English Classroom Phrases for Teachers

**Edition 2.0 (January 2023)**

Created by Dennis King

**English Classroom Phrases for Teachers**

## Dieses Dokument besteht aus zwei Listen:

1. **Häufige sprachliche Fehler (deutscher) Englischlehrkräfte**

## „Please open your books on page 13“. „These are your new vocabularies”. „You had a homework“. Dies sind nur einige wenige Beispiele für typische Fehler deutscher Englischlehrkräfte. Einige dieser Fehler hörte ich als Schulbegleiter, als Student während Schulpraktika, als Referendar oder als Differenzierungslehrkraft im Englischunterricht, andere sind mir durch die Analyse des FLECC1, einem Korpus aus Klassenraum-Transkriptionen, bekannt und wieder andere machte ich selbst und hinterfragte sie später. Im ersten Teil dieses Dokuments werden diese Äußerungen aufgelistet und idiomatische Alternativen vorgestellt.

1. **Übersetzungen deutscher Äußerungen, deren englische Entsprechungen vermutlich eher unbekannt beziehungsweise schwer zu übersetzen sind (ab S. 12)**

Wie sagt man eigentlich „Komm schon, trau dich!“, „Wer hat Tafeldienst?“ oder „Hör auf zu kippeln!“ idiomatisch auf Englisch? Dies sind Fragen, die sich ebenfalls aus der Arbeit in der Praxis ergeben haben. Deshalb wird im zweiten Teil dieses Dokuments die Liste häufiger sprachlicher Fehler von Lehrkräften ergänzt durch eine Liste von Übersetzungen deutscher Äußerungen, deren englische Entsprechungen vermutlich eher unbekannt beziehungsweise schwer zu übersetzen sind. In diesem Sinne sind dort Äußerungen wie „Open the window, please.“ nicht aufgeführt, weil davon ausgegangen werden kann, dass Lehrkräfte diese bereits beherrschen. Eine empfehlenswerte Sammlung solcher Äußerungen ist das Heft *Unterricht - English, English - Unterricht* von Mayhew-Fiscus und Whittaker und das Buch *Look it up! Classroom phrases, copymasters and CD-ROM* von Schultz-Steinbach et al. Der Schwerpunkt meiner Liste liegt auf Sätzen (im Gegensatz zu einzelnen Wörtern), da diese schwer nachzuschlagen sind.

Bei der Erstellung der zwei Listen habe ich mich auf Äußerungen (meist organisatorischer Natur) konzentriert, die inhaltsunabhängig sind und demnach zum Teil mehrfach täglich benötigt werden. Genau aus diesem Grund sollte es im Interesse jeder Lehrkraft sein, sich mit den *English Classroom Phrases for Teachers* näher zu beschäftigen. An dieser Stelle sollte allerdings erwähnt werden, dass sprachliche Fehler auch bei Nicht-Muttersprachlern auf höchstem Niveau normal und nicht zu verhindern sind und dass guter Englischunterricht von vielen weiteren Faktoren abhängt.

Die Idee für dieses Dokument entstand im Herbst 2017 während meines Praxissemesters im Masterstudium und die erste Veröffentlichung mit 141 Einträgen erfolgte im Januar 2020 während meines Vorbereitungsdienstes. Das Dokument **wurde sukzessiv von vielen US-amerikanischen und britischen Muttersprachlern/innen überprüft**. Bevor ich einen Eintrag hinzufüge, halte ich stets Rücksprache mit mehreren Muttersprachlern/innen [und recherchiere zusätzlich natürlich in diversen einsprachigen Wörterbüchern und im *Corpus of Contemporary American English2* (kurz: COCA)]. Eine Liste zu erstellen, der Muttersprachler/innen aller englischen Varietäten zustimmen können, ist kaum möglich. Ich habe stets versucht, den „kleinsten gemeinsamen Nenner“ zu finden und Unterschiede ggf. hervorzuheben.

Die zwei Listen werden in den nächsten Jahren vermutlich noch wachsen. **Ich freue mich weiterhin sehr über Fragen, Ergänzungen und Verbesserungsvorschläge** für eine mögliche nächste Version und möchte mich bei allen Lehrkräften bedanken, die mich bisher kontaktiert haben. Auf den letzten Seiten finden Sie neben Hinweisen zur CC-Lizenz auch einen Link zu einem **kostenlosen Update-Service zu diesem Dokument** sowie Links zu weiteren kostenlosen (Unterrichts)materialien. Ich freue mich über jede E-Mail mit netten Worten. Falls Sie sich für die Bereitstellung dieses Dokuments monetär bedanken möchten, stehen dazu auf der letzten Seite weitere Informationen.

1 Jäkel, Olaf (2010) *The Flensburg English Classroom Corpus (FLECC): Sammlung authentischer Unterrichtsgespräche aus dem aktuellen Englischunterricht auf verschiedenen Stufen an Grund-, Haupt-, Real- und Gesamtschulen Norddeutschlands* (F.L.A.I.R. Bd.3). Flensburg: Flensburg University Press.

2 https://[www.english-corpora.org/coca](http://www.english-corpora.org/coca)

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| **German** | **English** | |
| **wrong / unidiomatic** | **idiomatic** |
| **Everyday examples of errors** | | |
| ***Before and during an activity*** | | |
| Hat jemand keine Kopie?  Ich habe noch ein paar Kopien übrig. | Does anyone not have a worksheet?  I have some **leftovers**.  ---> The noun *leftovers* usually refers to food that hasn’t been eaten. | … I have some **spare copies** (/ some **spares**).  … I have some **extra copies** (/ some **extras**.)  (… I have some **copies left over** which you can have.)  (… I have some **leftover copies from yesterday.**) |
| Öffnet euer Buch bitte auf Seite 13. | Please open your book **on page** 13.  ---> It sounds like you are asking the students to flip their book open directly to page 13 right away (so not just to open it and turn to page 13). | Please open your book **to page** 13. (US, UK) Please open your book **at page** 13. (UK) Please **open your book and turn to page** 13. |
| Schaut bitte ins Buch!  (The books are already open.) | Please look **into** your books! | Please look **in** your books! (Please look at your books!)  ---> *At* would also be okay but would not specify that the book is open. |
| Schlagt bitte die Vokabelliste in eurem Hefter auf. | Please **open the vocabulary list** in your folder. | Please **open your folder to** your vocabulary list. Please **turn to** the vocabulary list in your folder. |
| Bearbeitet bitte Aufgabe 3 (im Buch auf Seite 14). Schreibt die Antworten ins Heft und denkt an eine Überschrift. | Please do exercise 3 (on page 14) and write the answers in your notebook. Remember that you need a **headline\***! | … Remember that you need a **heading**!  … Remember to write down **the title (of the story/article/… that the**  **exercise relates to)**. |
| Please do task 3 (on page 14) and write the  story/dialogue/report/poem/… in your notebook. Remember  that you need a **headline\***.  ---> \* *Headline* is exclusively used for news articles (e.g., in a newspaper or on a news website). | … Remember that your story/dialogue/report/poem/… needs a **title**.\*  … Remember to give your story/…/… a **title**.\*  ---> \* These are some examples of text types that have a *title*. Some of these can be divided into sections with *headings*. |
| Tragt bitte Wörter in die Lücken ein. | Please **fill in the words**. Please **fill the blanks/gaps**. | Please **fill in the blanks**. (US) Please **fill in the gaps**. (UK)  Please fill the (missing) words (from the word bank) into the blanks. |
| Schreibt bitte ganze Sätze. | Please write **whole** sentences. | Please write **in complete** sentences.  Please write **in full** sentences. Please use **complete** sentences. |
| Louis, erklär Johanna bitte die Aufgabe. | Louis, please **explain Johanna** the exercise. | Louis, please **explain the exercise to** Johanna. |
| Macht Aufgabe 2 bitte im Kopf. Schreibt nichts auf. | Please do exercise two **in your mind.** Don't write anything down. | Please do exercise two **in your head**. Don't write anything down. |

