comparing and contrasting. Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

E. Cause and Effect

Cause and effect is a typical pattern used in everyday conversation. If we ask why something happened, then the answer is its cause.

Meanwhile, if we ask what is the result of something, the answer is its effect. Many sentence patterns can be used to show cause and effect relationships. See the following example.

- a. *A result of* students practicing English every day was that they could speak fluently.
- b. *A consequence of* students practicing English every day was that they could speak fluently.

- c. *The reason for* most students having bad speaking ability was that they rarely practiced to communicate.
- d. *The cause of* most students having bad speaking ability was that they rarely practiced to communicate.
- e. High oral exercises done by the students *cause* their speaking fluency.
- f. High oral exercises done by the students *create* their speaking fluency.
- g. High oral exercises done by the students *result in* their speaking fluency.
- h. High oral exercises done by the students *lead to* their speaking fluency.
- i. Some students have bad scores *for* they do not study hard.
- j. They didn't study during the exams, *so* they got bad scores.
- k. They didn't study during the exams, *therefore* they got bad scores.
- l. They didn't study during the exams, *thus* they got bad scores.
- m. They didn't study during the exams, *hence* they got bad scores.
- n. They didn't study during the exams, *consequently* they got bad scores.
- o. They didn't study during the exams, *as a result* they got bad scores.
- p. *Because* they didn't study during the exams, they got bad marks.
- q. *Since* they didn't study during the exams, they got bad marks.
- r. They had *so* many errors *that* they got bad marks.

Write more sentences about comparing and contrasting. Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

F. Exercises

1. Define the following words, then make one of your own subject.
 - a. Pilot
 - b. Bicycle
 - c. Elephant
2. Relate the following statements to your teaching subject:
 - a. Think of a process. Explain the steps or sequence of the process.
 - b. Use the words *when*, *as soon as*, *before*, *after*, and *having* to express one action after the other.
 - c. Use the words *when*, *while*, and *during* to express two actions done at the same time.
3.
 - a. Think of your subject, and what elements or actions can be classified into one group.
 - b. Read the following passage, then draw a classification diagram.

Hand-held cameras are of three types. The first is the direct vision camera with a short focus lens. This camera is suitable for sports and other press photography with limited light available. Twin-lens reflex cameras are the next category and are popular among professional photographers. Industrial and fashion photography are areas in which this camera is used. However, the world's most popular camera design is the single lens reflex camera, which varies from scientific photography, where the camera body may be attached to a microscope, to portraits, particularly of children and animals. This last type of camera is available in an automatic or semi-automatic form. In one kind of automatic camera, the aperture is set automatically; in the other, the shutter speed is automatic.

4. Look at the table below, then answer the following questions.

Theory

Theory A	Andragogy	Fully developed brain	Adult Learning	Positive Learning Environment	Benefit from repetition and practice
Theory B	Pedagogy	Their brains are still developing	Children Learning	Positive Learning Environment	Benefit from repetition and practice

a. Similarities

1. How is Theory A similar to Theory B?
2. In what ways are Theory A and B similar?
3. What do Theory A and B have in common?
4. How does Theory A resemble Model B?

b. Differences

1. How is Theory B different from Model A?
2. How does Theory A differ from Theory B?
3. What are the differences between Theory A and B?

UNIT 9



ADMINISTERING EXAMINATION

A teacher must evaluate his/her teaching and learning process by carrying out tests or exams. In implementing exams, teachers need to think about the entire exam process, such as organizing classes within the preparation stage, instructing the exam rules to the students, supervising the exam process, distributing the students' attendance, asking the students to help distribute the exam manuscripts, collect student answer sheets at the final exam stage, and asking the students to exit the examination room calmly and quietly (dismissal).

- A. Preparing the Exams
- B. Vigilance
- C. Ending the Exams

A. Preparing the Exams

Teachers must prepare examination materials such as question papers, answer sheets, and any resources adequately organized and ready for distribution. Teachers have a role in preparing carefully for the exam process to ensure the exam atmosphere is conducive. The following are the phrases that teachers usually use to prepare for the exam.

1. Organizing the Class

To establish a conducive environment for testing, the teachers need to consider some strategies for managing the class. The following is the expression that the teachers can use.

a. Clear expectations

- Put in the work on your own!
- Let's uphold your focus on your own!
- Stay in your place! Stay where you should be!
- Be self-reliant in your efforts!
- Make sure you are in the proper seat as instructed!

