1. Organising the Lesson
2. Giving Instructions
3. Interacting in the Classroom
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5. Explaining & Exploring Content
6. The Language of Exams
Teaching in English when it is not your first language can present many opportunities but also many challenges, not least of all, the management of lectures and teaching situations. It can sometimes be difficult to put your finger on the language needed to explain your grading system, to reframe a students’ answer in an oral exam or to give constructive feedback. These cards have been designed to help with this and they cover a wide variety of situations that may arise when teaching in higher education. There is also space for you to note down your own words and phrases which may be specific to your own situation or domain. The cards also outline the main pillars of CLIL methodology (Content Language Integrated Learning), along with ideas and strategies which help to make your teaching more interactive, thereby supporting student learning.

THE TEA PROJECT

This pack was drawn up by the TEA Project, the CLIL support programme of the Université libre de Bruxelles. We offer tailored support comprising of language and methodology lessons to any professor, teaching assistant, department or faculty that teaches in English. We aim to strengthen our participants’ linguistic competence and to help them to adapt their pedagogical strategies to deliver effective, engaging teaching in English.

Contact us for more information at: tea.project@ulb.be.

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Nell Foster,
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Organising the lesson
1.1 GREETINGS

1.2 ATTENDANCE & PUNCTUALITY

1.3 STARTING THE LESSON

1.4 NOISE MANAGEMENT

1.5 PREPARING A TASK

1.6 ENDING THE LESSON
Hello / Hi there!

Good morning / Good afternoon everyone!

My name is Mr. / Mrs. / Ms (...)

My name is Jane Dubois.

I’m your new (...) teacher / teaching assistant.

I’ll be teaching you (...) this year.

We’ll be seeing each other once / twice a week.

The course is worth (...) ECTS, which is equal to (...) contact hours / (...) hours of exercises / (...) of laboratory work / (...) of personal work.
1.2 ATTENDANCE & PUNCTUALITY

- I will take attendance at the beginning of every session.
- Attendance is compulsory.
- If you miss a class, you need to provide a medical certificate.
- I will now take attendance.
- What’s wrong with Jim today?
- Why were you absent last Friday?
- Where have you been?
- We started ten minutes ago.
- What have you been doing?
- Did you miss your bus?
- Did you oversleep?
- Don’t let it happen again.
1.3 STARTING THE LESSON

◦ Settle down quickly please, let’s get started.

◦ Let’s just recap on what we did last lesson.

◦ Think back to the last session.

◦ What were the main issues / concepts we worked on in the last lesson?

◦ Let’s start with a warm-up activity. What do you know about (...)?

◦ Let’s begin the class / the practical / the lab / the exercise now.

◦ Is everybody ready to start?

◦ I hope you are all ready for your first practical session / the guest lecturer.

◦ I think we can start now.

◦ Let’s get down to work.
1.4 Noise Management

- I’m waiting for you to be quiet.
- We won’t start until everyone settles down.
- Settle down now so we can start.
- Could you please stop talking and be quiet?
- Once everyone is paying attention, we can start the lesson / session / lecture / lab.
- If you don’t stop talking, I will have to ask you to leave.
1.5 PREPARING A TASK

HANDING OUT MATERIALS

♦ Take a sheet and pass them around.

♦ Does everyone have a copy?

♦ Pass any spare sheets to the front.

♦ Share these copies: one between two.

MOVING AROUND THE CLASS

♦ Come in.

♦ Stand up.

♦ Sit down.

♦ Please sit closer to the front.

♦ Come to the front.

♦ Come to the (black)board.
1.6 ENDING THE LESSON

Let’s go over what we have learnt today.

Does anyone have any questions?

Check that you’ve copied everything from the board.

All the material is on the UV.

Finish this off at home for next week.

You’ve worked well today.

Well done.

Don’t forget to ...