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| Denkt erst mal alleine (darüber) nach. | Think about it **by yourself** first.  ---> However, you can say „Please do the exercise by yourself.“ | Think about it **on your own** first. |
| Unten auf dem Arbeitsbogen ist eine Hilfe. | There is **a help** at the bottom of the worksheet. | There is **some help** at the bottom of the worksheet.  At the bottom of the worksheet, there are some **tips that can help you**. |
| Beginnt bitte mit der Aufgabe.  (NICHT im Sinne von „Erst die Aufgabe und dann …“.) | Please start **with** the exercise.  ---> This implies that afterwards, the students should then do something else. | Please start doing the exercise.  Please start working on the exercise. (Please start **~~with~~** the exercise.) |
| Ihr habt bis 8.30 Uhr (während des Unterrichts) Zeit, um die Aufgabe zu beenden. | You have **time until 8.30** to finish this task. | You have until 8.30 to finish this task. You have to finish this task by 8.30.3 |
| Ich gebe euch 8 Minuten. | **I give you** 8 minutes. | You have 8 minutes.  I’**ll** give you 8 minutes. |
| Bei welcher Frage sind wir? | **At which question** are we? | Which question are we (working) on?  Which question are we doing?  (Which question are we talking about / discussing?)  ---> *Discuss* would not be used with simple questions. |
| Ich möchte, dass ihr jetzt alle **mitdenkt**!4 | I want all of you to **think along** now! | I want all of you to **think about this**! |
| Ich werde euch noch einmal Schritt für Schritt zeigen, wie man ein Bild analysiert. Ich möchte, dass ihr dabei alle **mitdenkt**. | I am going to demonstrate again how to analyze a picture step by step. I want all of you to **think along with me**. | I want all of you to **pay close attention to what I’m going to say**.  I want all of you to **think about what I am going to say**.  I want all of you to **follow along with me**. |
| Du wusstest, dass du am Mittwoch Distanzunterricht haben wirst, aber hast am Dienstag dein Buch nicht mitgenommen? Du musst mal ein bisschen **mitdenken**!  5 | You knew you would have distance learning on Wednesday, and  you didn’t take home your textbook on Tuesday?  I need you to **think along**, please! | …, and you didn’t take home your textbook on Tuesday?  I need you to **think for yourself / use common sense**, please! |
| Was bedeutet „Seife“ auf Englisch? | What means "Seife" in English? (grammatically wrong) | What’s the English word for “Seife”?  What's "Seife" in English?  How do you say "Seife" in English? |
| What's the meaning of "Seife" in English? (not idiomatic)  ---> “What’s the meaning of …” is usually uttered to express  confusion about a circumstance. |
| What does “Seife” mean in English? (not idiomatic)  —> *Mean* can be used when you are enquiring about the consequence of something as in “We have lost 30% of our clients. What does this mean for our department?” |

3 “You have to finish by ...” implies that they can start whenever they like, as long as they are done on time. “You have until ...” is a little closer to implying that you expect the students to start working on the task straight away.

4 Possible scenario: The teacher has presented six simple sentences that include adverbs of frequency. He/She wants to elicit a rule about the *adverb’s position in a sentence* from the students. The teacher has already tried to give the students a tip by bringing their attention to the words that follow the adverbs but so far, only a few students have participated in this interaction. Many of the students seem absentminded.

5 *Nicht mitdenken* can be translated as "let others do all the thinking" or "leaving the thinking to others".

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| Was bedeutet “plagiarism” auf Deutsch?  (asking for a translation) | What does “plagiarism” mean **in German**?  —> However, you can ask “What does ‘plagiarism’ mean ~~in German~~?” if you are  asking for an explanation and not a translation. | What’s the German word for “plagiarism”?  What's "plagiarism" in German?  How do you say "plagiarism" in German? |
| Wie nennt man das? | **How** do you call that? | **What** do you call that?  What is it called? |
| Wie sieht er aus?  (e.g. the character in the book) | **How** does he look like? | **What** does he look like?6  Can you describe the person (in the picture/book)? |
| Wer von euch weiß, was ein Metronom ist? | **Who of you** knows what a metronome is? | **Who (here / in this class)** knows what a metronome is?  **Which (one) of you** knows what a metronome is?  (Does anyone know ….? // Do any of you know … ?) |
| Was könnt ihr auf dem Bild sehen? | What can you see **on** the picture? | What can you see **in** the picture? |
| Diskutiert, inwiefern ihr der Meinung des Autors zustimmt. | Discuss **in how far** you agree with the author’s opinion.  ---> However, you can say “You can take pride in how far you have come.” | Discuss **to what extent/degree** you agree with the author’s opinion. |
| Spekuliert bitte mit einem Partner oder einer Partnerin darüber, warum er sie umgebracht hat. | Please speculate the reason (why) he killed her.  ---> Also, the verb *speculate* is usually not used when there is a known answer. For example, you wouldn’t tell students “Speculate about how many rooms are in this building.” People often speculate about the cause or effect of something. | Please speculate **about/on** the reason (why) he killed her.  Please speculate **why** he killed her.  ---> Possible answer: We speculate **that** he killed her because she … |
| Kannst du mir ein Beispiel für einen Satz nennen, der das will-future benötigt? | Can you give me an example **for**  a sentence that needs the will-future?  ---> But correct: “Are they setting a good example **for** their children?“ | Can you give me an example **of**  a sentence that needs the will-future? |
| Ihr werdet diese Aufgabe in Gruppenarbeit bearbeiten. | You are going to do this task **in group work**. | You are going to do this task **in groups** (of four). (You are going to do this task **as group work.**)\* (This task is going to be assigned **as group work**.)\*  ---> \* This is okay but lengthy/complicated. |
| Dann kommen wir (jetzt) zur nächsten Gruppe. (referring to the present moment; it’s not an announcement) Lasst uns zur nächsten Gruppe kommen. | **Then we come to** the next group.  **Let's come to** the next topic.  --> But correct: “With this, we come to the next topic.” | Let’s **move on to** the next group. / **Moving on to** the next group, … Let’s **hear from** the next group now.  Let’s **continue with** the next group. |
| Wenn ihr fertig seid, kommt ihr zu mir und bekommt das nächste AB. (setting expectations) | When you have finished, **you** come to me and  **you** get the next worksheet. | When you have finished, **~~you~~** come (over) to me and (you will) get the next worksheet.  When you’re done, **see me to get** your next worksheet. |

6 This phrase is used to get information about the person’s outward appearance. This may include a comparison ("What does he look like?" ---> a homeless person). In contrast, “How does he look like?” would ask for information about the person’s emotional state (e.g. happy) or a judgment about the person’s look (good). However, this would be an uncommon way to ask for that information. It could also be used to inquire about someone’s physical state or current condition (e.g. if someone has just visited a relative at a hospital then another person could ask “How does he look?”).