Write more sentences about "Clear expectations." Then, discuss your answers with your friends.

- d. ...
- e. ...
- f. ...

b. Classroom rules

1) Time limits

- Please note that the exam will have a specific time limit.
- Remember that you will have limited time to complete the test.
- The test must be finished within a one-hour timeframe.
- Be aware that the test is time-restricted.
- You have a mere sixty minutes to complete the test.

2) Specific rules

- All books are closed, please!
- Please make sure to hand in your phone.
- Kindly avoid using Typex or any correction fluid while working on the test.

- Please place your bags in front of the class.
- Please ensure your tables are free of any items except for the materials necessary for the test.

3) Mark the answer and answer on a provided area

- Remember to mark your chosen answer with a check mark for clarity.
- To mark your answer, place a checkmark on your answer sheet.
- Please use a cross mark to indicate your answer.
- Use a cross mark to signify your response.
- Use the space provided to write your answer.
- Write your answer in the provided space.

Write more sentences about “Classroom rules.” Then, discuss your answers with your friends.

- ...
- ...
- ...

c. Language routines to ask about student readiness

1) Self-assessment their readiness

- On a scale of 1-10, how prepared do you feel for today’s exam?
- Are there any areas you need additional review?
- Before we begin the test, I’d like you to assess your readiness individually.
- What steps have you taken to prepare for this test?
- Is there any specific content that you feel requires further review?

2) Check-in questions

- Do you have any questions or concerns about the materials that will be covered on the test?

- Everybody, all of you! Ready?
- Do you feel confident and ready to tackle this challenge?
- Have you completed the necessary review exercise?
- Have you done the necessary preparation for today's test?

Write more sentences about "Language routines to ask about student readiness." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

2. Distribute the exams manuscripts and absent form

In organizing the class for testing, teachers need to manage the structure and supportive environment to ensure a smooth and fair assessment process. The following are some expressions that the teachers can use.

a. Test materials

- Santi, can you help me give out these question sheets?
- Give out these answer sheets. One each.
- I need two helpers please, who'd like to help?
- Take one set of copies and then pass them around.
- Please, check whether you've got a complete number of sheets.

Write more sentences about "Distribute the test materials." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

b. Absent form

- Sign this and then pass it on.
- Hand these back down your rows.
- Please ensure each student signs the absent form.
- Could you help in getting these to the students behind you?
- Please ensure that these reach the students in the back rows.

Write more sentences about “Distribute absent form.”
Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

B. Vigilance

The central part of teachers during the exams is supervising students and ensuring they meet exam regulations. As a teacher, they also have a responsibility to ensure they appropriately conduct exams to prevent any cheating or misconduct. During the exam, the teacher may use phrases as follow:

1. Maintain the situation conducive

- a. Get on with your work quickly.
- b. Behave yourself!
- c. Not so much noise, please!
- d. Stop chattering there.
- e. Be quiet, please!
- f. Don't make such a noise!
- g. If you don't be quiet, I'll send you out!

Write more sentences about “Maintain the situation conducive.” Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

2. Ask students to work individually

- a. No cheating, please.
- b. Work on your own.
- c. Work by yourself.
- d. Try to work independently.
- e. Don’t disturb your neighbor.
- f. Everybody works individually.

Write more sentences about “Ask students to work individually.” Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

C. Ending the Exams

During the exam, the teacher may signal that the exam is coming to an end. Signaling the students is essential so they can be ready to submit their work. Those who are not finished may speed up the process of doing the question and re-examine whether they have listed their names and exam numbers on the answer sheet.

1. Warn that the exam time is about to end.

- a. Time is running out.
- b. You will have to finish in 5 minutes.
- c. I’ll have to stop you in 10 minutes.
- d. Ten more minutes, please.
- e. Your time is about over, I’m afraid.
- f. There are only ten minutes to go.

- g. I want to give you a hands-up that you have limited time remaining. Please prioritize any unfinished questions and focus on wrapping up your exam.

