English Classroom Phrases for Teachers

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1) Häufige sprachliche (Lehrer/innen)-Fehler im Englischunterricht

„Please open your books <u>on</u> page 13". „These are your new <u>vocabularies</u>". „You had <u>a</u> homework". Dies sind nur einige wenige Beispiele für typische Fehler deutscher Englischlehrkräfte. Viele dieser Fehler hörte ich als Schulbegleiter oder als Student während Hospitationen im Englischunterricht, andere sind mir durch die Analyse des FLECC[1], 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. 8)

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 Lehrer/innen-Fehler 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. 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 muss 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.

Dieses Dokument ist **im Laufe von zwei Jahren entstanden und wurde sukzessiv von mehreren US-amerikanischen und britischen Muttersprachlern/innen durchgelesen und kommentiert**. 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 vielleicht noch ein wenig wachsen. Ich freue mich über Kommentare, Ergänzungen und Verbesserungsvorschläge für eine mögliche nächste Version!

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[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.

German	English	
	wrong / unidiomatic	**idiomatic**

Everyday examples of errors		

Getting ready for, doing and finishing an exercise

Louis, erklär' Johanna bitte die Aufgabe.	Louis, please **explain Johanna** the exercise.	Louis, please **explain the exercise to** Johanna.
Beginnt bitte mit der Aufgabe. (NICHT im Sinne von ‚Erst die Aufgabe und dann …')	Please start **with** the exercise. ---> 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.)
Öffnet euer Buch bitte auf Seite 13.	Please open your book **on page** 13. ---> It sounds like the teacher is asking you to exactly flip your book open directly to 13 right away. Not just open it and go to page 13.	Please open your book **at page** 13. (UK) Please open your book **to page** 13. (US, 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
Tragt bitte Wörter in die Lücken ein.	Please **fill in the words**.	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.
Gebt ihr/ihm bitte ein Feedback.	Please give her/him **a feedback**.	Please give her/him **(some) feedback**.
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.
Student: 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
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 … ?)

1

Wie sieht er aus? (the person in the book)	**How** does he look like?	**What** does he look like?[2] Can you describe the person (in the picture/book)?
Wie nennt man das?	**How** do you call that?	**What** do you call that? What is it called?
Was könnt ihr auf dem Bild sehen?	What can you see **on** the picture?	What can you see **in** the picture?
Bist du fertig? (Im Sinne von ‚etwas beendet haben')	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)
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?
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
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**.)* ---> * okay but lengthy/complicated
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 … .
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.

Making announcements / Providing information

Das sind eure neuen Vokabeln.	These are your new **vocabularies**.	These/here are your new **vocab(ulary) words.** (first choice) These/here are your new **words**. (Here/This is your new **vocabulary**.) (UK)
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.
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.

2

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.
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. ---> 3	- 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.
Ich gebe euch 8 Minuten.	**I give you** 8 minutes.	You have 8 minutes. // I'**ll** give you 8 minutes. Be done by 8.40am, please. (US) // Have it finished by 8.40am, please.
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

Tests and homework

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)

3

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3 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.

Dreht euren Test jetzt um.	Turn your test **around** now. Turn your test now.	Turn your test **over** now. / Turn **over** your test now. Flip your test **over** now. / Flip **over** your test now.
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 turn in your **correction** of the test.	Please turn in your **correction<u>s</u>** of the test.* Please turn in your **test correction<u>s</u>**.* ---> *even when talking to one student Please turn in your **corrected version** (of the test).

General classroom management

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?
Kann jemand bitte die Tafel wischen? (with a <u>dry</u> cloth/sponge; no water)	Can someone **clean** the board, please? ---> *Cleaning a board* usually implies a bucket and water.	Can someone **erase** the (black)board, please? (US) Can someone **wipe (off)** the (black)board?, please?[4] (US) Can someone **wipe** the (black)board, please? (UK) Can someone **rub off** the (black)board, please? (UK) ---> 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.
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. (US) 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.)
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.
Setz dich gerade/vernünftig hin. (The student is already sitting but is slouching or rocking his/her chair)	Sit **down** properly.	Sit **(up)** properly (especially British) Sit **up** / Sit **(up)** straight.
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 **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.

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[4] There was no clear agreement among the eight US speakers who were presented with this question. While three of them believe that the phrase sounds better with the *off* and one is convinced that it's necessary, three other US speakers feel indifferent about it and one person dislikes it.