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| ***At the end of an activity / after an activity*** | | |
| Bist du fertig?  (Im Sinne von ‘etwas beendet haben‘  - so not as in “ready to play“) | Are you ready? | Have you finished (**yet / the worksheet**)? (UK, US)  Are you finished (**with the exercise / with your work**)? (US) Are you **done**? (a bit casual) |
| Was ist die Lösung für die erste Frage? | What’s the **solution for** the first question?  ---> *Solution* implies that there is not a universally accepted answer.  ==> Problems have a solution, questions have an answer. | What’s the **answer to**\* the first question?  ---> \* *for* also works but *to* sounds infinitely better |
| Wer hat am meisten geschrieben? | Who has written most? | Who has written **the** most? |
| Bitte schickt mir eure **Arbeitsergebnisse**  nicht im Chat. | Please don’t send me your **work results** in the chat. | Please don’t send me your **answers\*** in the chat.  Please don’t send me your **work\*** in the chat.  Please don’t send me your **text/story/analysis/**… in the chat.  —> \* The correct use of “answers” or “work” depends on the required content. For example, a screenshot of completed blanks in the workbook would be “answers” but a text about summer break would be “work”. |
| ***Making announcements / Providing information*** | | |
| Das sind eure neuen Vokabeln.  (The teacher is giving them words that they need to study.  To the students, it is obvious that they have to study them by a certain time.) | These are your new **vocabularies**. | These/here are your new **vocab(ulary) words.**  These/here are your new **words**. (Here/This is your new **vocabulary**.) (UK) |
| Ich habe euch das Handout  von der gestrigen Präsentation kopiert. | I have **copied you the handout** from yesterday’s presentation. | I have **copied the handout** from yesterday’s presentation for you.  I have **made a copy of the handout** from yesterday’s … . |
| Auf eurem Handout ist ein kurzer Text. | There is a **little text** on your handout.  ---> However, it is idiomatic to say *little test* if it won’t take long to complete it. | There is a **short text** on your handout. |
| Das Spiel ist lustig.  (= Das Spiel macht Spaß.) | This is a **funny game**.  ---> *Funny* geht nur dann, wenn es wirklich LUSTIG ist. | This is a **fun game** (to play). This game is a lot of fun. |
| Letzte Woche haben wir über die Macht der NRA diskutiert. | Last week, we discussed **about** the power of the NRA. | Last week, we discussed **~~about~~** the power of the NRA. Last week, we talked about the power of the NRA. |
| Eine fünfte Klasse hat den Wettbewerb gewonnen. | A **fifth class** won the competition. (UK) A **fifth grade**\* won the competition. (US)  ---> \* = Der gesamte fünfte Jahrgang | A **Year 5 class** …. (UK) / A **class from Year 5** …. (UK)  A **fifth-year class** won the competition. (UK) A **fifth grade class**\* won the competition (US)  ---> \* = *Eine* fünfte Klasse |

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| *Statements about the future for which you can use the present tense in German.* | - Today we **talk** about gun laws.  - That’s not a problem. I **help** you.  - We **start** with group B.\*  - Now you **work** with a partner.  - First we **read** the instructions, and then we **do** the first exercise together.  ---> \* This sentence would only be correct if the teacher was referring to a ‘timetabled’ event in the future. In other words, if the decision to start with group B was not spontaneous.  ---> 7 | * Today we **are going to talk** about gun laws   - That’s not a problem. I**’ll help** you.  - We**’ll start** with group B.   * Now you **are going to work** with a partner.   - First we **are going to read** the instructions, and then we**’ll do**  the first exercise together.  ---> “Now we play a game” sounds like an English comedian  pretending to be German. |
| ***Homework, tests and feedback*** | | |
| Schlagt bitte eure Hausaufgaben (von Donnerstag) auf.  --> The exercise book with the student’s answers is **open** and on the table (because the students were working with it before the announcement). | Please **open your homework** (from Thursday).  —> “Open your homework” does work, however, if the students’ answers are in a digital file (e.g., in a tablet). However, “Open the file containing your homework” would be more accurate. | Please **turn to** (the page with) **your homework** (from Thursday). |
| Ihr hattet eine Hausaufgabe. | You had **a homework**.  ---> BUT correct: “Have you done the homework?”  --> Nevertheless, “[…] your homework?” is preferred because it sounds less  distant and makes it more personal. | You had **some homework**.  You had **homework** (that’s) due today. You had **a homework assignment**.\*  ---> \* Three out of four British native speakers and two out of six US native speakers have argued that they would use the term *assignments* for longer and/or more complex tasks only. |
| Macht die Hausaufgabe bitte bis Freitag. | Please do the homework **until** Friday. | Please do the homework **by** Friday.  Please have the homework finished **by** Friday. You **have until** Friday to get the homework done.  ---> For more phrases concerning homework, see the list of useful phrases below this table. |
| Morgen schreibt ihr einen Test. | You are going to **write a test** tomorrow. | You are going to **have/take a test** tomorrow.  There will be a test tomorrow.  You are going to **sit a test** tomorrow. (UK) |
| Vergesst nicht, für den Test am Montag zu lernen. | Don’t forget to **learn for the test** on Monday. | Don’t forget to **study for the test** on Monday.  ---> BUT correct: I want you to *learn* 10 irregular verbs by Monday.  I want you to learn it for the test. (= specific directive to memorize sth. before the test) |
| Dreht euren Test jetzt um. | Turn your test **around** now.  Turn your test now. | Turn your test **over** now. / Turn **over** your test now. (preferred) (Flip your test **over** now. / Flip **over** your test now.) (quite informal) |

7 The present tense is often used when giving demonstrations of and instructions for a series of events (cf. Swan 2005: 451-453). Thus, the following sentences are technically correct, however not common in English classrooms: “In a moment, I will pass out a worksheet.

Here is what you will have to do: Once you have a worksheet, you **take** a pencil, **write** your name in the top right-hand corner, **do** exercises one to five and **cut out** the snowman at the bottom of the sheet.”

---> Swan, Michael (20053) *Practical English Usage – Easier, Faster Reference*. Oxford: Oxford University Press.

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| Macht bitte eine Berichtigung des Tests. | Please **make a correction** of the test. | Please **correct your mistakes** from/on/in the test.  Please **correct the mistakes you made** during/on/in the test.  Please **correct all (of) your wrong answers** (in writing/on a separate sheet of paper).  ---> The concept of a *Schriftliche Berichtigung* is very German. |
| Gebt bitte eure Berichtigung ab. | Please hand in your **correction** of the test. | Please hand in your **corrected version** (of the test).  Please hand in your **test corrections**.\*  Please hand in your **corrections** of the test.\* (a bit wordy)  ---> \*even when talking to one student |
| Fehler *(Achtung Betonung!)* | /**ˈ**mɪsteɪk/ (Oo) | /mɪ**ˈ**steɪk/ (oO) |
| Gebt ihr/ihm bitte ein Feedback. Gebt ihr/ihm bitte einen Ratschlag. | Please give her/him **a feedback**.  Please give her/him **an advice / some advices.** | Please give her/him **(some) feedback**. Please give her/him (**some) advice.** |
| Du hast frei gesprochen.  (Positive feedback after a student’s presentation) | You spoke **freely**.\*  ---> \* “To speak freely” is “to speak candidly”, regardless of whether insult is caused. It’s often used in the military (“Permission to speak freely sir?”). | You didn't read any (prepared) sentences from your notes/notecards.  You didn’t look at your notes too much.  You spoke **naturally**.  You improvised from your notes.\* / (You didn't memorize your sentences.)\*  ---> \* This can only be expected of advanced students. |
| Du hast eine saubere und lesbare Handschrift. | You have **a** neat and legible handwriting. | You have neat and legible handwriting. |
| Bitte mach (mehr) Absätze.  Bitte teil deinen Text in (mehr) Abätze ein. | Please **make more** paragraphs. (You need more **paragraphs**.\*)  ---> \*If you say this without providing more context, it means that the student should write (or should have written) additional paragraphs (~ mehr Textabschnitte). | Please **divide the text into (more)** paragraphs.  Your **text needs (to be divided into more)** paragraphs.  You need to **break/split up your text into (more)** paragraphs. (informal) |
| ***General classroom management*** | | |
| Wenn die Klingel geläutet hat und ich noch nicht hier bin, dann möchte ich, dass ihr auf euren Plätzen (auf mich) wartet. | If the bell has rung but I'm not here yet, I want you to wait (for me) **on** your seats. | […], I want you to wait (for me) **in** your seats.\* […], I want you to wait (for me) **in** your place(s). (UK) […], I want you to **sit in** your seats and wait for me.  ---> \* “Wait *at* your seats*”* technically means “waiting in the very near vicinity of the seats”, but not necessarily sitting in them. |
| Schalte bitte den Beamer an. | Turn on the **beamer**, please. | Turn on the **projector**, please. |
| Welches Datum haben wir heute? | What date **do we have** today? | What’s **today’s date**?  What’s **the date today**? / What date **is it** today? |
| Wisch bitte die Wörter an der Tafel weg.  (only the words; not the drawing etc.) | Please **wipe away** the words on the board. | Please **erase** the words on/from the (black)board. Please **wipe off** the words on/from the (black)board. Please **rub off** the words on the (black)board. (UK) (Please **wipe off** what's written on the (black)board.) |

