

## In Class syllabus: category and topic overview

The **In Class** syllabus is based on 95 different topics, each aligned to the British Council's CPD Framework for teachers. These topics are organised into 16 categories. These are the 16 categories and their topics:

<b>Teaching grammar, words and phrases</b> Creating context Using examples Using actions and objects Understanding words in a text Looking at grammar in a sentence Reviewing words and phrases Reviewing when to use a phrase	<b>Teaching pronunciation</b> Getting students to listen and repeat Getting younger students to listen and repeat Helping students to hear sounds Teaching word stress Teaching sentence stress Teaching intonation Helping students to say sounds	<b>Starting lessons</b> Greeting your students Introducing the lesson Taking attendance Starting the lesson Linking to the previous lesson
<b>Ending lessons</b> Linking to the next lesson Giving homework Reviewing the lesson Getting students to reflect Getting ready to leave Getting younger students ready to leave	<b>Managing time</b> Moving between the stages of a lesson Starting an activity Giving students time to prepare Managing pace during an activity Checking time with students Stopping an activity	<b>Managing activities</b> Giving instructions for grouping Changing partners or groups Playing a word game Demonstrating pair and group activities Setting up card and picture games Putting dialogues in order Using translation in an activity Monitoring group activities
<b>Using songs, rhymes and chants</b> Introducing a song or rhyme Teaching a song or rhyme Teaching a chant Using a chant for language practice Songs and rhymes for classroom management	<b>Telling stories</b> Getting students ready to listen to a story Talking about storybook pictures Involving students in storytelling Ending a story	<b>Managing behaviour</b> Creating classroom rules Giving students choices Praising students' behaviour and effort Praising younger students' behaviour Responding to misbehaviour Managing classroom noise Rewarding students Praising students
<b>Supporting students</b> Encouraging collaboration Encouraging English in class Checking instructions Using your students' first language Encouraging imagination	<b>Assessing learning</b> Managing self-assessment Managing self-assessment for younger students Checking answers	<b>Giving feedback</b> Telling students they're correct Telling students they aren't correct Correcting students Student self-correction Correcting mistakes after an activity Getting students to give feedback Giving positive feedback
<b>Managing resources</b> Using textbooks and notebooks Using flashcards Using pictures from the textbook Using real objects Using the board Giving out materials Collecting classroom materials Asking students to share Checking students have resources	<b>Teaching online</b> Presenting content online Managing students online Managing breakout rooms Giving online tasks Using online resources  <b>Staying safe</b> Staying safe during Covid-19 Encouraging good hygiene	<b>Managing technology</b> Using audio Using video Using phones safely Using phones to talk about photos Using phones to look at websites Using phones for recording Troubleshooting IT problems Using interactive digital content

## In Class syllabus: language

On the following pages you can find the target language for each **In Class** topic. Almost all of these 'useful phrases' are presented in context in an animated video and the topic's PDF. Many of the useful phrases are also available as 'Listen and repeat' audio on the **In Class** platform, and their form and use is highlighted with interactive activities overlaid on the animated video.

1 Teaching grammar, words and phrases			
Creating context	Using examples	Using actions and objects	Understanding words in a text
<p>Look at the board everyone! This is Lucy. What's this? Can you think of a good name? What other pets can you think of?</p>	<p>For example, the Taj Mahal is a tourist attraction. Can you think of an example? Can you think of another example? Give me one more example.</p>	<p>What's this? What am I doing? What can you see? Is he moving around? Are they moving around?</p>	<p>Read the text and circle any words you don't know. Tell me a word you don't know. What word comes before it? So, we play shinty. What do you think it is? Which picture is shinty?</p>
Looking at grammar in a sentence	Reviewing words and phrases	Reviewing when to use a phrase	
<p>Listen and underline what I say. Are these sentences about the past or the future? Listen and circle. What kind of word is it? What's first? What do we have next?</p>	<p>Do you remember these phrases from last week? Where can you say these phrases? Do you remember what this is? Do you remember what these are? How about this? How about these?</p>	<p>Who might you say this to? Why might you say this? Where might you say this? When might you say this?</p>	