Write more sentences about “Warn that the exam time is about to end.” Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

2. Notify that the exam time is up.

- a. Put down your pen, please!
- b. Time is over. Stop writing, (please).
- c. Stop working now!
- d. That’s the bell, you’ll have to stop here.
- e. Time is up. Put your pens down!
- f. I’m afraid, I’ll have to stop you now.
- g. I’m afraid, it’s time to stop.

Write more sentences about “Notify that the exam time is up.” Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

3. Collecting the exam and supervising the submission process

- a. Please make sure your name is written on top of your answer sheet.
- b. Please place your exams on the front table.
- c. Once you’ve finished your exam, please bring it to the front and place it on my desk.
- d. Keep your exams face down until everyone has handed theirs in.

Write more sentences about “Collecting the exam and supervising the submission process.” Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

4. Providing further instructions

- a. The exams are over, and please ensure to return any borrowed materials, such as reference sheets.
- b. Please ensure your name is written on any additional sheets you submit with your exam.
- c. Remember to review your answers before you submit them.
- d. You will receive your results within a week.

Write more sentences about “Providing further instructions.” Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

5. Offering reassurance and support

- a. Great Job, everyone! I know exams can be challenging, but you all worked hard.
- b. I’m proud of your efforts.
- c. If you find the exam difficult, don’t worry. I designed it to challenge you and help you grow.
- d. Take a moment to relax and recharge after the exam. You deserve it.
- e. If you have any questions or concerns about the exam or your performance, please don’t hesitate to contact me.

Write more sentences about “Offering reassurance and support.” Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

6. Let the students leave the room

- a. Everybody outside!
- b. Will you please go out?
- c. Right. You can put your things away and go.
- d. Just stay where you are until I take your worksheet.
- e. Get out of the classroom quietly.

Write more sentences about “Let the students leave the room.” Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

D. Exercises

A. Write the appropriate expression for the following situations.

- 1. Today you will conduct a test. When you walk into the class, the students are still busy studying. You tell them to stop reading (close the book).
- 2. You need help from two students to distribute test question sheets. You call Adi and Ida to carry out the task.
- 3. When the test started, some students still got loud. You ask them to work on the test quietly.
- 4. You also see Ana and Ani working together on the test. You need to remind them to work independently.
- 5. The duration to do the test is until 09.00. Your watch already shows at 8:50 a.m. You remind students that time is almost up.

6. At 9:00 a.m., it is time for students to collect their work. You pick up their answer sheets and tell them to stay seated.
7. A bell rings as a sign that the exam is over. You tell the students to stop working on the test.
8. You tell Andy, who sits in the front row, to sign the attendance list and give it to another friend.
9. You see Krishna repeatedly asking questions during exams to his friends. You remind him not to disturb other friends.
10. The test is over. You ask all students out of the room quietly so as not to disturb other classes.

B. Please expressively perform the expressions you have written in front of the class with good English pronunciation, intonation, and accent.

C. Record the expressions above and discuss the results with your friends.

UNIT 10



EXPRESSING SOCIAL ATTITUDE

As one of the teachers' tasks, they must consistently maintain a good relationship with their students. Teachers need to show their concern and attention to students collectively and individually. Regarded to this matter, expressions such as (1) asking about students feeling, (2) congratulating students, (3) apologizing, (4) expressing gratitude, and (5) giving warnings need to be verbally conveyed by the teacher so that the harmonious relationship between the teacher and the students remains intact.

- A. Greeting
- B. Seasonal, Occasional
- C. Apologies
- D. Thanking, Giving
- E. Warnings

A. Greeting

In the classroom, a teacher shows their attention by greeting the students. This aims to engage and make the students participate in the lesson, especially those who pay less attention. Moreover, it is also establishing a positive atmosphere in class where the students feel valued and respected. Thus it also encouraged students to promote mutual respect in classrooms as teachers demonstrate respectful behavior in interacting with one another. As a teacher, you also need

to remember to use an enthusiastic tone when greeting students to show a positive and welcoming atmosphere. The following phrases are examples of greetings.

1. Asking students' feelings (whole class greetings).

- a. Hello, everyone!
- b. Good morning, class!
- c. How are you all feeling today?
- d. How is everyone feeling today?
- e. How are you all doing today?

Write more expressions about "Asking students' feelings." Then, discuss your answers with your friends.

- d. ...
- e. ...
- f. ...