See you next week / after the break.
Tea Project - ULB - Teaching in English for Academics

2

Giving Instructions
TABLE OF CONTENTS

- 2.1 - GROUPING STUDENTS
- 2.2 - EXPLAINING INSTRUCTIONS
- 2.3 - TIMING & FINISHING AN ACTIVITY
- 2.4 - SCORING & MARKING
2.1 GROUPING STUDENTS

- I need two volunteers.
- Number yourselves from 1 to 4.
- Work alone / in pairs / in threes / in fours / in fives.
- It doesn’t matter whether you have the same level.
- Don’t forget to note down what your partner says.
- Find a partner to work with.
- Walk around the classroom and ask as many students as you can about (...).
- You have 15 minutes.
- Turn to the person to your right / left.
- Get into pairs / groups of (...).
- Sit facing your partner.
- Turn your desks around.
- Make a horseshoe shape / circle with your desks.
- Make a line of desks facing each other.
- Make groups of four desks facing each other.
- Move your desks into groups of four people.
- Each team must appoint: a team leader, a time-keeper, a speaker, a recorder, etc.
- Take it in turns to ask each other questions / to take the measurements.
- Sit in the groups you were in last lesson.
2.2 EXPLAINING INSTRUCTIONS

- Pick / choose two questions at random.
- Choose the topic of your individual essay / project from the areas covered in the course.
- You need to structure your answer / essay clearly, starting with the most important / relevant / significant elements.
- Explain your answer in three sentences.
- The information / data / statistics / figures you need are all in the question.
- You need to follow the instructions carefully. If you don’t, you’ll lose marks.
- Prepare your answers to the question before you come for the exam.
- After the discussion, each group will report back to the class, explaining their conclusions.
- Pay attention everybody.
- You need your lab coat and safety goggles.
- We’ll learn how to (...).
- Turn to page (...).
- Could you please repeat that?
- The gentleman / lady in the back / front / middle there, could you (...)?
2.3 Timing & finishing an activity

- Stick to the allocated time.
- You have 2 / 5 / 10 minutes left.
- Keep an eye on the clock.
- I’m only giving you 6 minutes to do this, so be quite strict with yourselves.
- There are five minutes left.
- We’ve run out of time.
- It’s time to finish.
- Have you finished?
- Let’s stop now.
- Stop now.
- Let’s check the answers.
2.4 SCORING & MARKING

- You get a point for every correct answer.

- You lose a point / half a point for every wrong answer.

- You will get your marks / grades next week.

- The exercise is (not) graded.

- The final grade is calculated / broken down as follows...
Teaching in English for Academics

3

Interacting in the Classroom
TABLE OF CONTENTS

- 3.1 - ANALYSING
- 3.2 - ASKING QUESTIONS
- 3.3 - CHECKING UNDERSTANDING
- 3.4 - TASK INSTRUCTIONS
- 3.5 - COMPREHENSION QUESTIONS
- 3.6 - ENCOURAGING & REDIRECTING
3.1 ANALYSING

- To try this out, you should (...).
- Follow the steps in the experiment to show how (...).
- To prove this, you need to (...).
- If you look at it this way, you’ll see (...).

- Think about the ways of testing (...).
- Read the instructions carefully and pick out the points that show / relate to / indicate (...).
3.2 ASKING QUESTIONS

- What do you know about (...)?
- Where did you find out about (...)?
- Can you tell me something about (...)?
- How does this work?
- Have you ever (...)?
- Do you know where (...)?
- Can anyone tell me why...?
- What do you mean by the term / the word (...)?
- Why do you think this happened?
- Why didn’t this happen?
- What made this happen?
- What was the reason for this?
- Can you explain to us why?
3.3 CHECKING UNDERSTANDING

♦ Is that clear?

♦ Any questions before we start?

♦ Talk to the person next to you and explain what you have to do.

♦ What’s the problem?

♦ If you don’t know the answer, pass the question to someone else.

♦ Check your answers with the rest of your group.

♦ See whether your partner agrees with you.