2 Teaching pronunciation			
Getting students to listen and repeat	Getting younger students to listen and repeat	Helping students to hear sounds	Teaching word stress
<p>Let's practise the dialogue. I'll play the dialogue. Listen and then repeat. Can you repeat the sentence? Let's make two big groups. This side of the class, you are the boy.</p>	<p>Listen again. Now repeat after me. Say it like a cat. Say it quietly. Which group can say it more quietly?</p>	<p>Listen to this sound. It's a long sound. I'm going to make a sound. Is it long or short? You're going to listen to three sounds. Which sound is different?</p>	<p>Look at me. Listen and watch. How many sounds? How many fingers? Which sound is strong? Repeat!</p>
Teaching sentence stress	Teaching intonation	Helping students to say sounds	
<p>Listen to the sentence. Which words sound stronger? These words are stressed. Mark the stressed words in your notebook. Repeat after me. Everyone together!</p>	<p>Listen to the question. Now you say it. You're going down. You need to go up. Does it go up? Or does it go down? It goes down. Draw an arrow in your notebooks.</p>	<p>Watch my lips. Make the sound. Put your lips together. Put your hand in front of your mouth. Can you feel air? Now you say it.</p>	

### 3 Starting lessons

#### Greeting your students

It's nice to see you.  
How's your baby sister?  
Good morning, everyone.  
How was your weekend?

#### Introducing the lesson

Do you remember what we talked about in our last lesson?  
In our last lesson, we talked about places in our school. Today you're going to learn how to ask questions about our school.  
Let's get started.

#### Taking attendance

When I call your name, say 'here'.  
Make an animal sound.  
Ahmed, are you here?  
Has anyone seen Reuben today?

#### Starting the lesson

What day is it today?  
What's the date?  
What's the weather like?  
Take out your books and pens.  
Put your bags away

#### Linking to the previous lesson

Do you remember what we talked about in the last lesson?  
Who remembers what else we did in the last lesson?

### 4 Ending lessons

#### Linking to the next lesson

Remember to bring your photos to the next lesson.  
We are going to continue talking about this in the next lesson.  
Next lesson we're going to create characters for a story.

#### Giving homework

Do pages 9 and 10 for homework.  
Please write down your homework.  
Remember to finish the worksheet for the next lesson.

#### Reviewing the lesson

What did we learn today?  
Today we learned to use words to describe our favourite places.  
Can you remember any of the words?  
Let's review what we did today.

#### Getting students to reflect

What was your favourite activity?  
Why did you like this activity?  
Which activity would you like to do again?  
Give a star to your favourite activity.

#### Getting ready to leave

Put your books and pencils away.  
Please put everything away.  
Let's tidy up before we finish.  
Please come back to your seats.

#### Getting younger students ready to leave

It's time to go.  
Let's tidy up!  
Are you ready to go?  
See you next lesson!  
Let's get ready to go.  
It's time to tidy up.

*Song:* Tidy up! Tidy up!  
Put your things away!

*Song:* Now it's time to say goodbye, say goodbye, say goodbye. Now it's time to say goodbye. Goodbye, friends.

## 5 Managing time

### Moving between the stages of a lesson

Let's move on to the next activity.  
Shall we get up and move?  
It's time for something different.  
Now you're going to finish reading.

### Starting an activity

Is everyone ready?  
You can start now!  
I'm sorry, I forgot to mention this.  
Go ahead.

### Giving students time to prepare

Take a few minutes to choose your topic.  
Take your time and plan well.  
Take time to remove the extra points.  
This step is important.

### Managing pace during an activity

You have fifteen minutes to write your letter.  
You have five minutes left.  
One more minute!  
I'll give you three more minutes.

### Checking time with students

Do you need a little more time?  
Who else needs more time?  
How much time do you need?  
How's it going in your group?  
How are you two doing?

### Stopping an activity

Time's up!  
Pens down, please!  
Finish up, please.  
Everyone stop, please.  
5... 4... 3... 2... 1... stop!