2. Asking students' feelings (individual greetings).

- a. How are you, Rudy?
- b. How's life, Dony?
- c. How are things with you, Budi?
- d. Are you feeling better, Ani?
- e. How about you, Dina?

Write more expressions about "Asking students' feelings." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

3. Expressing teachers' hope that students in the satisfactory condition.

- a. I hope you are feeling well today.
- b. I hope you've recovered from your cold, Edy.

- c. I hope you have all had a lovely weekend.
- d. I hope you are fit right now.
- e. I hope you are all doing well.

Write more expressions about “Teachers’ hope that students are in satisfactory condition.” Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

B. Seasonal, Occasional

Teachers can promote inclusivity, cultural awareness, and understanding among students by encouraging social attitudes during seasonal and occasional events. The following examples are the expressions teachers can use to show attention to students during seasonal and occasional events.

1. Showing concern for a student's birthday.

- a. Adi has his birthday today.
- b. Balya has a birthday today.
- c. Many happy returns (of the day), Zahra.
- d. Agus is seventeen today. Let’s sing ‘Happy Birthday.’

2. Congratulating on a national holiday or religious celebration.

- a. Happy New Year.
- b. Have a good Idul Fitri.
- c. All the best for the New Year.
- d. Merry Christmas.

3. Praying for God’s blessings for success.

- a. Good luck!
- b. Best of luck!
- c. I hope you pass the test.
- d. God bless you.

4. Showing concern for students who appear to be sick.

- a. It sounds as though you are getting the flu.
- b. I hope you're not catching a cold.
- c. I hope you're not getting a cold.
- d. Are you all right, Bud?. You look tired.

5. Sending greetings to those who are close to students.

- a. Give my regards to your father.
- b. Give my best wishes to your brother.
- c. Say hello to your mother for me.
- d. Give my love to Agus.

Write more expressions about “seasonal and occasional greetings.” Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

C. Apologies

Like anyone else, teachers may need to apologize to their students when coming late, when leaving class because of an important assignment, when unwell, or when making a mistake. To maintain good relationships between teachers and students, the following are the expressions that teachers can use.

1. Coming late.

- a. (I'm so) sorry to be late.
- b. I must apologize for being late.
- c. I'm sorry; I am late.
- d. I'm very sorry for being late.

Write more expressions about “Coming late.” Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

2. Hard to follow student's speech/words.

- a. Sorry. I don't quite follow.
- b. I'm sorry. I can't hear you.
- c. Sorry? (or: I beg your pardon)
- d. Apologies, but I do not fully understand what you're saying.

Write more expressions about "Hard to follow student's speech/word." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

3. Leaving the class for a moment.

- a. Excuse me for a moment.
- b. I'll be back in 5 minutes.
- c. I've just got to go next door for a moment.
- d. Carry on with the exercise while I'm away.

Write more expressions about "Leave the class for a moment." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

4. When feeling unwell.

- a. Sorry. I'm afraid, I'm not feeling very well today.
- b. I'm afraid, I can't speak any louder.
- c. I seem to be losing my voice.
- d. I have a sore throat / a slight headache.

Write more expressions about “When feeling unwell.” Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

5. Accidentally making a mistake.

- a. I’ve made a mistake on the board.
- b. I’m sorry, I didn’t notice it.
- c. I must be getting absent-minded in my old age.
- d. My apologies. I’ve made a mistake.

Write more expressions about “Accidentally making a mistake.” Then, discuss your answers with your friends.

- d. ...
- e. ...
- f. ...

D. Thanking, Giving

In the classroom, teachers may need to express gratitude to students who have helped them. Expressing gratitude acknowledges the students’ efforts and reinforces kindness and helpfulness. The following are examples of expressions of expressing gratitude to students.

1. Expressing gratitude for the help of students.

- a. Thanks for your help.
- b. Thank you for cleaning the board.
- c. I am sincerely grateful for your help.
- d. It was very kind of you to help. Thank you.
- e. I do appreciate your help.
- f. I am thankful for your help.

Write more expressions about “Expressing gratitude for the help of students.” Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

2. Assigning something to students.

- a. This is for you, Agus.
- b. Hadi, please take it. It’s for you.
- c. Help yourself (to take a copy).
- d. Here’s one for you, Santi.
- e. I have something for you. Please receive it.
- f. Lusi, please take hold of this. It’s meant for you.

