

## CLASSROOM LANGUAGE: GETTING ATTENTION

### 28.1. Vocabulary

**Ex. 1.** Match the words with their Russian equivalents.

1. eyes on me	a. сигнал
2. bell	b. звонок
3. signal	c. поднимите руку
4. sound	d. прямой; непосредственный
5. attention	e. звук
6. turn off	f. выключать
7. heads up	g. внимание
8. direct	h. звонить
9. ring	i. смотрите на меня
10. phrase	j. фраза
11. raise your hand	k. поднимите голову

**Ex. 2.** *Rephrase the sentences with the words given in Ex. 1.*

1. Please indicate if you have a question.
2. The teacher gave the sign for the students to start the test.
3. Silence your phone before the movie starts.
4. Can you guide me to the nearest gas station?
5. I heard an unusual noise coming from the attic.
6. Keep watching me while I demonstrate the dance routine.
7. The bell rang, indicating the end of the school day.
8. The expression "I love you" can convey a lot.

### 28.2. Reading

**Ex. 1.** *Read the text.*

#### Getting Attention

To get the students' attention, I ring a bell or say 'OK, everyone', and then wait until they're all looking at me. I usually stand at the front of the class, but sometimes I walk around so that I'm close to the students who are talking. If they're still talking, I might put my hand up as a signal for them to stop.

When I want the students to listen to me, I say 'Listen, please!' or 'Can I have your attention, please?' When they're working in pairs or groups, I say 'All right, everyone, heads up!' and then wait until they're all looking at me before I give instructions. If they're doing an activity in their books, I often say 'Look at Exercise 3 on page 12'. If they're not paying attention, I might ask one of the stronger students to repeat what I've just said.

When I want the students to speak more quietly, I say 'Could you lower your voices, please?' or 'I can't hear myself think!'

If I want to check that the students understand, I say 'Are you with me?' or 'Do you know what I mean?' If they don't understand, I explain again using different words. If I'm giving instructions for an activity, I try to use simple language, and I demonstrate the activity if necessary. Sometimes I write key words or phrases on the board. If the students have any questions, I tell them to raise their hands.

When I want the students to work more quickly, I say 'Come on, guys. You haven't got much time.' If they finish an activity early, I tell them to move on to the next one. If they need more time, I say 'You have another five minutes.'

If the students aren't doing what they're supposed to be doing, I say 'What's going on, everyone?' or 'Why aren't you working?' If they're talking in their own language, I say 'English only, please!' If they're using their phones, I ask them to put them away. If they're not paying attention, I might ask them to look at me or turn off the music.

If a student doesn't understand a word, I usually ask another student to explain. If nobody knows, I say the word and then ask the students to repeat it.

***Ex. 2. Answer the questions.***

1. How does the teacher signal to students that they need to pay attention?
2. What phrases does the teacher use to get students to listen or give instructions?
3. How does the teacher handle situations where students are not paying attention during group work?
4. What strategies does the teacher employ to ensure that students understand the instructions given?
5. How does the teacher encourage students to work more quickly or manage their time during activities?

6. What methods does the teacher use to address students who are not following classroom rules, such as speaking in their own language or using phones?
7. How does the teacher handle situations where a student doesn't understand a word mentioned in class?