## 6 Managing activities

### Giving instructions for grouping

This row. You are tigers.  
Who's a dolphin? Put your hands up.  
Turn around.  
You are together.

### Changing partners or groups

Listen and remember your number.  
Who's a number five? Put your hands up.  
Everyone stand up, please.  
Number one, you're together.  
Find your partners.

### Playing a word game

You're going to listen and slap.  
If I say 'doctor', you slap 'doctor'.  
The first person to slap it keeps the card.  
Put your hands on your head.  
Who was first?  
You keep the card.

### Demonstrating pair and group activities

Look at me, please.  
What does this say?  
Is this true or false?  
Put your hand on true or false.  
Has everyone put their hands on 'true' or 'false'?  
Now it's your turn to speak.

### Setting up card and picture games

Here are your cards.  
Spread them out.  
Leave them face down.  
Don't look at them yet, please.  
Do they match?  
Are they the same?  
Turn over two cards.  
If they match, keep them.

### Putting dialogues in order

I want you to put this in order.  
Write a number next to each line.  
The first one is done for you.  
What comes next?  
Spread these out, please.  
Face up so you can see them.  
I want you to put these in order.

### Using translation in an activity

Translate them into your language.  
Write nice and big so everyone can see.  
Turn over your sheets and translate your sentences.  
Swap with another group.  
How do you say this in English?  
Translate them back into English.

### Monitoring group activities

Whose turn is it?  
Is it your turn?  
How many points do you have?

## 7 Using songs, rhymes and chants

Introducing a song or rhyme	Teaching a song or rhyme	Teaching a chant	Using a chant for language practice
<p>You're going to listen to a song about a cat and a mouse. Are you ready to listen? Listen to the next verse. You're going to listen to the song again. This time, do the actions with me.</p>	<p>You're going to sing the song. Listen to the first line. Let's sing it together. Can you sing it by yourselves? What's the next line?</p>	<p>Let's practise saying the question. I'll say it again. Tap the beat with me. Say it with me. Say it faster.</p>	<p>What can we say instead of 'rice'? Let's say the chant again. Let's use 'bread' this time. What else can we say?</p>

### Songs and rhymes for classroom management

<p><i>Rhyme for getting attention:</i> 1, 2, 3... Eyes on me! 1, 2... Eyes on you!</p> <p><i>Song for making a circle / getting children together:</i> Make a circle, make a circle Make it big, make it big Let's all make a circle Let's all make a circle Make it big, make it big</p>	<p><i>Rhyme for quiet:</i> Magic finger in the air! Magic finger in your hair! Magic finger on your hips! Magic finger on your lips!</p> <p><i>Song for tidying up:</i> Tidy up! Tidy up! Put your things away! Tidy up! Tidy up! Put your things away!</p>
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## 8 Telling stories

Getting students ready to listen to a story	Talking about storybook pictures	Involving students in storytelling	Ending a story
<p><i>Song:</i> If you're ready for a story, touch your ears If you're ready for a story, touch your ears If you're ready for a story, if you're ready for a story If you're ready for a story, touch your ears!</p> <p>It's time for a story. Are you ready for a story? Let's listen to a story.</p>	<p>What can you see? What's she doing? Do you think the bears are happy? Can you see the baby bear? What's going to happen?</p>	<p>Can you read the words aloud? What does the man say? Listen to the next part. What's the next word? What do you think he will do? Point to the pot.</p>	<p>That's the end of the story. Do you like the story? Who's your favourite character? Stand up if you like the frog. Would you like to jump like a frog?</p>