Write more expressions about “Assigning something to students.” Then, discuss your answers with your friends.

- d. ...
- e. ...
- f. ...

E. Warnings

The teacher can show their attention and concern to students by issuing warnings to avoid unwanted things so that the learning process can be conducive. Teachers must set expectations and provide guidance to create a positive classroom environment. The following are examples of how a teacher expresses a warning.

1. Reminding students to be careful.

- a. Be careful!
- b. Mind the step!
- c. Watch out!
- d. Mind you, don’t hurt your head.
- e. Stay alert!
- f. Take care.

Write more expressions about “Reminding students to be careful.” Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

2. Reminding students who made noise.

- a. Stop doing that.
- b. If you don’t be quiet, I’ll send you out.
- c. This is the last time I’m warning you.
- d. I won’t repeat this again.
- e. I won’t tell you again. Next time it’s the headmaster for you.
- f. Attention, let’s try to keep the noise level down during the class.

Write more expressions about “Reminding students who made noise.” Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

F. Exercises

A. Write the appropriate expression for the following situations.

- 1. The father of a student in your class used to be your schoolmate. You want to say hello to him.**
2. Today is Saturday. On Monday, the students will face the upcoming midterm exam. You want to express hope that all students will pass the test.
3. Santi, one of the students, looks lethargic because she got soaked in the rain. Then, you show concern for her and hope she does not get influenza.
4. You must leave the class for a while and will return in 5 minutes. You explain the needs.

5. When answering your question, Aning speaks in a soft voice. You ask her to repeat the answer.
6. You are scheduled to teach students at 07.00, but your vehicle has a problem. You finally arrived at school at 7:15 and apologized for coming late.
7. You have influenza, so your throat was painful and hard to speak louder than usual. You tell the students about it to make them understand.
8. When you are explaining the materials, some students sit back, just joking and not paying attention to what you explain. You remind them to be quiet and pay attention.
9. Bambang carries an audio tape. He walked quickly and didn't notice a transverse cable in front of him. You remind him to be careful.
10. Before you start the lesson, Devi help you to clean the blackboard. You say thank you to her.

B. Present the expression you have written in front of the class expressively, with good pronunciation, intonation, and accent.

C. Record your presentation and discuss the result with your friends.

UNIT 11



REFLECTION

At the end of the lesson, besides closing the lesson as presented in Unit 12, the teacher can also conduct a reflection. The example of reflection activities was as follows: (1) check students' understanding of the lesson you are presenting; (2) summarize today's lesson; and (3) ask students for their opinions on the day's lessons.

- A. Checking students' comprehension
- B. Summarising the lesson
- C. Asking for opinions

A. Checking Students' Comprehension

Students can reflect on several things during learning experiences, such as asking about the topic and aims of today's learning, learning processes, and learning challenges, and personal growth. Below are expressions that teachers can use to get information about whether students can understand the lesson.

1. Asking about today's topic.

- a. Do you remember what topics we have today?
- b. Rina, did I mention ... today?
- c. What are the four points which I emphasized about past tense?
- d. What was the topic (that) we discussed today?

- e. Could you remind me of the topic we discussed in class today?

Write more expressions about "Asking about today's topic." Then, discuss your answers with your friends.

- d. ...
- e. ...
- f. ...

2. Asking about the aim of today's lesson.

- a. Why did we talk about the topic/it?
- b. Do you remember the importance of discussing the lesson?
- c. I told you about three benefits of studying this topic. Can you, Isbandi, mention them?
- d. Talk to your friend and mention three benefits of studying today's topic.
- e. Do you remember that after studying the lesson you are supposed to be able to ...

Write more expressions about "Asking about the aim of today's lesson." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

3. Asking more about learning processes.

- a. So, there are two major points of the lesson. What are they?
- b. Let's summarize today's lesson. What would you say are the two primary points we should remember?
- c. If the first point deals with ... what about the second point?

- d. In your understanding, how does today's topic relate to what we've learned before?
- e. What is the difference between ... and ..., which we discussed last week?

Write more expressions about "Asking more about learning processes." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

4. Asking about learning challenges.

- a. Do you understand today's lesson?
- b. Which part of the lesson you don't understand?
- c. Has anybody got trouble getting the idea of ...?
- d. Mia and Pipit, you have been very quiet today. Do you have anything to ask about the lesson?
- e. Do you find it challenging to get the idea?