Schalte bitte den Beamer an.	Turn on the **beamer**, please.	Turn on the **projector**, please.
Hängt bitte die Poster auf.	**Hang (up)** the posters, please. ---> You hang something that's in a frame with hooks (like a painting).	**Put** the posters up, please.
Ihr könnt mir in der kleinen Pause mehr darüber erzählen.	You can tell me more about it **in** the short break.	You can tell me more about it **during** the (short) break. (You can tell me more about it **at/during break time**.) (UK)
Wir sehen uns morgen.	We'll see **us** tomorrow.	See you tomorrow. (We'll see **each other** tomorrow.) ---> grammatically correct but less common
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*** <u>as to</u> collect […]?" would be too formal.
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.

5

Other useful examples of errors		
Lasst uns Happy Birthday für sie/ihn singen.	Let's sing happy birthday **for** her/him.	Let's sing happy birthday **to** her. (Let's sing her/him happy birthday.)
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.
Wer hat am meisten geschrieben?	Who has written most?	Who has written **the** most?
Was willst du später mal werden, wenn du erwachsen bist?	What do you want to **become** when you grow up? ---> sounds strange; presumes a change ---> sounds like you're going to turn into a moth or something	What do you want to **be** when you grow up? What do you want to **do** after school?
Schüler/in: Ich möchte Erzieherin (im Kindergarten) werden.	I want to be an **educator**.	I want to be a **pre-school teacher**. I want to be a **kindergarten teacher**.
Student (to another S; putting the "German Box" on his/her desk): Du hast (gerade) Deutsch gesprochen.	You **talked** German.	You **spoke (in)** German. You**'ve spoken (in)** German. (UK) You **said something in** German. (You **were speaking (in)** German (while/during …).) (You talked **in** German.) ==> the verb *speak* is preferred

Not really "wrong", but could be improved (according to some native speakers)		
Verbinde die Antworten mit den Fragen.	Match the answers **with** the questions.	Match the answers **to** the questions.
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 (und malt nicht über die Linien).	Please color the animals. ---> 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.
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.	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. (You'll 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 **voluntary** homework. --> *voluntary homework* sounds like you go volunteer somewhere.	This worksheet is **optional homework**.
Ich wünsche euch einen guten Morgen.	**I wish you a** good morning. ---> This is far too formal	Good morning.
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) ---> 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) **Have we got to** write with a pencil? (UK) **Do we have to** use a pencil?

Schüler/in: **Ich treffe gerne meine Freunde.** (listing it as a hobby)	I like **meeting** my friends. ---> sounds like you like running into them in the street ==> just "to meet someone" means that it's by coincidence or the first time ---> but 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 **hanging out with** friends.* I like **meeting up with** friends.* I like **getting together with** friends. (US; older people)* I like **spending time with** friends.* I like **doing things with** friends.* I like **meeting (up with)** friends **for coffee / to play tennis**.* I like going to the movies with friends.* * ---> In all of these sentences, you could also say "<u>my</u> friends". However, it is much more common not to use the possessive in this case. The fact that they are <u>your</u> friends is already understood.

German	English
Useful phrases which may not be commonly known	
Getting ready for, doing and finishing an exercise	
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**. ---> "… number 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.
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 **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 durch**. (without opening your mouth)	Please **read** the text **to yourself**. (most common in US) Please **read** the text **silently**. Please read the text.
Faltet das Blatt **entlang der gepunkteten Linie**. Schneidet **entlang der gestrichelten Linie**.	Fold the (sheet of) paper **along the dotted line**. Cut **along the dashed line**.
Hört noch mal zu und versucht im Text **mitzulesen**.	Listen once again and try to **read along** with the text.
Tauscht bitte eure Vokabelhefte **aus**.	Please **exchange/switch/swap** your vocab(ulary) notebooks.
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*.
Schreibt bitte das **Tafelbild** ab.	Please copy **what's on the board**. Please copy **it from the board**.

German	English
Schreibt die Sätze **in euren Hefter ab.**	**Copy** the sentences **(down) into the (sheets of) paper in your folder.** ---> "… sentences into your folder" would not work because it would mean to write onto the actual folder itself.
Schreibt die Wörter bitte **untereinander**.	Please write one word **per line**. (Please write one word **on each line.**)
Benutzt **so wenig** Fragekarten **wie möglich**.	Use **as few** question cards **as possible**. Use the question cards **as little as possible**.
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.
In einem Moment werdet ihr **einen Text hören**. (e.g. 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**. Please listen carefully. In a minute, you are going to **hear a text being read**. Please listen carefully.
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**.

