

CLASSROOM LANGUAGE: Starting Class

The following are samples of possible openings which can be used in the classroom.

To Start Class

- We seem to be missing some people, but let's get started.
- Good morning! I hope your week-end went better than mine. Well, let's get this week off to a quick start. Midterms will be soon.
- All right }
•OK } , let's turn to page _____ and discuss _____.
- OK }
•All right } , we're {going to have } a {midterm} next {Monday }
{having } {quiz } {week } , so
let's see what kinds of questions you have.
try to review as much as we can.
get down to business.
- OK, Prof. Jones covered a lot of material in yesterday's lecture, }
•OK, there was a lot of material in that last chapter, }
let's briefly review it and see what kind of questions you have.
see some further examples.
go into a little bit more detail.
- OK (loudly), we'll be lucky to finish this lab on time, so let's get started.
- We're getting behind on our schedule, so let's get going.
- OK, Professor Shibatani didn't get around to covering the Tramista Equilibrium Curve, so let me direct your attention to the diagram on the board.
- Today we're going to cover some material that Professor Winham didn't get to, so you might want to take notes.
- OK, before we go on to something new, was there anything in
Professor Schooler's lecture
yesterday's discussion that you have questions about?
the last lab

•Is there anything in the papers/midterms/quizzes I just returned to you that you have any questions about?

•OK, last time we discussed _____. Are there any questions about this before we go on to _____?

•Let's get settled down. I want to pass out your homework quizzes papers reports and go over {it them}.

•John... Michelle... Kendra... (while passing out papers)

•OK, settle down now. Can anybody {tell me the formula for _____? tell me why we use _____?}

(These are questions to set the stage for what's to come next.)

•OK, look at the {diagram problem} on the board and tell me what's wrong with it.

(Note: Be sure to mark on the board that what you are placing there is wrong, or a bad example, so as not to confuse students.)

•OK, {how are you doing on problem set 37.3? are you having any luck with the problems in Chapter 5?}