

XIII.1. Classroom Situations

EXERCISE ► p. 108

<ol style="list-style-type: none"> 1. You walk into the classroom and the teacher says: “<i>Good morning</i>”. What would you normally respond? 2. You walk into the classroom and a classmate says “<i>Hello</i>”. What is the typical response? 3. Your classmate continues the brief exchange and asks: “<i>How are you?</i>” What do you say then? 4. If you want to ask him/her the same question, what is the simplest way to do this? 5. Your neighbor [AmE]/neighbour [BrE] passes you the copy of a handout. What is your typical verbal reaction? 6. What does he/she say in turn? 7. The lesson is over, it’s Friday, the teacher turns to you and says: “<i>Have a nice weekend!</i>” You want to wish him/her the same. What do you say? 8. The lesson has begun and someone knocks on the door. What does the class and/or the teacher say? 9. What does a courteous student who arrives late say to the class. 10. The classroom is hot and stuffy. How do you ask the others for permission to open the window? 11. The classroom is hot and stuffy, but you’re not sitting near the window. How do you ask someone sitting close to the window to open it? 12. During the lesson you need to leave the room. What is the typical polite verbal formula that you use to ask the teacher for permission? 13. You need to leave 10 minutes before the end of the lesson. How do you formulate a polite request to the teacher? 14. During a class activity, something is said which is not clear. How do you ask for it to be repeated. 15. During a smaller group activity or verbal exchange, something is said which is not clear. How do you ask for it to be repeated. 16. You are asked a question to which you do not know the answer. How do you appropriately communicate your incapacity to respond? 17. You have forgotten a word or an expression you need to develop a concept in English. How do you signal your difficulty? 	<ol style="list-style-type: none"> 1. <u><i>Good morning.</i></u> 2. <u><i>Hello./Hi.</i></u> 3. <u><i>Fine thanks./OK./Not bad.</i></u> 4. Follow up your initial response directly with a short verbless question: <u><i>And You?/How about you?/ What about you?</i></u> 5. <u><i>Thanks you./Thanks.</i></u> 6. <u><i>Your welcome.</i></u> [spec. AmE]/<u><i>Not at all.</i></u> [spec. BrE] 7. <u><i>You too./ The same to you.</i></u> 8. <u><i>Come in.</i></u> 9. <u><i>Sorry I’m late./ Excuse me for being late.</i></u> 10. <u><i>Do you mind if I open the window?</i></u> 11. <u><i>[Giovanni], will you open the window, please?</i></u> 12. <u><i>May I be excused, please?</i></u> 13. <u><i>May I leave 10 minutes early, please?</i></u> 14. <u><i>Please say that again./Could you say that again, please?/Sorry, would you repeat that?</i></u> 15. <u><i>Sorry?/Excuse me?/Pardon?/I beg your pardon?/What?</i></u> 16. <u><i>I don’t know [the answer]./I can’t remember./ I’ve forgotten.</i></u> 17. <u><i>I don’t know what you call it./ I don’t remember the English word for [capitolo]./I don’t remember the expression in English.</i></u>
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| <p>18. How do you signal incomprehension, hoping to stimulate a repetition of the same words or an alternative explanation.</p> <p>19. How do you ask the meaning of an English word which is unknown to you?</p> <p>20. How do you ask for the translation of an Italian word or expression that you would like to use in English?</p> <p>21. How do you ask for the spelling of a word which you have just heard?</p> <p>22. How do you ask for the English name of an object physically or figuratively present in the classroom?</p> <p>23. How do you ask what the difference is between two things?</p> <p>24. How do you ask about the placement of stress in a polysyllable word?</p> <p>25. When the teacher or another student is speaking or reading too fast, how do you ask them to slow down?</p> <p>26. When you are beginning to say something, in a brief moment of hesitation, what introductory words can you use to fill the void?</p> <p>27. If you want to send a signal that you are following what is being said without actually agreeing or disagreeing, what do you say?</p> <p>28. If you want to send a signal that you are uncertain about the content of something said, what is your initial verbal reaction?