

English Classroom Phrases for Teachers

Edition 2.0 (January 2023)

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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.

2) 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 English*² (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>

German	English	
	wrong / unidiomatic	idiomatic
Everyday examples of errors		
<i>Before and during an activity</i>		
Hat jemand keine Kopie? Ich habe noch ein paar Kopien übrig.	Does anyone not have a worksheet? I have some leftovers . ---> The noun <i>leftovers</i> 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 *. ---> * <i>Headline</i> 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 <i>title</i> . Some of these can be divided into sections with <i>headings</i> .
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.

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?) --> <i>Discuss</i> 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) --> <i>Mean</i> 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".

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 <u>explanation</u> 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 <u>the</u> reason (why) he killed her. --> Also, the verb <i>speculate</i> is usually <u>not</u> 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?").

At the end of an activity / after an activity		
Bist du fertig? (Im Sinne von 'etwas beendet haben' - so <u>not</u> 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? ---> <i>Solution</i> 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? ---> * <i>for</i> also works but <i>to</i> 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(ular)y 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 <i>little test</i> 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 . ---> <i>Funny</i> 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

<p>Statements about the future for which you can use the present tense in German.</p>	<ul style="list-style-type: none"> - 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. <p>- First we read the instructions, and then we do the first exercise together.</p> <p>---> * 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</p>	<ul style="list-style-type: none"> - 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. <p>- First we are going to read the instructions, and then we'll do the first exercise together.</p> <p>---> "Now we play a game" sounds like an English comedian pretending to be German.</p>
<p>Homework, tests and feedback</p>		
<p>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).</p>	<p>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.</p>	<p>Please turn to (the page with) your homework (from Thursday).</p>
<p>Ihr hattet eine Hausaufgabe.</p>	<p>You had a homework. ---> BUT correct: "Have you done <u>the</u> homework?" --> Nevertheless, "[...] <u>your</u> homework?" is preferred because it sounds less distant and makes it more personal.</p>	<p>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 <i>assignments</i> for longer and/or more complex tasks only.</p>
<p>Macht die Hausaufgabe bitte bis Freitag.</p>	<p>Please do the homework until Friday.</p>	<p>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.</p>
<p>Morgen schreibt ihr einen Test.</p>	<p>You are going to write a test tomorrow.</p>	<p>You are going to have/take a test tomorrow. There will be a test tomorrow. You are going to sit a test tomorrow. (UK)</p>
<p>Vergesst nicht, für den Test am Montag zu lernen.</p>	<p>Don't forget to learn for the test on Monday.</p>	<p>Don't forget to study for the test on Monday. ---> BUT correct: I want you to <i>learn</i> 10 irregular verbs by Monday. I want you to learn <u>it</u> for the test. (= specific directive to memorize sth. before the test)</p>
<p>Dreht euren Test jetzt um.</p>	<p>Turn your test around now. Turn your test <u>now</u>.</p>	<p>Turn your test over now. / Turn over your test now. (preferred) (Flip your test over now. / Flip over your test now.) (quite informal)</p>

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.

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 <i>Schriftliche Berichtigung</i> 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 (<i>Achtung Betonung!</i>)	/ˈmɪstɜ:k/ (Oo)	/mɪˈsteɪk/ (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 <u>neat</u> 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 <u>write</u> (or should have written) <u>additional</u> 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 <i>at</i> 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.)

Setz dich gerade/vernünftig hin. <small>(The student is already sitting but is slouching or rocking his/her chair.)</small>	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) --> * <i>Nice</i> also works but <i>kind</i> is a little better. Technically, <i>nice</i> 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.

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 check ⁹ 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 for ¹⁰ 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's sing happy birthday for him. (= instead of him singing). Another native speaker has argued that the "for" makes it sound like a future plan.

Kann jemand bitte die Tafel wischen? (with a <u>dry</u> cloth/sponge; no water)	Can someone clean the board, please? ---> <i>Cleaning a board</i> might imply a bucket and water.	Can someone erase the (black)board ¹¹ , 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 <u>on the table</u> 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 <i>squared paper</i> . 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 <i>what</i> and <i>which</i> 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.

<p>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.</p>	<p>Exchange your ideas with a partner. ---> While some native speakers found this sentence odd, there were others who said that it sounds natural.</p>	<p>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. <i>Share</i> does not imply that the students have to talk <u>about</u> / comment on their partner's ideas.</p>
<p>Analysiert die stilistischen Mittel, die der Autor verwendet. Vergleicht dann eure Ergebnisse mit einem Partner / einer Partnerin.</p>	<p>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</p>	<p>... Then compare your answers with a partner. ... Then find a partner and compare what you (both) found (out).</p>
<p>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.)</p>	<p>You have to complete your work plan by next Friday. ---> Only a few native speakers had a problem with his word.</p>	<p>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.</p>
<p>Dieses Arbeitsblatt ist freiwillige Hausaufgabe. (The students will get points/credit for doing it.)</p>	<p>This worksheet is voluntary homework. --> <i>Voluntary homework</i> sounds like you go volunteer somewhere.</p>	<p>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.)</p>
<p>Dieses Arbeitsblatt ist freiwillige Hausaufgabe. (Does not specify if students will receive extra points for doing it)</p>		<p>This worksheet is optional homework.</p>
<p>Schüler/in: Müssen wir mit einem Bleistift schreiben?</p>	<p>Must we write with a pencil? ---> "When you ask a question and begin with <i>must</i>, it sounds too formal." (US) ---> "'Must we ...' would sound like something from Harry Potter." (US) ---> "'Must we go to the store?' sounds posh." (UK)</p>	<p>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)</p>
<p>Schüler/in: Ich treffe gerne meine Freunde. (listing it as a hobby)</p>	<p>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)</p>	<p>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.</p>

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.