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| Setz dich gerade/vernünftig hin.  (The student is already sitting but is slouching or rocking his/her chair.) | Sit **down** properly. | Sit **up** / Sit **(up)** straight.  Sit **(up)** properly. (especially British) |
| Legt bitte eure Workbooks auf einen ordentlichen Stapel auf diesem Tisch. Stapelt sie vernünftig. | Please put your workbooks **on** a neat pile on that table.  Stack them up properly. | Please put your workbooks **in** a neat pile on that table.  Stack them up properly. |
| Du hast (gerade) Deutsch gesprochen. | You **talked** German. | You **spoke** (in) German.8 / You**’ve spoken** (in) German. (UK) You **said something in** German.  (You **were speaking (in)** German (while/during …).) |
| Wer wäre so nett,  die Wörterbücher einzusammeln? | Who would be **so nice to** collect the dictionaries? | **Could/would someone** collect the dictionaries, please?  Who would be **kind\* enough to** collect the dictionaries? (formal)  ---> \* *Nice* also works but *kind* is a little better. Technically, *nice* could  imply that if you do not do it, you are “bad”.  ---> “Who would be **so kind\* as to** collect […]?” would be too formal. |
| Ich beende die Stunde und nicht die Klingel! | **I finish the lesson**, not the bell! | **I dismiss you**, not the bell!  The lesson finishes when I say so, and not when the bell rings. |
| Wir sehen uns morgen. | We’ll see **us** tomorrow. | See you tomorrow.  (We’ll see **each other** tomorrow.)  ---> This is grammatically correct but less common. |

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| **Not really “wrong”, but could be improved (according to some native speakers)** | | |
| Ich wünsche euch einen guten Morgen. | **I wish you a** good morning.  ---> This is far too formal. | Good morning (everyone). |
| Zuerst möchte ich die Anwesenheit überprüfen. | First (of all), I would like to **check9** the attendance/register. | First (of all), I would like to **take** attendance. (US) First (of all), I would like to **take** the register. (UK) |
| Packt bitte eure **Englisch-Materialien** auf den Tisch.  Holt bitte eure **Englisch-Sachen** raus. | Please take out your **English materials**  and put them on(to) your desk. | Please take out **everything you(‘ll) need for English** and put it on(to) your desk.  Please take out **your things for English**. |
| Lasst uns Happy Birthday für sie/ihn singen. | Let’s sing happy birthday **for10** her/him. | Let’s sing happy birthday **to** her.  (Let’s sing her/him happy birthday.) |

8 Some native speakers said that they would colloquially say “You talked **in** German.” However, “You spoke (in) German.” is much better, especially in a language classroom.

9 Most US native speakers would say “take attendance”. This is strongly supported by the *Corpus of Contemporary American English*. Some native speakers have argued that “check the attendance” only refers to attendance that has already been taken. For example, a

principal might ask: “Was Susie in your class last Tuesday?” Teacher: “I am not positive. Let me check the attendance."

10 According to a native speaker, “for“ would only work in the following situation: "It's Sam's birthday. John would like to sing but he has a sore throat. Let’ sing happy birthday for him. (= instead of him singing). Another native speaker has argued that the “for” makes it

sound like a future plan.

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| Kann jemand bitte die Tafel wischen?  (with a dry cloth/sponge; no water) | Can someone **clean** the board, please?  ---> *Cleaning a board* might imply a bucket and water. | Can someone **erase** the (black)board11, please?  Can someone **wipe (off)** the (black)board, please?12 (US) Can someone **rub/wipe** the (black)board, please? (UK) |
| Holt bitte eure Hausaufgaben (von Montag) raus.  ---> The exercise book with the student’s answers is  on the table but still closed. | Please **take out** your homework (from Monday). | Please open your exercise book to your homework (from Monday). |
| Bitte benutzt jede zweite Zeile, falls ihr kariertes Papier verwendet.  Bitte lasst immer eine Zeile frei, falls ihr … | If you are using graph paper, please write on **every second line**. | If you are using graph paper\*, please write on **every other line.**  (first choice)  If you are …, please use/skip **every other line.**  If you are …, please **double space**.  ---> \* Some UK speakers would also call it *squared paper*. In the UK, “graph paper” is only  used in math lessons. |
| Jetzt sind wir bei Nummer 5. | Now we are **at** number 5. | Now we are **on** number 5. // We are now **on** number 5.  We are doing number 5. |
| Malt bitte die Tiere aus.  (= malt nicht über die Linien) | Please color the animals.  ---> This doesn’t specify that you have to stay within the lines. | Please color **in** the animals. |
| Kommt bitte zu mir. | Please come to me. | Come (over) here, please. (Come (over) to me, please.) |
| Kommt nach der Stunde bitte zu mir. | **Come to me** after the lesson, please. | (Come and) **see me** after the lesson, please. (Come and) **see me** after class, please. (US) |
| Lies bitte den Text vor. | **Read out** the text, please. | **Read** the text **out loud**, please. / **Read** the text **aloud**, please.  **Read** the text **to us**, please. |
| Lest bitte bis Seite 113 (weiter). | Please read (on) **until** page 113. (okay in US) | Please read (on/**up**) **to** page 113. Please read (on) **until** page 113. (US)  Please read (on) **until you get to** page 113.  Please read (on) **as far as** page 113. |
| Entscheidet euch, wer welche Farbe kriegt. | Decide who gets **what** color.  (The students have a limited number of colors to choose from.) | Decide who gets **which** color.  ---> Many native speakers have argued that *what* and *which* have become almost interchangeable in (informal) spoken English. |

11 All of the verbs are used for both blackboards and whiteboards. A native speaker has argued that it would be too formal to say the specific type of board. It would be obvious to the students what type of board the teacher is referring to.

12 There was no consensus among the US speakers who were asked if *off* is necessary/correct in this question. To some native speakers, *wiping* also implies using water.