## 9 Managing behaviour

Creating classroom rules	Giving students choices	Praising students' behaviour and effort	Praising younger students' behaviour
<p>Let's write the rules. What do you think we should do about that? How do you think we can show respect? It's important to listen to others.</p>	<p>Would you rather work alone or in a group? Do you want to work alone or in a group? You can write a book review or a film review. It's your choice. It's up to you. Let's have a class vote.</p>	<p>You're asking good questions. I see some of you have almost finished. Look at how many poems you've written! I noticed that you are letting others speak.</p>	<p>You're waiting so quietly. I see most of you have tidied up your desks. Look at how fast you all lined up! I noticed that you worked really hard.</p>
Responding to misbehaviour	Managing classroom noise	Rewarding students	Praising students
<p>I need you to listen. What did you all agree to do when I'm talking? Your behaviour is making it difficult for others to listen. Remember, we all agreed to listen when others are talking.</p>	<p>Shhh... quiet please. Talk quietly with your group Remember the rule about talking in groups?</p>	<p>You can have a star. Can you draw a star on the chart? How many stars are there? When there are 10 stars, you can choose an activity. You can choose an activity. What would you like to do?</p>	<p>Good question. Thanks for helping Sam with his homework. I can see you worked really hard on this. Well done.</p>

## 10 Supporting students

Encouraging collaboration	Encouraging English in class	Checking instructions	Using your students' first language
<p>Share your ideas. Work together. Work with your partner. Can you help Juan? Ask each other for help if you need to. Check if your partner needs help.</p>	<p>What's that in English? Can you think of another English word for that? Can you say that in English? Try to ask me in English.</p>	<p>What are you going to do first? Tell me what you have to do next. Should you start by reading the text?</p>	<p>What do we say in our language? How do you say this word in English? How do you say this in our language?</p>
Encouraging imagination			
<p>Imagine you are Mina. What do you think is in the box? Does anyone else have any ideas? Could it be some food?</p>			

## 11 Assessing learning

Managing self-assessment for younger students	Managing self-assessment	Checking answers
<p>How did you do? Think about these questions. Draw two happy faces for 'well'. Think about the activity. Was it easy or difficult? If it was easy, colour the square green.</p>	<p>I want you to think about how well you've done. Read each sentence. Decide if it's true, partly true or not true. I want you to think about how well you're doing. What kinds of things are you good at?</p>	<p>Let's check the answers for exercise A. What's the answer for number one? What have you got for number two? The answers for exercise C are on the board. Please check your answers. Make sure you correct any wrong answers.</p>

## 12 Giving feedback

Telling students they're correct	Telling students they aren't correct	Correcting students	Student self-correction
<p>Yes, that's right. C's the correct answer. Yes, that's it! Who thinks the answer's Mexico? You're right! Egypt is the correct answer.</p>	<p>No, that's not right. Good try, but no, that's not correct either. Very close. You've almost got it. Try again. There's a problem here. Can you try that one again?</p>	<p>Sorry? I don't understand. Can you say it again? Do you mean 'She's watching a video'? In English, we say 'a boy'. The word is 'piano'. You need to say 'She's playing the piano'.</p>	<p>Think about the spelling. You wrote down this word earlier. Have a look at your notebook. The answer's in the list. What can we use to talk about future plans? We studied this last lesson.</p>
Correcting mistakes after an activity	Getting students to give feedback	Giving positive feedback	
<p>Here are some of the mistakes I heard. I want you to find and correct the mistakes. A word is missing here. The words are in the wrong order. Can anyone correct it? It's the wrong form.</p>	<p>You're going to say what's good and what's not so good. What makes a poster good? It should be attractive. We need to understand what the poster is about. Write about the things you like. Write about the things the group could change.</p>	<p>Well done. Great. Very good. Excellent. Well done for saying the words correctly. You wrote some good sentences. You remembered to use capital letters.</p>	

