

A2

CLASSROOM ENGLISH

≈ 27 MIN

Classroom English — *practice on paper*

You have built the lesson — now put the phrases together on paper, brick by brick. Three jobs, one confident lesson flow.

A polite classroom request = Could you ... please ?

NAME

DATE

YOUR BUILD

1 · SORTING



2 · FILL-IN



3 · CORRECT



4 · WRITE



BRICK 1 · SORT THE TWO VOICES · APPROX. 4 MIN



Sort each phrase: does it belong under **You ask / say** or **The teacher says**?

Could you say that again, please?

Sorry, I didn't catch the last sentence.

Could you repeat the instructions, please?

Could you speak more slowly, please?

What does 'agenda' mean?

How do you spell that?

Open your books at page 24.

Take a look at exercise 5.

Work in pairs, please.

You've got three minutes.

Any questions?

Let's move on.

YOU ASK / SAY	THE TEACHER SAYS

BRICK 2 · COMPLETE THE PHRASE · APPROX. 6 MIN



Fill in exactly one word. Use the fixed phrase from the lesson, then read the complete sentence aloud.

01 What _____ 'invoice' mean?

02 How do you say 'Besprechung' _____ English?

03 Could you spell your surname _____ me, please?

04 Could you explain that _____ me, please?

05 I need to hear the same sentence a second time: Could you say that _____ , please?

06 _____ your books at page 24.

07 You've _____ five minutes.

08 Time's _____ . Let's move on.

YOUR BUILD

1 · SORTING

2 · FILL-IN

3 · CORRECT

4 · WRITE

BRICK 3 · FIND AND CORRECT THE MISTAKE · APPROX. 7 MIN



Each sentence contains exactly one typical transfer error from German. Underline it and rewrite the complete sentence in natural English.

01 What means 'cash flow' in today's workshop?

.....

02 How is 'Lieferfrist' called in English?

.....

03 Could you spell me the supplier's surname, please?

.....

04 Could you explain me the final group task, please?

.....

05 Could you say the conference room number once again, please?

.....

06 Sorry, I didn't understand the last instruction acoustically.

.....

BRICK 4 · WRITE SUITABLE CLASSROOM PHRASES · APPROX. 8 MIN



Write one or two suitable sentences for each situation. Use the phrases as complete building blocks.

01 A trainer gives the final instruction too quickly. Ask to hear it again politely.

.....

02 The word "deadline" appears in a planning lesson. Ask what it means.

.....

03 A workshop task is still confusing. Ask the trainer to explain it to you.

.....

04 Begin a partner activity and tell the class that they have five minutes.

.....

MINI-CHECK – CAN I DO THIS YET?

- ☐ I can politely ask for repetition, slower speech or an example.
- ☐ I can ask about translation, meaning and spelling.
- ☐ I use "could" in requests and put "please" at the end.
- ☐ I recognise short teacher instructions, feedback and transitions.

Not every box ticked? Build the lesson once more and try this sheet again tomorrow.



Answer key

Check only when you have finished. Every answer comes with the **why** — the rule matters more than the result.

BRICK 1 · SORTING

- | | |
|--|---|
| <p>01 You ask / say — Could you say that again, please?
<i>You use this to ask politely for repetition.</i></p> <p>02 You ask / say — Sorry, I didn't catch the last sentence.
<i>You use this to say that you missed something.</i></p> <p>03 You ask / say — Could you repeat the instructions, please?
<i>You use this to ask for the instructions again.</i></p> <p>04 You ask / say — Could you speak more slowly, please?
<i>You use this to ask the teacher to slow down.</i></p> <p>05 You ask / say — What does 'agenda' mean?
<i>You use this to ask about a word's meaning.</i></p> <p>06 You ask / say — How do you spell that?
<i>You use this to ask about spelling.</i></p> | <p>07 The teacher says — Open your books at page 24.
<i>The teacher puts the action first in a short instruction.</i></p> <p>08 The teacher says — Take a look at exercise 5.
<i>The teacher uses this to direct attention to an exercise.</i></p> <p>09 The teacher says — Work in pairs, please.
<i>The teacher uses this to organise pair work.</i></p> <p>10 The teacher says — You've got three minutes.
<i>The teacher uses this to set the available time.</i></p> <p>11 The teacher says — Any questions?
<i>The teacher uses this to check for questions.</i></p> <p>12 The teacher says — Let's move on.
<i>The teacher uses this to move to the next step.</i></p> |
|--|---|

BRICK 2 · FILL-IN

- | | |
|---|--|
| <p>01 What does 'invoice' mean?
<i>A meaning question needs "does" followed by the base form "mean".</i></p> <p>02 How do you say 'Besprechung' in English?
<i>The fixed translation question ends with "in English".</i></p> <p>03 Could you spell your surname for me, please?
<i>After "spell that", the person follows with "for".</i></p> <p>04 Could you explain that to me, please?
<i>After "explain that", the person follows with "to".</i></p> | <p>05 I need to hear the same sentence a second time: Could you say that again, please?
<i>The natural repetition request uses "say that again".</i></p> <p>06 Open your books at page 24.
<i>A short instruction begins with the action "Open".</i></p> <p>07 You've got five minutes.
<i>The fixed time phrase is "You've got ... minutes".</i></p> <p>08 Time's up. Let's move on.
<i>The fixed classroom time signal is "Time's up".</i></p> |
|---|--|

BRICK 3 · CORRECT

- | | |
|--|--|
| <p>01 What does 'cash flow' mean in today's workshop?
<i>A meaning question needs "does" followed by the base form "mean".</i></p> <p>02 How do you say 'Lieferfrist' in English?
<i>For a translation, use "How do you say ... in English?".</i></p> <p>03 Could you spell the supplier's surname for me, please?
<i>After "spell", put the thing first and the person after "for".</i></p> | <p>04 Could you explain the final group task to me, please?
<i>After "explain", put the topic first and the person after "to".</i></p> <p>05 Could you say the conference room number again, please?
<i>For a natural repetition request, use "say ... again".</i></p> <p>06 Sorry, I didn't catch the last instruction.
<i>When you miss spoken words, use "I didn't catch ..." instead of a calque with "acoustically".</i></p> |
|--|--|

BRICK 4 · WRITE

Your sentences may differ — just check that they use a suitable fixed phrase from the lesson.

- | | |
|--|--|
| <p>01 Could you say that again, please?
<i>Use "could" and "please" for a polite repetition request.</i></p> <p>02 What does 'deadline' mean?
<i>A meaning question follows the pattern "What does X mean?".</i></p> | <p>03 Could you explain that to me, please?
<i>With "explain", the person follows "to" and "please" comes last.</i></p> <p>04 Work in pairs, please. You've got five minutes.
<i>The short instruction gives the action first and then the time.</i></p> |
|--|--|

NEXT BRICKS — KEEP BUILDING FREE ONLINE

GRAMMAR PREREQUISITE

Imperatives

englisch-lehrer.com/en/lessons/imperatives

QUESTION PREREQUISITE

Basic Question Forms

englisch-lehrer.com/en/lessons/basic-question-forms

ALL LESSONS

45+ free lessons

englisch-lehrer.com/en/lessons

HANOVER

Schaufelder Straße 11 · 30167
englisch-lehrer.com/hannover

BERLIN

Kurfürstendamm 30 · 10719
englisch-lehrer.com/berlin

ONLINE COURSES

englisch-lehrer.com/online
worldwide on Zoom

CONTACT

+49 511 4739339
james@englisch-lehrer.com

