



ENGLISH IN THE CLASSROOM

Parcialmente basado en el trabajo de Chary Pernil Díaz del CEIP "Manuel Siurot"

El uso **diario y continuo** del inglés en el aula es una de las mejores formas de mecanizarlo sin que apenas nos demos cuenta. Hablamos fundamentalmente de **aspectos cotidianos**, relacionados con el inicio y final de la clase, el uso de materiales didácticos, el agrupamiento del alumnado, la secuenciación de actividades, la evaluación, etc. Dividiremos este documentos en estos distintos tiempos y apartados.

La mayor parte de las expresiones incluidas serán utilizadas por el profesorado cómo **fórmulas o rutinas**. El alumnado captará los significados con facilidad ya que en todos los casos el contexto ayudará a su comprensión, y progresivamente irán incorporando algunas de estas frases en su repertorio productivo. Efectivamente, el aula constituye en un **microsistema** en el que tienen lugar interacciones iguales a las que suceden en el contexto extraescolar. Entre ellas podemos citar: saludarse, despedirse, prestar y recibir ayuda, expresar opiniones y deseos, hablar de las experiencias propias, etc.

Se aconseja que el profesorado empiece a utilizar estas fórmulas de forma natural lo antes posible, no exigiendo al alumnado respuestas verbales al principio. Posteriormente, se irá demandando esta participación verbal. Además resulta esencial que el profesorado haga uso del gesto, la mímica, la acción o cualquier otro **recurso extralingüístico** para hacerse entender y dar significado a los mensajes.

NOTA: Indicamos (*) para aquellas expresiones más informales y coloquiales

COMENZAMOS LA CLASE...

Podemos aprovechar estos primeros momentos de la clase (mientras llegan todos, se colocan, etc.) para **saludos y recepción** en general:

<i>Hello everybody! / * Hi! Good morning / Good afternoon! How are you? How was your weekend/holidays?</i>	<i>*What's up? How's it going? It's great to see you all this morning / afternoon How is everyone today?</i>
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COMPROBAMOS LA ASISTENCIA...

Al comenzar la clase el profesorado comprueba quiénes han faltado con preguntas del tipo:

<i>Who's not here? Who is missing today? Where's ...?</i>	<i>What's wrong with ... today? Who was away last ...?</i>
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Es buena idea que el profesorado siga haciendo preguntas para concretar más la información:

Profesor/a	Alumno/a
<i>Where's ...?</i>	<i>At home</i>
<i>Oh, he/she's at home today.</i>	
<i>Is he/she ill?</i>	<i>Yes</i>
<i>Oh! He/she doesn't feel very well</i>	
<i>Has s/he gone to the doctor?</i>	<i>No</i>
<i>Has he/she got flu/a cold...?</i>	<i>No</i>
<i>Has he/she got a headache?</i>	<i>Yes</i>

En el caso de ausencias por **enfermedad**, se le puede hacer más preguntas al alumnado:

<i>Do you feel better today, ...? Are you better now? How are you today, ...?</i>	<i>Have you been ill? What was the matter? Did you go to the doctor?</i>
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Si se trata de alumnado que llega **tarde**:

<i>Come in and close the door Where have you been? What was the problem?</i>	<i>Why are you late? Did you miss the bus? Did you oversleep?</i>	<i>Don't be late again, please It's the second time this week Please come earlier next time</i>
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AUSENCIA DEL PROFESORADO...

Puede ocurrir que el profesorado no se encuentre bien o que tenga que salir de clase por alguna circunstancia:

Excuse me for a minute I have to go out for a second I don't feel very well today	I've got a headache/cold... I'll be back in a moment Carry on with that activity
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COMENZAMOS UNA TAREA...