## 13 Managing resources

Using textbooks and notebooks	Using flashcards	Using pictures from the textbook	Using real objects
<p>Open your books. Turn to page 43. Look at the top of the page. Look at exercise B. Take out your notebooks. Write the answers in your notebook.</p>	<p>Put the card face down on the floor. Spread the cards out. Turn the card over. Pick up the card. Show it to the class. You can keep the card.</p>	<p>Look at the picture carefully. What's at the bottom / top of the picture? What's in the middle of the picture? What can see you on the left? What can see you on the right? What else can you see?</p>	<p>Is it hard or soft? What shape is it? What's it made of? Is it made of paper? Can you guess what it is? What do we use it for?</p>
Using the board	Giving out materials	Collecting classroom materials	Asking students to share
<p>Eyes on the board, please! There are six words on the board. Let's write it on the board. Come up to the board, please. Can you write 'jump' on the board? Can you all look at the board, please?</p>	<p>Each group needs a piece of chart paper. Choose a leader in your group. Leaders, come to the front. Take one box of pencils for your group. Take one flashcard for your group. Pass the cards along the row.</p>	<p>Pass your cards to the end of the row. Do you have all the cards? Can you bring the cards to the front? Put them on the table. Can you put the coloured pencils in the box? Can you put the boxes on the shelf?</p>	<p>There's a textbook for each group. Put the book in the middle. Make sure everyone can see. Please share the scissors with everyone. Are you using the scissors? Who needs the scissors?</p>
Checking students have resources			
<p>Can everyone see the dialogues? Please share your textbook. You'll need a notebook and a pen or a pencil. Does everyone have a notebook? Wave your notebooks in the air. Raise your hand if you don't have a pen.</p>			

## 14 Teaching online

Presenting content online	Managing students online	Managing breakout rooms	Giving online tasks
<p>Can everyone hear me? I'm sharing my screen now. Can you see it? I'm recording this lesson. Look at the top right of the screen.</p>	<p>Please mute your microphones. You're on mute. Please unmute yourself. Switch on your video. Read the slide.</p>	<p>You're now going to different breakout rooms. When you're in your breakout rooms... If you need help, come back to this main room. You have five minutes. Welcome back!</p>	<p>Check your emails. Complete the online quiz. Send the file via email. Upload the file to our drive.</p>
Using online resources			
<p>Let's look at the website. This is the website for this project. Let's watch the video.</p>			



## 15 Managing technology

Using audio	Using video	Using phones safely	Using phones to talk about photos
<p>I'm going to start the recording now. Is it loud enough? Let me turn it up. Is it too loud? Is this good? Let's listen again.</p>	<p>Let's start watching. Can everyone see? I'm going to stop it here. Let's watch the rest. Let's go back a bit. Watch it again. This time...</p>	<p>You are responsible for your own phone. Don't tell anyone your passwords. Don't share photos or videos of other people without their permission. Speak up if you notice any cyberbullying.</p>	<p>Take out your phone and turn it on. Look at your photos on your phone. Choose a photo. Don't show your partner. Ask your partner questions. Turn your phone off and put it away.</p>
Using phones to look at websites	Using phones for recording	Troubleshooting IT problems	Using interactive digital content
<p>Open your internet browser. Go to this website. Log in. Open the link. Maximise the window. Use your earphones.</p>	<p>Open your camera app. Use the video function. Record yourselves. Listen to it. Keep it or delete it and record it again.</p>	<p>Make sure it's plugged in. Is it plugged in? Did you try to restart it? Let's check the power cable. Unplug it.</p>	<p>Look at the screen. Take the mouse. Click on one of the words. Press the mouse here to click. Click on this box.</p>

## 16 Staying safe

Staying safe during Covid-19	Encouraging good hygiene
<p>Keep your distance from each other. Don't get too close to each other. Make sure your mask is on properly. You can take your mask off to eat. Let me know if you don't feel well.</p>	<p>Did you wash your hands? Don't forget to use hand sanitizer. Cough into your elbow.</p>

**Note:** On the **In Class** platform, the categories themselves have been organised into three broad groups: *Resources*, *Lessons*, and *Students*. These category groups are to aid navigation on the platform only. For reference, they contain the following categories:

Resources	Lessons	Students
<p>Teaching online Managing technology Managing resources</p>	<p>Teaching grammar, words and phrases Teaching pronunciation Managing activities Managing time Starting lessons Ending lessons Telling stories Using songs, rhymes and chants</p>	<p>Giving feedback Assessing learning Managing behaviour Supporting students Staying safe</p>