♦ Compare your answers with your neighbour.
Choose one of the key words we discussed just now, and place them in the gaps on the chart.

Match the words to the illustrations.

In the first box / Next to the box, write / Under the box, write / Draw a quick diagram of / In the last box.

Re-order the labels.

Underline the key words in the article – and the key words only.

Give me an example of (...). Write the words in random order.

Look at the word(s) in bold / italics / which are underlined.
3.5 COMPREHENSION QUESTIONS

- Is it okay that the course is delivered in English?
- Are you with me?
- Are you OK?
- OK so far?
- Did you get it?
- Did you understand?
- Did you follow me?
- Has everyone fully understood the problem / question / task? (NB don’t use ‘well’ in this context.)
- Is everyone comfortable using this software / database / methodology?
- It seems that some points / areas are not completely clear for some of you.
- Could you share your questions with us?
- Does anybody need any clarification or extra information?
- Are there any specific points that you would like me to clarify / go over again?
- What have you understood from the question?
- What is the question asking you to do?
- How could you avoid this problem?
- Could you summarise what you have understood / learned? What method would you use?
3.6 ENCOURAGING & REDIRECTING

- That’s good so far.
- What you have written is clear and interesting. Well done.
- That’s the right idea.
- Keep to the point.
- You need to go into more detail here.
- What do you mean by that exactly?
- Explain this to me, as if you were the teacher.
- Check your facts here.
- Have you thought about (…).
- Maybe you should say more about (…).
- I don’t quite follow your point here.
- You have put a lot of work and effort into this.
- If you perform like this at the exam, you will get a good mark.
- You don’t seem to have any problems.
- Can you give me a practical example that demonstrates this concept?
- Can you see any connection between what we have just seen and (…).
- Can you develop your answer / argument a bit more?
- If what you’re saying is correct, does this mean that (…)?
- How would you justify your choice of methodology?
Tea Project
TEACHING IN ENGLISH
FOR ACADEMICS
ULB
4
SIGNPOSTING
- 4.1 -
INTRODUCING THE SUBJECT

- 4.2 -
SEQUENCING

- 4.3 -
ANALYSING A POINT

- 4.4 -
GIVING AN EXAMPLE

- 4.5 -
DEALING WITH QUESTIONS

- 4.6 -
SUMMARISING & CONCLUDING
4.1 INTRODUCING THE SUBJECT

- I’d like to start by addressing / saying / explaining ...
- Let’s begin by looking at / exploring / considering ...
- First of all, I’ll explore...
- I’ll begin by ...
- Now we’ll move on to ...
- Let me turn to ...
- Next ...
- Turning to ...
- Now, I’d like to discuss ...
- Now, let’s look at ...
4.2 SEQUENCING

- Firstly / secondly / thirdly / lastly
- First of all / then / next / after that / following this / finally
- To start with / to finish with
- In order to..., you need to...
- The next step is to
- The next stage is to
- Before doing the analysis, make sure you...
- Follow the steps in the order specified
- Begin by explaining / outlining / describing
Where does that lead us?

Let’s consider this in more detail.

What does this mean for ABC?

Translated in real terms ...

It is well known / generally accepted / believed to be / widely considered to be the most important ...

Scientists / Researchers / Experts have always seen (...) as ...

Recent developments in / findings regarding (...) have led to ...

Few researchers have addressed the problem / issue / question of ...

The characteristics of (...) are not yet fully understood.