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| Tauscht\* euch mit einem Partner oder einer Partnerin über eure Ideen aus.  Besprecht/Vergleicht eure Ideen mit einem Partner oder einer Partnerin.  ---> \* It can be argued that this word is a bit vague. | **Exchange your** ideas with a partner.  ---> While some native speakers found this sentence odd, there were others who said that it sounds natural. | **Share** your ideas with a partner. (Share and) **discuss** your ideas with a partner.  **Compare** your ideas with a partner. (Exchange ideas with a partner.)  ---> Please note that these words have slightly different meanings. *Share* does not imply that the students have to talk about / comment on their partner’s ideas. |
| Analysiert die stilistischen Mittel, die der Autor verwendet. Vergleicht dann eure Ergebnisse mit einem Partner / einer Partnerin. | Analyze the author’s use of stylistic devices.  Then compare your **findings/results** with a partner.  ---> Several native speakers who were presented with this question did not see a problem with these words. 13 | … Then compare your **answers** with a partner.  … Then find a partner and compare **what you (both) found (out)**. |
| Ihr müsst euren Arbeitsplan bis nächsten Freitag fertigstellen.  (It’s a list of exercises that is handed to the students and  that needs to be completed by a certain date.) | You have to complete your **work plan** by next Friday.  ---> Only a few native speakers had a problem with his word. | You have to complete your **work list** by next Friday.  You have to complete your **list of assignments** by next Friday. (rather US)  You have to complete your **list of exercises** by next Friday. |
| Dieses Arbeitsblatt ist freiwillige Hausaufgabe.  (The students will get points/credit for doing it.) | This worksheet is **voluntary** homework.  --> *Voluntary homework* sounds like you go volunteer somewhere. | This worksheet is **extra credit (homework)**. (US)  This homework is optional but completing it can give you extra points. (This worksheet is worth extra points.) |
| Dieses Arbeitsblatt ist freiwillige Hausaufgabe.  (Does not specify if students will receive extra points for doing it) | This worksheet is **optional homework**. |
| Schüler/in:  Müssen wir mit einem Bleistift schreiben? | **Must we** write with a pencil?  ---> “When you ask a question and begin with *must*, it sounds too formal.” (US)  ---> “’Must we …’ would sound like something from Harry Potter.” (US)  ---> “’Must we go to the store?’ sounds posh.” (UK) | **Do we have to** write with a pencil? (US & UK)  **Do we have to** use a pencil?  **Have we got to** write with a pencil? (UK) |
| Schüler/in: Ich treffe gerne meine Freunde. (listing it as a hobby) | I like **meeting** my friends.  ---> Native speaker: “This sounds like you like running into them in the street.”  ==> Just “to meet someone” means that it’s by coincidence or the first time.  ---> However, you can tell your friends (!):  Let’s meet for a coffee after work.\* I’ll meet you at the train station.\*\*  \* = “to come together socially after you have arranged it” (OALD)  \*\* = “to go to a place and wait there for a particular person to arrive” (OALD) | I like **meeting up with** friends. 14  I like **hanging out with** friends. (informal) I like **spending time with** friends.  I like **seeing** friends.  I like **getting together with** friends.  I like **meeting (up with)** friends **for coffee / to play tennis**.  I like **going to the movies** with friends. |

13 Other native speakers, however, said that *findings* and/or *results* sound a bit odd in this (school) context (because they are quite scientific). This opinion has been countered with the argument that students can be seen as young scholars who can be exposed to academic language.

14 In all of these sentences, you could also say “my friends”. However, it is much more common not to use the possessive in this case. The fact that they are your friends is already understood.

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| **German** | **English** |
| **Useful phrases which may not be commonly known** | |
| ***Getting ready for, doing and finishing an exercise*** | |
| Schreibt bitte das **Tafelbild** ab. | Please copy **what’s on the board**. Please copy **the text from the board**.  Please copy **all of this (/ everything) from the board**. |
| Bitte schreibt die Sätze von der Tafel ab.  Bitte benutzt verschiedene Farben, also so wie ich das auch gemacht habe.15 | Please copy the sentences from the board. …  - … Use a variety of colors just like I did.  - … Use different colors for the words just like I did.  - … Use different colors for each part of the sentence just like I did.  ---> Just saying “Please use different colors” has a potential for misunderstanding (as in “different colors than I did”). |
| **Schreibt** bitte die Sätze **in euren Hefter ab.** | Please **copy** the sentences (down) **onto a sheet of paper (and put it) in your folder.**  Please **copy** the sentences (down) **into your folder.**  ---> If you have told your students to divide their folder into different sections, you could also say something like “Please  copy the sentences **into the grammar section of your folder**.” |
| Schreibt die Wörter bitte **untereinander**. | Please write one word **per line**. (Please write one word **on each line.**) |
| Schreibt es nicht alles **mit Bleistift**. Benutzt verschiedene Farben. | Don’t just **use a pencil**. Please use different/multiple colors.  Don’t **write it all in pencil**. Use different/multiple colors. |
| Denkt dran: Die meisten Nomen **schreibt man klein**. | Remember: The **first letter** of most nouns **is a lower-case letter**.  ---> Do not use *letter****s*** in this context because you are only referring to the first letter.  For example, the fact that "orse" in *horse* is lower case is not the point. |
| Macht Aufgabe 3 bitte **schriftlich**. | Please **write down your answers to** exercise 3. Please do exercise 3 **and write down your answers.** (Please do exercise 3 **in writing**.) |
| Macht Aufgabe 4 bitte **mündlich**. | Please do exercise 4 with a partner. You don’t have to write down the answers.  Please do exercise 4 **as a speaking exercise**. Please do exercise 4 **out loud with a partner**.  ---> “… exercise 4 orally.” would sound too formal/jargonistic; like an instruction for a teacher, not a student.  ---> Some teachers avoid the word *oral* (with younger students) because it has a sexual connotation. |

15 Possible scenario: The teacher has introduced the basic English sentence structure and wrote several sentences on the board. The *subject* is always written in yellow, the *verb* in blue and the *object* in

red. The students don’t necessarily have to use yellow for all *subjects,* but they should pick one color and use it for all *subjects* and pick another color and use it for all *objects* and so on.

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| Was musst du **bei** Aufgabe 5 machen? | What do you have to do **for**/in exercise 5?\* What are you asked to do **in** exercise 5? What is exercise 5 asking you to do?  ---> \* There was a lot of disagreement among the native speakers who were presented with this question. While some believe that both *for* and *in* can be used, others feel very strongly about one of the prepositions. |
| Bearbeite(t) die Aufgabe bitte **alleine**. | Please do the exercise **by yourselves / by yourself**.\* Please do the exercise **on your own**.  Please do the exercise **individually** (/independently).  ---> \* Some US natives prefer *by yourself* over the plural (*by yourselves*) even when addressing a group of people.  However, *by yourselves* is the grammatically correct way to address a group. |
| **Lest** euch den Text bitte **leise/still durch**.  (= reading without opening the mouth) | Please **read** the text **to yourself**. (most common in US) Please **read** the text **silently\*/quietly**.  Please read the text **in your head(s)**. (Please read the text **individually/independently**.)  ---> \* A native speaker has argued that "silently" sounds harsh (as if the students can't make any noise at all). |
| Hört noch mal zu und **lest leise/still mit**. | Listen again and **read along silently/quietly** (with the text). |
| Hört noch mal zu und **lest mit eurem Finger mit**. | Listen again and read/**follow along with your finger** (as you read).  Listen again and **follow the text with your finger**. |
| In einem Moment werdet ihr **einen Text hören**.  (e.g. a recording on the CD that a textbook comes with) | **I’m going to play a recording/conversation/radio show/…** . I want you to listen to it and …  In a minute, you are going to **hear a recording/conversation/radio show/…**. Please listen carefully.  In a minute, you are going to **hear a text read out loud**. …  In a minute, you are going to **hear a text being read**. … |
| Nur zwei Schülerinnen haben die Hausaufgabe **nachgearbeitet**??  Scenario: 20 students don’t have their homework on a Tuesday. The teacher is upset with them and tells the class that he will check that assignment on Thursday, so he gives the 20 students a second chance (he does not assign homework they have to do instead). On Thursday, there are still 18 students who haven’t completed their homework (that was due on Tuesday). | Only two students have **caught up on16** the homework??" (Only two students have **made up** the homework??) (US)  There are still so many students who **haven’t done the homework that was due on Tuesday**??  ---> According to some native speakers, *to catch up on homework* has connotations of getting to a backlog (even if it's not technically due yet), while *to make up homework* has connotations of compensating for homework that hasn’t been done.  ---> 17 |
| Das sind eure neuen Vokabeln. Findet euch in Dreiergruppen zusammen und …  … **teilt euch die Wörter untereinander auf.** Malt dann für jede Vokabel ein Bild.  … t**eilt euch die Wörter untereinander auf.** Malt dann für jede Vokabel ein Bild. | These are your new (vocab) words. Form groups of three and …  **… divide the words among(st)\* yourselves.** Then draw a picture for each word/phrase. (**… divide the words among(st)\* each other.** Then draw …)  —> \* *Among(st)* can only be used for three or more students. *Between* can be used for two or more students (however, among(st) is preferred when referring to three or more people). |