German	English
Useful phrases which may not be commonly known	
<i>Getting ready for, doing and finishing an exercise</i>	
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 <i>letters</i> in this context because you are only referring to the first letter. For example, the fact that "orse" in <i>horse</i> 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 <i>oral</i> (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.

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

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).

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 <i>switch</i> . Others, however, strongly prefer <i>swap</i> (because <i>switch</i> 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 <i>outside the building</i> .
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 <i>focus</i> in this context (because the student's <i>focus</i> on <i>playing/bothering their neighbor/...</i> should be switched to a focus on the exercise). Some have argued that they would use <i>concentrate</i> if the exercise is tricky and a sufficient degree of concentration is required. ¹⁸
Bitte legt euer Papier quer/waagrecht .	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 <i>frontal</i> 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."

Homework and tests	
Als Hausaufgabe zu Mittwoch macht ihr bitte Aufgabe 6.	<p>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.</p> <p>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.</p> <p style="text-align: right;"><small>---> * 19</small></p> <p style="text-align: center;"><small>---> ** Many native speakers from the US would not use <i>as</i> in this sentence</small></p>
Das zählt als nicht-gemachte Hausaufgabe .	<p>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.</p>
Ich nehme den Strich (auf meiner Liste) wieder weg.	<p>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 ().</p>
Bitte schiebt eure Tische auseinander.	<p>Move your desks apart, please. Please separate your desks.</p>
Ich habe eure Tests korrigiert .	<p>I have graded your tests. (US) I have marked your tests. (UK) (I have corrected your tests.)* ---> * <i>Corrected</i> only works if you have made changes and corrected errors!</p>
Der Test ist gut ausgefallen .	<p>You did well on the test.</p>
Addressing an individual student (encouraging him/her, telling him/her off, checking on him/her etc.)	
Komm schon, trau dich!	<p>~ (I/We/You know) you can do this! Believe in yourself! You've got this! (colloquial)</p>
Jonas, fang an zu arbeiten.	<p>Jonas, start working (on ...). Jonas, get started. Jonas, start/begin your work. Jonas, get on with your work. (very British)</p>

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.

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 kippen.	Stop rocking (on) your chair. (Sit still.)	
Hört auf zu toben!	Stop being rowdy!	
	<u>Depending on the context:</u>	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	


<i>Miscellaneous</i>		
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?	

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 <i>summer vacation</i> but not <i>fall vacation</i> or <i>spring vacation</i> 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)	

Wann ist die Stunde vorbei? Wann ist die Stunde zu Ende?	When is <u>class</u> over? (US) // When is the <u>lesson</u> over? (UK) When will <u>class</u> be over? (US) // When will the <u>lesson</u> be over? (UK) --> Some native speakers prefer <i>is over</i> will <i>be</i> . What time is <u>class</u> over? (US) // What time is the <u>lesson</u> over? (UK) When does <u>class</u> end/finish? (US) // When does the <u>lesson</u> 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 known²²

Objects

Fach (Dokumentenablage) (In many classrooms, every student has one <i>Fach</i> 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))	Bild: D. King 2019  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 <i>cubby (hole)</i> . Also, the whole thing is called <i>cubby</i> .
Vokabelheft	vocab(ulary) notebook ----> A <i>book</i> is published. A <i>notebook</i> 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)
Klassenbuch ²³	class log class diary (UK) / class journal (class) register
Nachschreibearbeit	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 <u>play</u> . 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 <i>lesson</i> 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)* ---> * <i>Circles</i> (written with a capital <i>c</i>) are a rather new element at some schools in the US. They are quite similar to the German <i>Klassenrat</i> .
Vertretungsplan	The concept of a <i>Vertretungsplan</i> does not exist in the USA or the UK. <i>Updated schedule</i> or <i>alternative schedule</i> 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 <i>advisor</i> is rather new and seems to slowly supersede the term <i>homeroom teacher</i> .
Klassenraum	homeroom (US) classroom (UK) ---> Both in the US and in the UK, every room in which a class is taught is a <i>classroom</i> .
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 <i>excursion</i> . 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* ---> * <i>Class trip</i> (or <i>homeroom trip</i> [US]) suggests that it's only your class and no one else. However, <i>class</i> can also mean <i>Jahrgang</i> .

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:

Elizabeth Anne de Reeder (US, Long Island, NY)

Dr. Renée Lüskow (US, Southwest)

Benjamin D. Schluter (US, Boston)

Theodore Laport (US, New York)

Mitchell Duncan (US, New York)

Patrick Youells (US, Baltimore)

Christian Nordine (US, Texas)

Justin Tobey (US, California)

Daniel Garzon (US, Miami)

Alex Salomon (US, Miami)

Emily Cobb (UK)

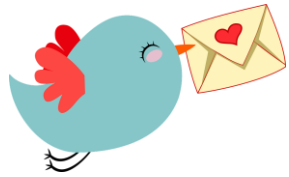
Kate Scheffler (UK)

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
 ---> <https://eduki.com/de/258866> <---
 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>

... 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)



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