Write more expressions about "Asking about learning challenges." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

5. Asking about personal growth.

- a. Reflecting on your experiences in the class, how do you feel you have grown as an individual?
- b. In what ways do you think this learning journey has contributed to your personal growth?
- c. Can you share some examples of personal growth within yourself over the lesson?
- d. Can you identify specific skills you have developed during the English class?

- e. Have any specific experiences contributed to your personal growth throughout this lesson?

Write more expressions about "Asking about personal growth." Then, discuss your answers with your friends.

- a. ...
b. ...
c. ...

B. Summarizing the Lesson

Summarizing the lesson by teachers has a good impact on increasing student understanding. Summarizing the lesson allows teachers to highlight and reinforce the key information and helps the students consolidate their understanding. Below are the patterns of expression you can use.

1. Summarizing the lesson (a)

In short,	the lesson today was about ...
In a word,	
In brief,	
To sum up,	
To conclude,	
To summarise	
In conclusion,	
On the whole,	
Altogether,	
In all,	

2. Summarizing the lesson (b)

Therefore,				concluded	
Thus,				deduced	
On this basis,	it	can	be	inferred	that ...
Given this,		may			

3. Summarizing the lesson (c)

In conclusion, Finally,	<u>we/may</u> say it <u>can/may be</u> said	that ...
----------------------------	--	----------

Write more expressions about "Summarize the lesson." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

C. Asking for Opinions

Reflection in learning is not only about assessing students understanding but also intended to get opinions from students about everything that is done in learning. The student's opinion can relate to the learning process or the teacher's performance. It can create a space for students to share their thoughts and feedback to contribute to learning.

1. Asking if learning objectives are covered.

- a. Do you think we already met the aims of the lesson?
- b. Did we discuss the third point too?
- c. I think we finished discussing all the topics, didn't we?
- d. Bayu, are you saying (that) we did not discuss (about) the second point yet?
- e. In your opinion, to what extent have we accomplished the learning objectives for this meeting?
- f. Can you share your thoughts on how well we have met the learning objectives for this class?

Write more expressions about "Asking if learning objectives are covered." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

2. Asking about what students think of the lesson.

- a. What do you think of the lesson?
- b. Do you find it interesting?
- c. Do you enjoy the lesson?
- d. Anisa, do you agree with Fatma that this lesson is hard to understand?
- e. What aspects of today's lesson did you find most interesting?
- f. How did you find today's lesson?

Write more expressions about "Asking about what students think of the lesson." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

3. Asking students' opinions about today's lesson.

- a. What do you like about this lesson?
- b. Is there anything which you don't like about the lesson?
- c. If you need to complain, go ahead. Don't hesitate to do so.
- d. Why don't you write your suggestion (about this lesson) on the paper?
- e. Next time, would you like me to present it through the LCD?
- f. All right, I agree with you, Venty. The LCD is a bit blurry.

Write more expressions about "Asking students' opinions about today's lesson." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

4. Asking students' opinions about today's learning process.

- a. Did I explain it clearly?
- b. Do you like the way I made it colorfully?
- c. Tell me, how would you like me to improve the lesson?
- d. Do you prefer to have it for discussion next time?
- e. Sure, I'll remember to speak louder next time.
- f. Well, I do not particularly appreciate coming late, either.
Let's try to be more punctual next time.

Write more expressions about "Asking students' opinions about today's learning process." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

D. Exercises

A. Write appropriate expressions concerning the following situations.

- 1. You addressed the topic that has been discussed today.
- 2. You ask Mary if she remembers the purpose of the learning.
- 3. Sugandi pointed out that you haven't mentioned the second point in today's lesson, even though you have already elaborated.
- 4. You ask Dewinta to elaborate on the benefits that can be derived from the topic we just discussed.

5. **You asked Budiono to mention the second point of today's lesson concisely.**
6. **You want to know if students are having trouble understanding your lesson.**
7. **You wrap up the meeting by summarizing the topics discussed in today's lesson.**
8. **You seek an opinion on the discussion techniques you used in today's lesson.**
9. **You ask if students enjoy today's lesson.**

- 10 **You encourage students to voice any complaints or concerns about your lesson.**

B. You need to think of a scenario during the reflection activity.

Make at least 8 (eight) English expressions for your students.