16 Some native speakers mentioned that they would also say *catch up with*. This preposition seems to be less common, though. A British native speaker suggested the third sentence because he wouldn’t use *catch up* if the deadline (= Tuesday) was in the past.

17 While some (US) native speakers said that *make up* is only used to refer to new assignments, others believe that the phrase also refers to the homework that was assigned in the first place. If the students are given a new task to compensate for the bad grade they

got because they didn’t do their homework, *make up* would be the preferred word to use (in the US).

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| Lest den Dialog bitte **mit verteilten Rollen**. | Please form groups and read the dialogue out loud. **One person is** Luke, **one person is** Holly, and  **one person is** Olivia.  … out loud. **Divide the roles/characters among yourselves**.  … out loud, (with) **each student reading one role/character**.  Get into groups, **assign roles/characters/parts** and read the dialogue out loud. |
| **Tauscht** bitte eure Vokabelhefte **aus**. | Please **swap**/exchange your vocab(ulary) notebooks (with another student).  —> Some natives have also suggested the verb *switch*. Others, however, strongly prefer *swap* (because *switch* can also mean  “to replace one thing with another”). |
| Geht bitte in den Flur und **fragt euch gegenseitig die Vokabeln ab**. | Please go into the hallway and **quiz each other on the vocabulary**.  ---> “Please go outside” could be understood as *outside the building*. |
| Faltet das Blatt **entlang der gepunkteten Linie**. | Fold the (sheet of) paper **along the dotted line**. |
| Schneidet **entlang der gestrichelten Linie**. | Cut **along the dashed line**. |
| Tom, hör auf damit!  **Konzentrier dich** auf die Aufgabe. | Come on Tom, stop it! **Focus** on the exercise. (Come on Tom, stop it! Concentrate on the exercise.)\*  --> \* Many native speakers (slightly more US speakers) said that they would prefer *focus* in this context (because the  student’s focus on playing/bothering their neighbor/… should be switched to a focus on the exercise). Some have argued that they would use *concentrate* if the exercise is tricky and a sufficient degree of concentration is required.18 |
| Bitte legt euer Papier **quer/waagerecht**. | Please turn your paper 90 degrees so it’s horizontal.  Please turn your paper horizontally/sideways (so that the holes are at the top).  Please turn your paper landscape (format). (preferred in UK?)  Please turn your paper (90 degrees) so (that) the long side is toward you / at the bottom / facing you.  (Please turn your paper on its side.)  ---> There was no consensus among the native speakers who were presented with this question. |
| Benutzt **so wenig** Fragekarten **wie möglich**. | Use **as few** question cards **as possible**. Use the question cards **as little as possible**. |
| Ich werde diese Aufgabe im **Plenum** erklären. | I’m going to explain this task **to all of you**.  I’m going to explain this task **to the entire class**.  ---> NEVER use *frontal* in this context! It makes people think of “(full) frontal nudity”. |
| Wir werden die Antworten im **Plenum** besprechen. | We’re going to talk about the answers **as a class**.  We’re going to talk about the answers **together**. |
| Am Ende dieser Stunde werden wir das Thema im **Plenum** diskutieren. | At the end of this lesson, we will have a **group discussion**. |
| Kommt bitte zum Ende. | Please wrap it up.  Please (start to) finish up. (preferred for test situations)  Please come to a close. / Please come to an end. |

18 A few native speakers said that “Concentrate on the exercise.” sounds more idiomatic than just “Concentrate.”

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| ***Homework and tests*** | |
| **Als Hausaufgabe zu Mittwoch** macht ihr bitte Aufgabe 6. | **Your homework (for today/tonight\*)** is (to do) exercise 6 **by Wednesday**.  **Your homework** is (to do) exercise 6. It's **due on Wednesday**.  **Your homework for Wednesday\*** is (to do) exercise 6.  **For (your) homework (for) today**, please do exercise 6 and **bring it to class on Wednesday**.  **For (today’s) homework**, please do exercise 6 **by Wednesday**. **For homework**, please do exercise 6. It's **due on Wednesday**. Please do exercise 6 **for/as\***\* **homework.** It's **due on Wednesday**.  ---> \* 19  ---> \*\* Many native speakers from the US would not use *as* in this sentence |
| Das zählt als **nicht-gemachte Hausaufgabe**. | This counts as **missing homework** (for you).20  This counts as **incomplete/uncompleted21 homework**.  I’m putting you down as not having done your homework. |
| Ich nehme den **Strich** (auf meiner Liste) wieder weg. | I’ll erase/remove that **tally mark** (from my list).  I’ll erase/remover the last **tally mark** (from my list).  —> A “tally” is a record of the number or amount of something (| | | |). |
| Bitte schiebt eure Tische auseinander. | Move your desks apart, please. Please separate your desks. |
| Ich habe eure Tests **korrigiert**. | I have **graded** your tests. (US) I have **marked** your tests. (UK) (I have **corrected** your tests.)\*  ---> \* *Corrected* only works if you have made changes and corrected errors! |
| Der Test ist **gut ausgefallen**. | **You did well** on the test. |
| ***Addressing an individual student (encouraging him/her, telling him/her off, checking on him/her etc.)*** | |
| Komm schon, trau dich! | ~ (I/We/You know) you can do this!  Believe in yourself!  You‘ve got this! (colloquial) |
| Jonas, fang an zu arbeiten. | Jonas, start working (on …).  Jonas, get started.  Jonas, start/begin your work.  Jonas, get on with your work. (very British) |

19 Some native speakers have argued that *homework for today/tonight* is clearer than *homework for Wednesday* because the latter phrase is a little ambiguous and could be understood to

mean “homework that is being assigned on Wednesday, not that is due on Wednesday”. In most contexts, however, this ambiguity would not come up.

20 Only two (British) native speakers have argued that they would not use *missing* unless the student could actually not find their work anymore.

21 incomplete ~ not complete but the student has done something; uncompleted ~ the student hasn’t touched it. However, many native speakers have argued that they would also use *incomplete* even if the student did not do the homework at all.

In the US, *incomplete* can also be a noun in this context.

