

Asking for Clarification

What do you say when . . .

... someone speaks too quickly?

... someone speaks too quietly?

... someone speaks unclearly?

... you hear a new word?

... you want to know the spelling?

... you don't know how to say a word?

... you think two words are the same?

... you want her to say that again?

... you don't get what he's talking about?

... you want the teacher to write on the board?

Asking for Clarification

What do you say when . . .

... someone speaks too quickly?

Could you speak more slowly please?

... someone speaks too quietly?

Sorry, could you speak up a little please?

... someone speaks unclearly?

Sorry, I didn't catch that.

... you hear a new word?

Excuse me, what does that mean?

... you want to know the spelling?

How do you spell that?

... you don't know how to say a word?

How do you pronounce this word?

... you think two words are the same?

Is _____ the same as _____?

... you want her to say that again?

Could you say that again please?

... you don't get what he's talking about?

I'm sorry I don't get it / follow / understand.

... you want the teacher to write on the board?

Could you write that on the board please?

Asking for Clarification

This comes up a lot when learning a new language. It's helped me with learning Japanese and it's definitely something that all students are going to use both in the classroom and in the real world. Fortunately it also tends to be something they really want to know. That was certainly my experience as a student.

How to use the worksheet.

There is a lot of room for variation here.

1. Mumble a bit or talk to quickly to elicit the language you're looking for or to introduce the topic.

- 2a. Alone or in pairs / groups have students figure out what they would say in response to the situations on the first sheet. This gives a good indication to the teacher as to what they already know, empowers students to show what they can do and helps shy students or students who aren't sure by providing the language they need.

- 2b. Hang the cards below around the room so students can circulate and find the language they need on the cards. If they pass another student while walking around an extra challenge can be given like answering a review question or a timed conversation.

3. Confirm students answers on the board if you have one. This way everyone can copy down the correct information if they don't already have it. If possible you should advise them early on to write lightly or with pencils.

4. Give students a topic and get them talking. Once they are going listen in for the language you practiced and don't forget to come back to it often for reinforcement. You might want to use full size cards with the language printed on them around the room as reminders.

Could you
speak more
slowly please?

Sorry, could
you speak up
a little please?

Sorry, I didn't
catch that.

Excuse me,
what does
that mean?

How do you
spell that?

How do you
pronounce
this word?

Is _____
the same as
_____?

Could you say
that again
please?

I'm sorry.
I don't get it.

Could you
write it on the
board please?

I'm sorry.
I don't follow.

I'm sorry.
I don't
understand.

Could you
speak more
slowly please?

Sorry, could
you speak up
a little please?

Sorry, I didn't
catch that.

Excuse me,
what does this
mean?

How do you
spell that?

How do you
pronounce
this word?

Is _____
the same as _____?

Could you say
that again
please?

I'm sorry.

I don't get it.

I'm sorry.

I don't

understand.

I'm sorry.

I don't follow.

Could you
write it on the
board please?