- a. ...
 - b. ...
 - c. ...
 - d. ...
 - e. ...
 - f. ...
 - g. ...
 - h. ...
-
- A. Present the expression you have written in front of the class expressively, with good pronunciation, intonation, and accent.

 - B. Record your presentation and discuss the result with your friends.

UNIT 12



ENDING THE LESSON

Wrapping up or closing a lesson is one of the classroom routines that teachers cannot ignore. At the final stage of learning, teachers should not abruptly stop learning activities in their classes. Generally, teachers give signs when they are about to end their class, for example, stating that time is almost over, giving assignments or homework, delivering closing greetings, and asking students to leave the room.

- A. Stop working
- B. Setting Homework
- C. Valediction
- D. Clearing the Class

A. Stop Working

The following are examples of expressions that can be used by teachers who are about to end their classes. The closing phrase can be a sign that the lesson is ending or that the teacher needs a little more time to complete his or her teaching.

1. Time is up.

- a. It's ten to ten. We'll have to stop now.
- b. It's almost time to stop.
- c. That's the bell. We'll have to stop here.

- d. I make it almost time. We'll have to stop here.
- e. All right! That's all for today, thank you.
- f. Right. You can put your things away and go.
- g. That will do for today. You can go now.

Write more expressions about "Time is up." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

2. The lesson is still ongoing.

- a. It isn't time to finish yet.
- b. The bell hasn't gone yet.
- c. There are still two minutes to go.
- d. We still have a couple of minutes left.
- e. This lesson isn't supposed to finish until five past.
- f. Your watch must be fast.
- g. I only make it a quarter too. There's another five minutes yet.

Write more expressions about "The lesson is still ongoing." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

3. The lesson time is exceeding what it should be.

- a. We have five minutes over.
- b. We have an extra five minutes.
- c. It seems we have two or three minutes in hand/to spare.
- d. There isn't any point (in) starting a new exercise this time.
- e. Sit quietly until the bell goes.
- f. Carry on with the exercise for the rest of the lesson.

Write more expressions "The lesson time is exceeding what it should be." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

4. Request students to remain patient for a short period.

- a. Wait a minute.
- b. Hang on a moment.
- c. Just hold on a minute.
- d. Stay where you are for a moment.
- e. Just a moment, please.
- f. Come back to your places.
- g. There is one more thing before you go.

Write more expressions "Request students to remain patient." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

5. Ask the students to complete the task at the next session as the time is over.

- a. We'll finish this next time.
- b. I don't think we've got time to finish this now.
- c. We'll do/look at/ read the rest of this chapter on Thursday.
- d. We'll finish this exercise in the next lesson.
- e. We'll continue this chapter next Monday.
- f. We've run out of time, but we'll continue this exercise next time.

Write more expressions "Ask the students to complete the task at the next session." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

B. Setting Homework

At the end of class, teachers can give students take-home assignments. Below are the expressions that teachers can use to express that intention.

1. Give take-home assignments.

- a. This is your homework.
- b. This chapter/lesson/page/exercise is your homework.
- c. This is your homework for tonight/today/next time.
- d. For your homework, would you do exercise 10 on page 23?
- e. Prepare the last two chapters for Monday.
- f. Prepare as far as/down to/up to page 175.
- g. Your homework for tonight is to prepare chapter 17.
- h. I'm not going to set (you) any homework this time.

Write more expressions "Give take-home assignments." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

Ask them to continue take-home assignments.

- a. Finish this off at home.
- b. Finish off the exercise at home.
- c. Do the rest of the exercise as your homework for tonight.
- d. You will have to read the last paragraph at home.
- e. Complete this exercise at home.
- f. Finish the question you're (working) on now, and do the rest at home.

Write more expressions "Ask them to continue take-home assignments." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

Inform about the test.

- a. There will be a test on this next Wednesday.
- b. There will be a test on this next Wednesday.
- c. I shall give you a test on these lessons/chapters sometime next week.
- d. Learn the new vocabulary because I will give you a test on it in the next lesson.
- e. You can expect a test on this in the near future.
- f. Please revise lessons 9 and 10. There will be a test on them sometime.

Write more expressions "Inform about the test." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

A reminder of the homework.