There is still need for discussion on (...).
4.4 Giving an Example

- For example, ...
- For instance, ...
- A good / classic example of this is / would be ...
- As an illustration, ...
- To give you an example, ...
- To illustrate this point, ...
4.5 DEALING WITH QUESTIONS

- That’s a very good point.
- A very pertinent question, particularly considering...
- Your question raises a number of important points...
- We’ll be examining this point in more detail later on.
- I’d like to deal with this question later if I may.
- I’ll come back to this question later in my talk.
- Perhaps you’d like to raise this point at the end.
- I won’t comment on this now.
4.6 SUMMARISING / CONCLUDING

- Well, I’ve told you about ...
- That’s all I have to say about ...
- We’ve looked at ...
- So much for [European policies], let’s turn to [foreign policy].
- In conclusion, ...
- Let’s sum up, shall we?
- Now, I’d like to recap.
- Let’s summarise briefly what we’ve looked at.
- Finally, let me remind you of some of the issues we’ve covered.
- If I can just sum up the main points, ...
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5.1 ASKING FOR & GIVING OPINIONS

- Do you think that we should (...)?
- How do you feel about (...)?
- What do you think about (...)?
- I think (...).
- I think that it would be a good idea to (...).
- As I see it, we should (...).
- On the other hand (...).
- I agree / disagree because (...).
5.2 Classifying

- These are all types of data storage.
- This is a type of microbe.
- There is a wide variety of options.
- It’s made up of two elements.
- It can be divided into 5 sections.
- Welding involves melting and fusing metal together.
- The whole mechanism can be broken down into three main parts.
- The different elements of alkali metal are (...).
- The reactor is split into / divided into different sections.
- Deciduous woodland ecosystems consist of trees that shed their leaves in winter.
5.3 DEFINING & DESCRIBING

- It’s a sort of / kind of measuring device.
- It’s something like a (…), but (…).
- It’s something / an instrument we use to measure temperature.
- It looks like a barometer.
- It’s similar to the instrument / method we talked about earlier.
- You’d find this when looking at paintings of the same period.
- You would observe this in a nuclear reaction, for instance.
- It’s made up of different kinds of molecules.
- It’s a device / system for heating chemical substances.
5.4 COMPARING & CONTRASTING

- Plastic is more flexible than many other materials.
- The largest rise in population was in the late 1940s.
- It is as important to consider environmental impact on the landscape, as it is to consider the social impact of the structure on the local community.
- The results are identical.
- Pixel-based software is not the same as vector-based software.
- Compared to / with other technological advances, the personal computer is more relevant to our discussion.
5.5 Evaluating

- The importance of this is (...).
- This is useful to (...).
- This is important because (...).
- This is relevant for / to / because (...).
- This is all the more important given the (...).
- This is particularly pertinent in the debate about / on (...).
- This is significant because (...).
- The end result is (...).
- My conclusions are (...).
- This makes me think that (...).
- This means that (...).
- This leads me to conclude that (...).
If we do this, (...) will happen.

If we do it this way, we should see (...).

To get the result, you have to (...).

One hypothesis would be (...).

Unless we do (...), we will not be able to (...).

Our / My hypothesis is / hypotheses are (...).

This could happen because (...).

There are several hypotheses, including (...).

One result could be (...).

We / I predict that (...) will occur / happen.
5.7 CAUSE, RESULT & EFFECT

- The world’s population is expanding, *so / therefore / consequently* resources are under increasing pressure.

- Resources are under increasing pressure as a *result of* the growing population.

- Because of the growing population, resources are under increasing pressure.

- As a *result of* climate change, desertification is expanding.

- As the population grows, resources are under increasing pressure.
This picture / graph / diagram / chart shows us that (...).

If you look at this chart you will understand why (...).

This diagram illustrates this.

In the box at the top of the page ...

Outside / inside the box ...

In the top right-hand corner ...

At the bottom of the picture ...

At the end of the paragraph / text ...

Underneath this ...

Directly below ...

In the centre of ...

To the right of ...

In the next column ...

By the side of that ...

Parallel to ...
The Language of Exams
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6.1 Organising the Exam

- Come in. Take a seat.
- Can you please give me your full name?
- Can I see your identification please?
- Pick a question at random.
- You have 30 minutes to prepare and then I will ask you questions.
- You will present and explain your answer and then we will discuss it.