Tests and homework

German	English
Als Hausaufgabe zu Mittwoch macht ihr bitte Aufgabe 6.	**Your homework (for today/tonight[5])** is (to do) exercise 6 **by Wednesday**. **Your homework** is (to do) exercise 6. It's **due on Wednesday**. **Your homework for Wednesday[5]** 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**. ---> * Many native speakers from the US would not use *as* in this sentence.
Ich habe eure Tests **korrigiert**.	I have **graded** your tests. (US) I have **marked** your tests. (UK) (I have **corrected** your tests.)* ---> * Only works if you have made changes and corrected errors!

[5] 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.

Das zählt als **nicht-gemachte Hausaufgabe**.	This counts as **missing homework** (for you).[6] I'm putting you down as not having done your homework.
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! (slang)
Jonas, fang an zu arbeiten.	Jonas, start/begin your work. Jonas, start working (on …). Jonas, get started. Jonas, get on with your work. (very British)
Jonas, arbeite weiter.	Jonas, get back to work. Jonas, continue working. Jonas, get on with your work. (very British)
Sei/sprich bitte leise(r).	Lower your voice, please. Keep your voice down, please. Use your indoor voice, please. (US)* ---> * only for young students
Melde dich bitte, wenn du etwas sagen möchtet. Nicht reinrufen bitte.	Wait (for) your turn, please. Follow the classroom rules, please. Raise your hand (if you want to say something), please. Don't shout out the answer, please. (Don't blurt out (the answer), please.)
Nicht vorsagen! Lass ihn bitte die Frage beantworten.	Don't help him, please! Don't give/tell her/him the answer, please! Let her/him answer, please.
Hör auf zu kippeln.	Stop rocking 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)

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[6] Many (but not all) 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.
Only one (British) native speaker has argued that he would not use *missing* unless the student could actually not find his work anymore.

German	English
Behalte deine Hände bei dir. (positive way to tell students not to annoy someone by touching them)	Keep your hands to yourself.
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 yes/no question
Tom, du kommst/schweifst vom Thema ab. (beim Reden)	Tom, you are going (off) on a tangent. Tom, you are getting off track.* Tom, you are going/veering/wandering off topic. Tom, you are digressing. (formal) Please stay on topic. ---> * *to get off track* can also mean "to lose focus" in a more general sense.

Miscellaneous

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German	English	
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.	
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)	
Wen hattet ihr gerade (**in** Biologie)?	Who did you just have (**for** biology)? Who did you just have biology with?	
Da sind wir gestern stehen geblieben.	That's where we left off yesterday.	
Könnt ihr mir noch folgen?	Are you still with me?	
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 (the) **summer vacation**? (US)* What are you going to do during **summer break**? (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/over (the) **(October) half-term**? (UK) What did you do during/in/over the **(October) half-term break**? (UK) What did you do during/in/over the **autumn break**? (UK) What did you do during/in/over the **autumn holidays**? (UK, less common) What did you do during **fall break**? (US) ---> 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 *is* over *will be* 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).

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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

Objects

Fach (Dokumentenablage) (usually in the back of the classroom, every student has one of them assigned to him/her and the teacher can put in a worksheet in case the student was 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 pigeonhole (UK) mailbox (US)
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.
Schulplaner / Hausaufgabenheft	(student) planner (homework notebook) agenda (book) (US; not very common)
Klassenbuch	class log class diary (UK) / class journal (class) register ---> 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.
Leeres Heft (in dem man Übungen machen kann)	exercise book (UK) notebook (US, UK)
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)
Collegeblock	spiral(-bound) notebook

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Organization of the school day and other terms	
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).
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)
Freistunde	free period (US) (UK) ---> not ~~free lesson~~
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**.
Kunst (das Fach in der Schule)	art
verschiedene Formen von Kunst (literature, music, art)	The arts
basteln (z.B. im Kindergarten oder im Ferienlager)	arts & crafts
Klassenrat	(weekly) class meeting[7] Circle* ---> * 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*.
Klassenlehrer/in	form tutor (UK) / (form teacher (UK)) homeroom teacher (US) advisor (US) ---> The school systems in the US and in the UK are very different from the German system. Thus, there is no perfect translation of *Klassenlehrer*. The given options are the closest possible translations. The term *advisor* is rather new and seems to slowly supersede the term *homeroom teacher*.

[7] 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.

Klassenraum	homeroom (US) classroom (UK) ---> Both in the US and in the UK, every room in which a class is taught is a *classroom*.
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.
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's okay in UK but not 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*.

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