- a. Don't forget about your homework!
- b. Remember your homework.
- c. Please pick up a copy of the exercise as you leave.
- d. Collect a copy of your homework from my desk.

Write more expressions "A reminder of the homework.." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

C. Valediction

After informing the students of homework, it was time for the teacher to end the lesson. Below are expressions that teachers can use.

1. Say goodbye (a).

- a. Goodbye.
- b. Goodbye, boys and girls.
- c. Bye-bye, children.
- d. It's time to say goodbye, students.
- e. Cheerio, Adam.
- f. Bye now, Alya.

Write more expressions, "Say goodbye." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

2. Say goodbye (b).

- a. Have a nice weekend.
- b. Have a good holiday/Christmas/Iedul Fitri/Easter.
- c. Enjoy your holiday.
- d. Don't work too hard.
- e. I hope you all have a nice vacation.

Write more expressions, "Say goodbye." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

3. Say, see you again.

- a. See you again on Tuesday.
- b. I'll see you (all) again next Wednesday.
- c. See you again tomorrow afternoon.
- d. I'll be seeing some of you again after the break.
- e. I'll see you again after Christmas/next year/in 2005.

Write more expressions, "Say, see you again." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

4. Inform the place where the lesson will be conducted.

- a. Tomorrow we'll meet in room 14.
- b. I'll see you in room 7 after the break.
- c. Wait outside the language laboratory for me.
- d. There's been a change of room for next week.
- e. We'll be meeting in room 19 instead.

Write more expressions "Inform the place where the lesson will be conducted." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

5. The teachers will be unavailable tomorrow.

- a. I won't be here next week.
- b. Miss Jones will take/be taking you instead.
- c. Go and join class 6B for your English lesson.
- d. I'll leave him/her some work to give you.
- e. Today was my last lesson with you.

Write more expressions " The teachers will be unavailable tomorrow." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

D. Clearing the Class

After the lesson is conducted, especially in a room that requires to be locked after use (laboratory), the teacher may use the following expressions to ask students to leave the room.

1. Ask the students to leave the room.

- a. Will you please go out?
- b. Everybody outside!
- c. All of you get outside now!
- d. Hurry up and get out!

Write more expressions "Ask the students to leave the room."
Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

2. Ask the students to leave the room quietly.

- a. Go out quietly.
- b. Not so much noise, please.
- c. Quietly!
- d. Ssshhh!
- e. Try not to make any noise as you leave.
- f. No noise as you leave. Other classes are still working.

Write more expressions "Ask the students to leave the room quietly." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

3. Ask students to line up before leaving the room.

- a. Queue up by the door.
- b. Get into a queue.
- c. Form/make a queue and wait until the bell goes.
- d. Go and join the back of the queue.

Write more expressions "Ask students to line up before leaving the room." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

4. Ask students to wash their hands before leaving the room.

- a. Wash your hand before you go.
- b. Come and wash your hand before your lunch.
- c. Have you all washed your hands?

Write more expressions "Ask students to wash their hands before leaving the room.." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

5. Ask students to open the window/ door in a stuffy room.

- a. Open the window.
- b. It's very stuffy in here.
- c. Let in some fresh air for the next class.

Write more expressions " Ask students to open the window/ door in a stuffy room." Then, discuss your answers with your friends.

- a. ...
- b. ...
- c. ...

E. Exercises

A. Write appropriate expressions based on the following situations.

1.	The time is up, and you want to close the lesson.
2.	The bell has rung, and you ask the student to finish their work at home.
3.	The time is over, but you ask students to stay a few minutes to complete their tasks.
4.	Your students seem to be looking forward to going home, even though there are still a few minutes left before class.
5.	You ask students to do task number 3 – 8 on page 34 as the homework.
6.	You ask the students to study the last three chapters at home because you will use them as test material.
7.	You wrap up the class and say goodbye to the students.
8.	Today is the last day before the break of the semester. You wish your student a happy holiday and hope to see them again.
9.	You advise your student to be careful when on vacation.
10	As there are still learning activities in the eleventh grade, you ask students to leave the room quietly and orderly departure.

B. You need to think of a scenario related to the ending of a lesson.

Make at least 8 (eight) English expressions for your students.

C. Present the expression you have written in front of the class expressively, with good pronunciation, intonation, and accent.