A la hora de empezar una tarea normalmente usaremos instrucciones del tipo:

Please, open your books to page ... Turn to page... Today we're going to... We are going to start our lesson with... Now, pay attention, everybody Listen / watch carefully Listen and find the answers to these questions Look at Activity ...	We are going to do activity number You have ... minutes to do this. For this exercise you will need a Start now Have you started? Are you ready? Ready, set, go! *Off you go! / Go ahead and begin
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También es frecuente tener que **secuenciar** los pasos a seguir en la realización de una actividad:

First... Second... Next... Then... Later... After that... Finally...

INSTRUCCIONES DE USO FRECUENTE EN CLASE

Son múltiples pero podemos destacar:

Come in / Go out Stand by... Put your hand up / Put your hand down Stand up / Sit down Hold your books/pens/... up Come out to the front of the class	Point to... Show me... Go to... Touch... Draw... Label... Match...	Put... in the right order. Do actions. (Sit down, Stand up, Close your books, Make a..., etc.) Show me your pencil/rubber/... Just listen. Now, listen and repeat. Listen and complete/do...
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PEDIMOS / DAMOS ALGO...

Una situación habitual en el aula es la de ofrecer o pedir algo, bien por parte del profesorado a los alumnos/as, o bien entre ellos mismo/as, incidiendo en la importancia que tiene en inglés pedir las cosas por favor y dando las gracias:

PREGUNTA	RESPUESTA
Can I borrow your....., please? Can you lend me...? Can I have your.....? / Can I use your? *Give me your..... Could you share (with ...), please? Could you plug the ..., please? Could I have another photocopy...? May I go to the toilet?	Yes, of course. Yes, all right. Help yourself. Thank you (very much) / Thanks a lot! / *Thanks! / *No worries / Thank for your You are welcome / Don't mention it! / *No problem / *Go ahead! / Sure! / Of course Here / There you are!

ORGANIZAMOS AL ALUMNADO...

El trabajo en parejas o grupos ha llegado a ser práctica corriente no sólo en las clases de lengua extranjera, ya que ofrece situaciones de comunicación real que permiten a los alumno/as participar más, colaborar con otros y aprender de los demás. Aquí hay algunas frases que se pueden utilizar para organizar el trabajo:

Let's work in pairs / groups of...
Get into groups of four/three
Has everybody got a partner?
Work in pairs/groups
....., turn round and work with...

OBTENEMOS INFORMACIÓN...

<i>What do you think about...? What do you know about...? Can you tell me something about...? Can you explain ...? Describe...</i>	<i>What's happening here? What can you see in this picture / photo / on this page? Have you got any idea about...? Do you have any idea about...? Explain this in your own words</i>
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USAMOS LAS NUEVAS TECNOLOGÍAS...

Nos referimos tanto a los medios de reproducción mecánica (DVD, cd, vídeo...) como a otros recursos didácticos que proporcionan apoyos de tipo visual, tales como la pizarra, carteles, flashcards... Cuando nos referimos a la pizarra, estas técnicas también serían aplicables al uso del retroproyector, de carteles y posters. Algunos términos muy usados son:

<i>Stop Play Pause/Still Rew: Rewind FF: Fast forward Rec: Record Clock Day Memory Eject Start On/Off Vol: Volume</i>

Y en cuanto a las expresiones:

<i>I'm going to plug in the cassette player/ DVD Where's the cassette/cd/player? Ah, here it is! Then, I turn it on / Right then, I will turn it on. I will play the DVD player And I push the play button Can you turn it on/off? Put the tape/cd/video recorder in, please Switch it on/off / Turn it on/off I'm going to draw a picture I need a piece of coloured chalk / felt pen Where is it? This one is too short / is empty I'm going to use another colour. That's right. Put the CD in, please Can you press the play/stop/pause button, please? Look at the figure at the bottom Can you press the pause button, please?</i>	<i>Is there any chalk/coloured chalk? Write... on theboard. Draw... on the board. Write/Draw... on the board. Clean the board, please. Rub out/off (the first word) Press the stop button, please Can you turn the volume up/down? I'll turn the volume down Can you rewind the tape? Who wants to come to the board? ... come to the board, please Take a piece of chalk/coloured chalk Turn on / off the computer Unplug the DVD, please Can you plug in/unplug the DVD/CD?</i>
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Una vez que está en marcha la actividad en la que estamos usando audio-visuales, es importante comprobar si el alumnado tiene dificultades para ver o escuchar. Se pueden usar expresiones tales como:

<i>Can you all hear/see there/at the back? Is that better? Wait a minute. I'll rewind the tape./ I'll start again./ I'll play it again</i>	<i>I'll turn the volume up /down Let's listen to it again.</i>
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Resulta también importante que capten informaciones que les ayuden a **localizar** dibujos y palabras con más precisión y a entender cómo se distribuye el espacio:

<i>Write... on the left/right of... Point to the left hand side/right hand side of... What can you see (in the picture)? Show me where... is (in the picture)</i>	<i>Look at the top/bottom of... It's in the center/middle. Point to the...</i>
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MANTENEMOS EL ORDEN...

También podemos usar el inglés a la hora de mantener cierta disciplina en el aula:

<i>Listen to me/him/her/them, please! Stop talking / Please, be quiet Stop making that noise Hands to yourself Speak quietly, please Softly! Use inside/inner voices</i>	<i>Sit properly! Go back to your seats Sit down when you finish _____, thank you for listening quietly It's very noisy Silence, please! / Quiet down Put your hand up / Raise your hand Wait a moment, please</i>	<i>Stop doing that! Don't do that Don't talk Stop talking when you finish That's not acceptable behaviour Stop now! Please, sit down! Pay attention, please!</i>
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OFRECEMOS AYUDA...

<i>Do you need....? Do you understand? Do you need some help? Can I help you?</i>	<i>What don't you understand? *Okay? Is it OK? How can I help you? *Understood?</i>	<i>Any questions? *Did you get it? Did you find it difficult or easy?</i>
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El profesorado puede pedirle al alumnado que verbalice los procesos que le están dando problemas:

<i>How do you spell...? What does... mean? What's the meaning of...?</i>	<i>How do you say...? Is that right?</i>
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PREGUNTAMOS ALGO...

Hablamos ahora de varios tipos de preguntas que puede hacer el profesorado. Lo más lógico es empezar con preguntas que pueden contestarse de forma no verbal.

<i>Where is your book? How many pen have you got?</i>

Luego podemos seguir con otras preguntas fáciles cuya respuesta es siempre YES / NO.

<i>Are you in this group? Do you like swimming?</i>

También son muy fáciles las preguntas disyuntivas con OR.

<i>Do you prefer science fiction or autobiographies? Are mushrooms animals or plants?</i>

Posteriormente podemos ir introduciendo las preguntas de respuesta abierta (cuando hay varias respuestas posibles) introducidas por *When, Why, What...?* . No olvidemos que las últimas favorecen la producción y riqueza del lenguaje y que se deben introducir cuando el alumno/a haya estado expuesto a datos suficientes.

<i>Why is water so important? Where were the 1992 Olympics hold?</i>
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CUANDO NO ENTENDEMOS ALGO...

En muchas ocasiones no entenderemos algo que nos diga nuestro alumnado, otras veces "fingiremos" no haberlo oído para que corrijan algún pequeño error:

<i>Sorry? * What? I beg your pardon? * Pardon? Say that again</i>	<i>Can you repeat that, please? Can you say it again? What was that? I didn't hear you I couldn't get that</i>
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TERMINAMOS UNA TAREA...

A la hora de terminar una tarea podemos usar:

<i>We are finished / done Have you finished? *Time is up Let's now.... Please, now.... Let's move on to ... Now it's time to...</i>	<i>It's time to finish Have you finished? Let's stop. Stop now. We have no more time for anything else Don't do any more Let's stop here</i>	<i>Okay, that was all for today Let's check the answers. Any questions? Collect your work, please. Pack your books/notebooks... up. Are your desks tidy? Don't forget to bring... on Monday/Tuesday...</i>
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EVALUAMOS...