</p> <p>29. If you want to express simple agreement with a statement or a proposal, what would probably be your initial verbal reaction?</p> <p>30. How would you express the same type of simple agreement in a less formal register?</p> <p>31. If you simply want to indicate that something which has been said is correct, what do you say?</p> <p>32. If you want to communicate that you have the same thing in common with the person who has just expressed it, what do you say?</p> <p>33. If you want to express your disagreement with a statement or a proposal, how would you initially express it?</p> <p>34. How would you express the same type of disagreement in a less formal register?</p> | <p>18. <u><i>I don't understand./I'm afraid I don't understand.</i></u></p> <p>19. <u><i>What is the meaning of "framework"?/Sorry, what does the word "framework" mean?</i></u></p> <p>20. <u><i>How do you say "ridere" in English? What is the English for "ridere"?</i></u></p> <p>21. <u><i>How do you spell "laugh"? Please spell "laugh".</i></u></p> <p>22. <u><i>What do you call this/that?</i></u></p> <p>23. <u><i>What is the difference between an atheist and an agnostic?</i></u></p> <p>24. <u><i>Where is the stress in this word?</i></u></p> <p>25. <u><i>Could you speak/read more slowly, please?/ Please speak/read more slowly./ Don't speak/read so fast. I/we can't understand you.</i></u></p> <p>26. <u><i>Well.../well now.../Okay... [spec. AmE], Right... [spec. BrE]</i></u></p> <p>27. <u><i>Oh./Ah./Hmm./I see./I understand./Really.</i></u></p> <p>28. <u><i>I'm not sure./ It depends./ It's possible./Maybe./ Perhaps./ Probably./Possibly.</i></u></p> <p>29. <u><i>Yes./Right./All right./I agree./Of course./Certainly./Absolutely./Quite. [spec. BrE]/Surely. [spec. AmE].</i></u></p> <p>30. <u><i>Yeah./Yep. [spec. AmE]/Uh huh./ Hm hmm./ Okay./Sure. [spec. AmE]</i></u></p> <p>31. <u><i>That's right./That's correct./Right./All right./Okay.</i></u></p> <p>32. <u><i>Me too./So am I./So do I.</i></u> (cfr. explanation and examples [3-4], p. 207.</p> <p>33. <u><i>No./I don't agree/I'm sorry, but I don't agree./I'm afraid I don't agree./On the contrary...</i></u></p> <p>34. <u><i>Nope./Huh uh.</i></u></p> |
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| 35. If you want to indicate that something which has been said is incorrect, what do you say? | 35. <u><i>That's wrong./That's not right./I'm afraid that's not right.</i></u> |
| 36. If you want to express a particularly strong disagreement with a statement or a proposal, what words would you initially use? | 36. <u><i>Certainly not./Absolutely not./Definitely not.</i></u> |
| 37. The same words, however, can be used as a polite response to a request: e.g. "Do you mind if I open the window?" | 37. <u><i>Certainly not./Absolutely not./Definitely not.</i></u> |
| 38. If you want to communicate that you have the same <i>negative</i> thing in common with the person who has just expressed it, what do you say? | 38. <u><i>Neither am I. Neither do I.</i></u> (cfr. explanation and examples [5-6], p. 207. |
| 39. Your work group hasn't understood the task instructions. You raise your hand. How do you ask the teacher to re-explain task organization? | 39. <u><i>What do we have to do?/We're not sure what we have to do?</i></u> |
| 40. Your work group needs help. How do you communicate this to the teacher after you raise your hand? | 40. <u><i>Can you help us, please/Could you give us a hand?</i></u> |
| 41. Your group has a question. You raise your hand. What do you say? | 41. <u><i>We have a question.</i></u> |
| 42. You want to organize your group activity so that each member has a turn. How do you suggest this to your colleagues? | 42. <u><i>Let's take turns./How about taking turns./Why don't we take turns.</i></u> |
| 43. When it's not clear whose turn it is in a group or classroom activity, what do you say to re-establish the correct order? | 43. <u><i>Whose turn is it?/Is it my turn?</i></u> |
| 44. Someone will normally identify himself/herself (or be identified by others), and respond to the previous general question. | 44. <u><i>It's my turn./It's mine./It's hers/his.</i></u> |
| 45. When the teacher asks the groups at what point they are in their activity, group members may respond with the following information: | 45. <u><i>We've finished./We haven't finished yet./We need five/ten more minutes.</i></u> |