- Tell me about...
- Now, I’m going to give you a topic.
- You will lose marks if you (...).
- I will deduct marks if you (...).
- I will deduct 3 points for each day your work is late / for each day beyond the deadline.
6.2 ASKING QUESTIONS IN AN EXAM

- Can you describe/explain/identify...?

- What are the main advantages and disadvantages of...?

- Can you tell me how/why/whether...?

- What can you tell me about...?

- Can you point out the most important features of...?

- What are the main differences between (...) and (...)?

- Given what you know about (...), can you explain...?

- What are the other hypotheses you might give to account for [the change in climate]?

- What is the value of...?

- What are the consequences for/of...?
6.3 Getting the Student to Expand

- This is partially correct.
- Can you give me some more detail?
- Can you explain your reasoning?
- Can you elaborate on this?
- Try to be more precise in the way you answer the question.
- What experiments / evidence support this?
- Try to draw on / use what we have learned in the class to elaborate your answer?
- Can you give me an example that illustrates your point?
- Have you forgotten something?
- Are you sure you’ve covered all the main points?
- On the basis of what you have just said, could you identify...?
- Can you give me any other examples from the course which show the same principle / demonstrate the same notions?
- Try to use what we have learnt in the class to elaborate your answer.
6.4 Asking for Clarification/Repetition

- What do you mean by...?
- Could you give an example?
- How do you spell that?
- Could you repeat that?
- Sorry, what did you say?
- Would you explain that again for me?
6.5 GETTING THE STUDENT TO BE CONCISE

- Try to be more precise in the way you answer the question.

- Can you explain your point more clearly? I’m not sure I follow your thinking / reasoning / logic.

- What is the connection between (...) and (...)?

- Can you point out the most important feature(s) of...?
6.6 Redirecting the Student

- Focus on the main topic.
- Can I just remind you that the question is about (…) and not (…)?
- You answer is a bit off-topic.
- There were two parts to the question. You forgot to answer the second part, which was about...
- The theme you are talking about is more relevant to another part of the course.
- That’s not quite / really the case.
- That’s not quite / really true.
- What can you tell me about...?
6.7 GENERAL COMMENTS

- It depends.
- It might be, I suppose.
- In a way, perhaps.
- Sort of, yes.
- Not really.
- Unfortunately not.
- I’m afraid that’s not quite right.
- You can’t say that, I’m afraid.
- You can’t use that formula here.
- Good try, but not quite right.
- Not quite right.
- Your time is up.
6.8 ENCOURAGEMENT

- That’s more like it.
- That’s much better.
- That’s a lot better.
- You’ve improved a lot.
- Have another try.
- You were almost right.
- That’s almost it.
- You’re halfway there.
- You’ve almost got it.
- You’re on the right track.
- There’s no need to rush.
- There’s no hurry.
- We have plenty of time.
- Have another go.
- Try again.
- Have a guess.
You need 50% to pass the exam.

You got 15 out of 20.

The pass mark is 10 out of 20.

You need ...% to get a merit / distinction.

I will post the exam results on...

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**REMEMBER!**

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6.10 CONSTRUCTIVE FEEDBACK

- You should have developed your analysis of point 2.
- You needed to give more detailed examples.
- Your work did not meet (my) expectations.
- Your work did not meet the standard required to pass.
- I can see that you have understood but it would have been better if you had used more technical terms.
- You needed to give more information.
- Your answers are not satisfactory / of sufficient depth / sufficiently complex.
- I’m sorry but there wasn’t enough relevant material in your answer.
- I was expecting you to give more information.
- Your answer is correct, but you have used up all of your exam time talking about a very basic concept.
- As far as I’m concerned, you’ve given an overview of the subject but it was too limited.
- I had to give you too much help.
- Your answers were not accurate / detailed / developed enough.
- You need to completely rewrite this paragraph / rephrase this sentence.
- This report contains some good ideas but the structure is not coherent / lacks coherence.