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| Jonas, arbeite weiter. | Jonas, get back to work. Jonas, continue working.  Jonas, get on with your work. (very British) | |
| Es spricht bitte immer nur einer!  Einer nach dem anderen! | One (person) at a time, please! | |
| Nicht vorsagen!  Lass ihn bitte die Frage beantworten. | Don’t help him, please!  Don’t give/tell him the answer, please!  Let him answer, please. | |
| Sei/sprich bitte leise(r). | Lower your voice, please.  Keep your voice down, please.  Use your indoor voice, please. (US)\*  ---> \* only for young students | |
| Hör auf zu kippeln. | Stop rocking (on) your chair. (Sit still.) | |
| Hört auf zu toben! | Stop being rowdy! | |
| *Depending on the context:* | Stop running (around)!  Stop wrestling! /// Stop roughhousing/horseplaying! (= wrestling) (US) |
| Behalte deine Hände bei dir.  (positive way to tell students not to annoy someone by touching them) | Keep your hands to yourself. | |
| Ben, du kommst/schweifst vom Thema ab. | Ben, you are going (off) on a tangent. (US; UK: “at a tangent”)  Ben, you are getting off track\* / going off track / getting sidetracked.  Ben, you are going/veering/wandering off topic.  Ben, you are digressing. (formal) Please stay on topic.  ---> \* *To get off track* can also mean “to lose focus” in a more general sense. | |
| **Nimm** bitte den nächsten Schüler **dran** (der sich meldet).  **Nimm** bitte die nächste Schülerin **dran** (die sich meldet). | Please **pick/choose/select** the next student (who has their hand raised).  Please **call on** a student (who has their hand raised). (US) | |
| Kommst du klar/voran? | Are you (doing) okay?  Do you have any questions/problems?  How are you doing (with the exercise)?\*  How are you getting on with the exercise?\* (rather UK)  ---> \* More advanced and NOT a yes/no question | |

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| ***Miscellaneous*** | | |
| Wen hattet ihr gerade (**in** Biologie)? | Who did you just have (**for** biology)? Who did you just have biology with? | |
| Kommt bitte zur Ruhe. | Be quiet, please. (if the students are noisy)  Settle down, please. (if the students are noisy/overexcited) Calm down, please. (if the students are noisy/overexcited)  Quieten down, please. (UK; maybe a bit outdated) | |
| Es kann nicht sein, dass hier **Unruhe entsteht**, sobald ihr das Buch aufschlagen müsst. | It’s not okay that **some of you get so noisy/chatty** when I ask you to open your books.  It’s not okay that **there is such a commotion** (going on) when ...  It’s not okay that **some of you make such a commotion** (/ cause such chaos) when ....  **I shouldn’t hear any noise**/talking when we open our books.  **There is no need to make such noise** when you open your books.  **Please remain calm** when you open your books. | |
| Wer hat **Tafeldienst**? | Who has **blackboard duty**? / Who is on **blackboard duty**?  Who is the **blackboard monitor?** (UK) | classroom helpers |
| Wer hat **Ordnungsdienst**? | Who has **clean-up duty**? / Who is on **clean-up duty**? |
| Ich brauche bitte den **Austeildienst**. | I need the students on **hand-out duty**, please. |
| **Heftet** bitte das Arbeitsblatt **ein**. | Please **open the metal fastener and insert** the worksheet.  Please **file (away)** the worksheet (in your folder).  Please **secure** the worksheet in your folder. Please **clip** the worksheet into your folder.\*  ---> \* Technically, this only applies to clip folders but some US native speakers have said that they would use this phrase for other types of folders as well. | |
| In deinem Hefter sind **lose Blätter**. | There are **loose sheets** (of paper) in your folder. | |
| Wer war als letztes dran? | Whose turn was it last?  Who went last? | |
| Wer war als nächstes dran? | Whose turn is it (now)?  Who’s (up) next?  —> “Whose turn was it going to be next?” also works but is unnecessarily complicated. | |
| Da sind wir gestern stehen geblieben. | That’s where we left off yesterday. | |
| Könnt ihr mir noch folgen? | Are you still with me? | |

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| Setzt euch nicht um, ohne mich zu fragen.  Es gibt einen Grund, warum wir eine **Sitzordnung** haben. | Don’t change seats without asking me. …  - … There is a reason (why) we have **assigned seats/seating**. (- … There is a reason (why) we have **a seating plan**.) | |
| Ihr hattet das **in der fünften Klasse**. | You had it **in fifth grade**. (US) You had it **in Year 5**. (UK) | |
| Stellt bitte immer vier Tische zusammen. | Please arrange the desks in groups of four.  (I’d like every group to put four tables together.) / (Every group, please put four tables together.) | |
| *Wenn man möchte, dass sich die Schüler/innen melden, falls die Frage auf sie zutrifft.* | I want (to get) … / I need … / Give me … Can I see … / Let me see … / I’d like to see …  Show me by … | **… a show of hands.** How many of you … |
| (With a) show of hands: How many of you …  Please raise your hand if … / Please put your hand up if … | |
| Außer in Notfällen werde ich **immer/nur Englisch mit euch sprechen**. | Unless it’s an emergency, I will only speak to you **in** English.  Unless it’s an emergency, I will only speak **~~in~~** English with/to you.  I will always speak English with you unless it’s an emergency. | |
| Was macht ihr **in** den **Sommerferien**? | What are you going to do **during summer break** / during (the) **summer vacation**? (US)\* What are you going to do during/in/over **the summer break**? (UK, less common)  What are you going to do during/in/over the **summer holiday(s)**? (UK)  ---> \* In the US, people say *summer* ***vacation*** but not *fall vacation* or *spring vacation* because the summer break is so long. | |
| Was habt ihr **in** den **Herbstferien** gemacht? | What did you do during **fall break**? (US)  What did you do during/in/over **the autumn break / the (October) half-term break**? (UK) What did you do during/over (the) **(October) half-term**? (UK)  What did you do during/in/over the **autumn holidays**? (UK, less common)  ---> College students in the US also say “What did you do **for** fall break?” High school students would use the wording above instead. | |
| **Wir haben nächste Woche** Herbstferien. | **We are on** fall/autumn break next week.\* / **We will be on** fall/autumn break next week.\*  **Next week is** fall/autumn break.\* / **Next week will be** fall/autumn break.\*  **Next week are** the autumn holidays. (UK) / **It’s** (October) half-term next week. (UK)  **We have** fall/autumn break next week.\* / **We have** (October) half-term next week. (UK) (We have the week off next week.)  ---> \* See the entry above for regional details (US vs. UK). | |
| Wie lange geht die Stunde noch? | How much longer is class? (US)  How much longer does the lesson go on? (UK) | |

Bild:

D. King 2019

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| Wann ist die Stunde vorbei? Wann ist die Stunde zu Ende? | When is class over? (US) // When is the lesson over? (UK) When will class be over? (US) // When will the lesson be over? (UK)  ---> Some native speakers prefer *is* over *will be*.  What time is class over? (US) // What time is the lesson over? (UK) When does class end/finish? (US) // When does the lesson end/finish? (UK) |
| Ihr wollt den Song noch mal singen? Das wäre okay für mich, allerdings würden wir dann wahrscheinlich (in die Pause) **überziehen**. | You want to sing the song again? That’s okay with me,  but the lesson will probably **run late** and you will miss a part of your break.  […] but the lesson will probably **run late** (into the break).  […] but the lesson will probably **run over** (into the break). |
| Ihr dürft jetzt **einpacken**.  (Said by the teacher at the end of the lesson.) | You can start **packing up** (now).  You can start **packing up your things** (now). |
| Stellt bitte die Stühle hoch. | Please put the chairs on the tables/desks. |
|  | |
| **Useful words which may not be commonly known*22*** | |
| ***Objects*** | |
| Fach (Dokumentenablage)  (In many classrooms, every student has one *Fach* assigned to him/her and the teacher can put in a worksheet in case the student is absent.) | (document) tray / (letter) tray  (mailbox) (US) --> only if it has this purpose |
| Fach (z.B. einer Lehrkraft im Lehrerzimmer)  ---> (= one of a set of small boxes that are fixed on a wall and open at the front (OALD)) | mailbox (US) pigeonhole (UK) |
| Größeres Fach in einem Schrank zum Verstauen von Gegenständen  ---> for storage of shoes, lunch boxes, etc. | cubby (hole)  ---> Every student has a *cubby (hole)*. Also, the whole thing is called *cubby*. |
| Vokabelheft | vocab(ulary) notebook  ----> A *book* is published. A *notebook* is for writing in. |
| Leeres Heft (in dem man Übungen machen kann) | notebook (US, UK) exercise book (UK) |
| Collegeblock | spiral(-bound) notebook |

22 The school systems in the US and in the UK are very different from the German system. Thus, there is no “perfect translation” for some of the German words, e.g.,

*Klassenbuch, Schriftliche Missbilligung*, *Klassenlehrer/in, Klassenraum* or *Vertretungsplan*. The given options are the closest possible translations.

|  |  |
| --- | --- |
| ein Block Papier  ---> “sheets of paper that are held together at the top“ (OALD); usually comes with cardboard backer on it | notepad refill pad  (pad of paper) |
| Schulplaner / Hausaufgabenheft | (student) planner (homework notebook)  agenda (book) (US; not very common) |
| Klassenbuch23 | class log  class diary (UK) / class journal (class) register |
| Nachschreibarbeit | make-up exam (US) / make-up test (US)  —> There seems to be no noun for this in British English. If you miss an exam, you take/sit it at a later date. |
| ***Organization of the school day and other terms*** | |
| Lernzeit / Stillbeschäftigungsstunde  (The students get time to do their homework or other assignments or to study for a test;  a teacher is in the room and makes sure that the students are doing their work and that they are quiet.) | study hall (US) study period (UK) |
| Hofpause / Große Pause | (snack) break break (time) (UK) recess\* (US)  ---> \* Only used with younger students who go out and play. Students may have lunch break first and then recess (time). |
| eine “(Unterrichts)stunde”  ---> also z.B. die zweite Stunde  ---> a unit of the time table / schedule | a lesson / a period (UK)  ==> We always have English on Mondays **in the third lesson.** // … on Mondays **in period three.** |
| a period (US)  ==> We always have English on Mondays **in (the) third period**.  ---> A *lesson* is a unit of time referring to the curriculum taught in the classroom. |
| eine Unterrichtsstunde, in der Unterricht stattfindet | a lesson (UK) a class (UK)  ==> Please don’t eat **during the lesson**. / Please don’t eat **in class**.  ==> I don’t have a **class** in the first **lesson**. |
| a class (US)  ==> Please don’t eat **in/during class**.  ==> I don’t have a **class** in first **period**. |
| Freistunde | free period (US) (UK)  ---> Not ~~free lesson!~~ |

23 An equivalent to a *Klassenbuch* doesn’t exist in the US and the UK. Thus, every translation would need some explanation. Some natives argued that *register* implies that the purpose is to only record attendance.

|  |  |
| --- | --- |
| Klassenrat | (weekly) class meeting 24  Circle (time)\*  ---> \* *Circles* (written with a capital *c*) are a rather new element at some schools in the US. They are quite similar to the German *Klassenrat*. |
| Vertretungsplan | The concept of a *Vertretungsplan* does not exist in the USA or the UK.  *Updated schedule* or *alternative schedule* would probably be acceptable translations. |
| Schriftliche Missbilligung | demerit (US) pink slip (US)  disciplinary letter (best for UK) |
| Klassenlehrer/in | form tutor (UK) / (form teacher (UK)) homeroom teacher (US)  advisor (US)  ---> The term *advisor* is rather new and seems to slowly supersede the term *homeroom teacher*. |
| Klassenraum | homeroom (US) classroom (UK)  ---> Both in the US and in the UK, every room in which a class is taught is a *classroom*. |
| Wandertag | field trip (first choice in US)  class trip / school trip (first choice in UK)  (school) outing / (class) outing excursion  ---> US speakers would rather not use *excursion.* It seems okay in British English but it’s not people’s first choice. |
| (fünftägige) Klassenfahrt | (5 day) field trip (US) (5 day) school trip (5 day) class trip\*  ---> \* *Class trip* (or *homeroom trip* [US]) suggests that it’s only your class and no one else.  However, *class* can also mean *Jahrgang*. |

24 The word *class council* would not be ideal because a *council* usually involves elected representatives. Thus, a *class council* could be elected students who meet with the teacher. Also, the term *student council* already exists, which could create further confusion.

**Special thanks to all native speakers for their help:**

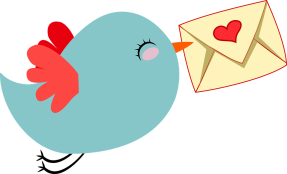
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Emily Cobb (UK) Kate Scheffler (UK) Mike O'Rourke (UK) Jay Larbalestier (UK)

Dr. Jonathan Mole (UK)

… And many others who helped with individual questions.

****Updates zu den *English Classroom Phrases for Teachers***

Sie möchten über neue Ausgaben informiert werden? Dann laden Sie das Dokument hier

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herunter. Die Registrierung ist kostenlos und unverbindlich (Stand: Januar 2023).

# Weitere (Unterrichts)materialien

Auf der Plattform *eduki* biete ich viele weitere Materialien an. Hier ein paar kostenlose Highlights:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Vorlage für englische Vokabeltests | Good morning chant (Begrüßungsritual 5./6. Klasse) | See you later alligator  (Verabschiedungsritual 5./6. Klasse) | Excel-Tabelle  zur Berechnung von Noten | Excel-Tabelle  für Unterrichtsverlaufsskizzen |
|  |  |  |  |  |
| <https://eduki.com/de/393152> | <https://eduki.com/de/723272> | <https://eduki.com/de/485688> | <https://eduki.com/de/284062> | <https://eduki.com/de/284082> |
|  | | | | |
| 26 Englische YouTube-Channels  für die 5. und 6. Klasse | 40 Englische YouTube-Channels  für die 7. und 8. Klasse | 51 Englische YouTube-Channels  für die 9. und 10. Klasse | 56 Englische YouTube-Channels für die Oberstufe (11-13) | Fragen und To-Do-Liste für den Start an einer neuen Schule |
|  |  |  |  |  |
| <https://eduki.com/de/726509> | <https://eduki.com/de/727168> | <https://eduki.com/de/742416> | <https://eduki.com/de/733827> | https://eduki.com/de/338808 |

# Dankeschön

Liebe Kollegin, lieber Kollege,

in diesem Dokument stecken hunderte Stunden Arbeit. Ich teile es sehr gerne mit dir.

Falls du dich für die kostenlose Bereitstellung bedanken möchtest, kannst du das gerne unter folgendem Link tun:

[***https://www.paypal.me/ECPfT***](https://www.paypal.me/ECPfT)

… oder etwas Geld an eine Hilfsorganisation für Kinder spenden.

Ich freue mich aber genauso sehr über jede E-Mail mit netten Worten! 

Kollegiale Grüße, Dennis King [(de.king@gmx.de)](mailto:(de.king@gmx.de)

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