Los errores forman parte inevitable del proceso de aprendizaje y adquisición de una lengua, y actúan como indicadores de la **progresión** y avance de los alumnos/as. Es conveniente que el profesorado use frases que estimulen al alumnado **positivamente** así que aquí hay más de 100 maneras de expresar un trabajo bien hecho:

<i>You've got it! Nice work Impressive That's right OK Fine Quite right That's it I like that Brilliant Excellent That's fine Excellent Well done Good / Very good Wonderful Perfect Great job Fantastic Correct That's correct Congratulations Good for you Right Marvelous Awesome Exactly Superb! Sensational</i>	<i>You did a lot of work today. Well, look at you go. I like knowing you. Way to go! Now you have the hang of it. You're doing fine! Good thinking. You are really learning a lot. Good going. I've never seen anyone do it better. Keep on trying. You outdid yourself today! Good for you! I think you've got it now. That's a good (boy/girl). Good job, You figured that out fast. You remembered! That's really nice. That kind of work makes me happy. It's such a pleasure to teach when you work like that! I think you're doing the right thing. That's better than ever. Much better! You must have been practicing. You did that very well. Right on! You're really improving.</i>	<i>You're on the right track now! You've got it made. That's good. I'm very proud of you. You're really working hard today. You are very good at that. That's coming along nicely. I'm happy to see you working like that. That's much, much better! Exactly right. I'm proud of the way you worked today. You're doing that much better today. You've just about got it. That's the best you've ever done. You're doing a good job. Now you've figured it out. That's quite an improvement. I knew you could do it. Not bad. Keep working on it. You're improving. Now you have it! You are learning fast. Nice going. You're really going to town. That's how to handle that. Now that's what I call a fine job. That's great. You're doing beautifully!</i>	<i>Good for you! Couldn't have done it better myself. Aren't you proud of yourself? One more time and you'll have it. You really make my job fun. That's the right way to do it. You're getting better every day. You did it that time! That's not half bad. You haven't missed a thing! That's the way! Keep up the good work. Nothing can stop you now. That's the way to do it. You've got your brain in gear today. That's better. That was first class work. That's the best ever. You've just about mastered it. Good remembering. You've got that down pat. You certainly did well today. Keep it up! Congratulations. You got it right! Good work! Tremendous Outstanding! WOW! Terrific work</i>
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En el caso de intervenciones o trabajos del alumnado **no satisfactorios**, también es importante dar información sobre los resultados, pidiendo nuevos intentos para mejorarlos:

*Not really / Not quite, nearly / Try again / Come on / That's better / Almost right / Like this, not like that / Try again! / Be careful next time / Think again / This is wrong/incorrect / Watch out for... / * Careful with... / I'm afraid you can't say that / That's not right / There's no hurry / Don't worry / Try harder / Can anyone help? / I'm afraid this is not right/satisfying... / Close, but... / Not quite / Oops! / Remember...*

Es importante corregir errores mediante técnicas diferentes a la repetición, tales como: parafrasear, usar gestos o símbolos... En primer lugar se debe de dar la oportunidad al propio alumno/a de corregirse.

Por último, el alumnado se puede **autoevaluar** con expresiones como:

<i>I'm good at...</i>	<i>I can...</i>
<i>I like...</i>	<i>I can't</i>
<i>I don't like...</i>	<i>My work is...</i>
<i>I understand...</i>	<i>Today I've learned...</i>

DESPEDIMOS LA CLASE...

Ha tocado el timbre y es hora de irse:

<i>That's all for today We're out of time today *See you later / tomorrow /after the break / on Tuesday / next week Goodbye! / *Bye-bye! / *Bye / *See you / *Cheerio</i>	<i>Have a nice day / weekend / holiday / vacation! *See you after holidays / vacation *Take care Great work today!</i>
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