

Asking for Clarification

1. I **think** I understand.

Does "great" mean "very good?"

2. Someone speaks too **quickly**.

3. Someone speaks **quietly**.

4. Someone says a **new word**.

5. You want to know how to **spell** a word.

6. You want to know how to **say** a word.

7. You want the teacher to say that **again**.

8. You **don't understand**.

9. You want the teacher to **write** on the board.

Asking for Clarification

1. I **think** I understand.

Does "great" mean "very good?"

2. Someone speaks too **quickly**.

Could you say that more slowly, please?

3. Someone speaks **quietly**.

Could you say that again, please?

4. Someone says a **new word**.

What does that mean?

5. You want to know how to **spell** a word.

How do you spell that?

6. You want to know how to **say** a word.

How do you say this?

7. You want the teacher to say that **again**.

Could you say that again, please?

8. You **don't understand**.

Excuse me, I don't understand.

9. You want the teacher to **write** on the board.

Could you write that on the board, please?

Asking for clarification

Some classroom language is really helpful for students again and again just so they can function in a class and ask the questions they need. These examples are great for the classroom but also reinforce some phrases that are good all the time like “Sorry, I don’t understand / get it / follow you etc.”

Who is this sheet for?

This sheet is for beginner to lower intermediate students. If necessary, break the introduction of each phrase into short, daily practices so that you don’t overwhelm the students. They don’t need everything today. Do one each day and build up with reviews.

How to use the worksheet.

1. **Say** something really REALLY quickly. This gently pushes the students into a situation where they have to ask you to slow down. Keep it humorous. I go so crazy fast and bounce around a little like a kid so they know the mood is light. They will likely be able to say something along the lines of “SLOW DOWN!”

Drill the proper response with them.

2. **Say** something really quietly and repeat the above.
3. If you are going to use the sheet in class:
Tell students you want to practice this topic, give them the first sheet and have them come up with their own answers.
VARIATION: Hang the cards around the room and have students find them. This eliminates the need for students to spend time thinking of phrases that turn out to be wrong and eliminates any embarrassing errors they might feel shy about.

Note: You’ll notice that I’ve included the phrase, “Could you say that again, please?” as an answer for two of the questions. This is intentional as this particular phrase is one of the most helpful students can learn. It also appears as a great chance for students to see the phrase in multiple contexts. **I’d also recommend enlarging the phrases and hanging them around the room where the students can see them as gentle reminders or helpers for some of the beginners.**

How do you
spell that?

How do you
say this?

Could you say
that
again please?

Excuse me,
I don't
understand.

Could you write
that on the
board, please?

Could you
say that more
slowly, please?

Does "great"
mean
"very good?"

What does
that mean?