PART ONE

LANGUAGE GUIDE

PHRASES AND VOCABULARY FOR TEACHING IN ENGLISH IN HIGHER EDUCATION
CONTENTS

1. ORGANISING THE LESSON
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Tea Project
Since 2016
Teaching in English for Academics -ULB-
Part One
Language Guide

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Organising the Lesson
CONTENTS

- 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
1.1 GREETINGS

- 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.
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.
- Can I ask for some quiet at the back please?
- If you are talking to your neighbour, it is really hard for the others to hear what I’m saying.
- Can you all hear me?
- Do you need me to use the microphone?
- Can you speak up? I can’t hear you.
- Can you speak a bit louder so the people at the back can hear?
- Can we stop the chit-chat, please?
1.5 PREPARING A TASK

- 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.
- Come in.
- Stand up.
- Sit down.
- Please sit closer to the front.
- Come to the front.
- Come to the (black)board.
- Take out the sheet you worked on at home.
- Use your mobile phone or laptop to log on to Wooclap.
- Please make sure that you are sitting near some other people as you will need to work together with others during the lecture.
1.6 ENDING THE LESSON

- Let’s go over what we have learnt today.
- If you want to read more about this, there is some supplementary reading on the UV.
- Does anyone have any questions?
- We will be looking at (greenwashing) next week.
- Check that you’ve copied everything from the board.
- Make sure you have read the preparatory reading for next week’s lecture.
- All the material is on the UV.
- There are two compulsory tasks on the UV which must be completed by Monday.
- Finish this off at home for next week.
- Next week’s session is a talk by a guest lecturer - attendance is compulsory.
- You’ve worked well today.
- Don’t forget to ...
- Well done.
- See you next week / after the break.
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GIVING INSTRUCTIONS
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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 / student 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...
- Do your best in English, but don’t worry if it isn’t perfect.
- I will grade for content - mistakes in English will not count against you.
- If you don’t know the word in English, you can write it in French.
- The online activity is compulsory and will count towards your final grade.
- You will be graded on your oral contribution in class.
- Although this activity isn’t graded, I strongly advise you to complete it.
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3

Interacting in the Classroom
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- 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 (...).
- Question whether the arguments presented are convincing.
- Consider this question from a number of different angles.
- It is important to examine (...) from the perspective of all of the key stakeholders.
- Question why the author takes this position and not another.
- Make sure you draw on a variety of sources.
- Support your arguments with empirical evidence and clear data.
- Take a step back to examine the overall picture and how each element contributes to the whole.
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.
- Does everyone know what we need to do?
- Can anyone summarise for the class the three steps you have to follow?
- Raise your hand if you aren't sure about what to do.
- Raise your hand if you (don't) understand the task.
- If you aren't sure, the instructions are on the UV.
- If you still aren't sure, please come and see me at the end of the session.
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, write (...).

Next to the box, sketch (...).

Under the box, make a list of (...).

In the last box, draw a quick diagram of (...).

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 order of importance.

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?
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SIGNPOSTING

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LANGUAGE GUIDE

Since 2016
PART ONE – LANGUAGE GUIDE

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- 4.5 -
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- 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
4.3 Analysing a Point

- Where does that lead us?
- Let’s consider this in more detail.
- What does this mean for (...)?
- 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, ...
- Probably the most obvious example is ...
- A different, but connected example is ...
- A less well known example of this is ...
- An example that might be clearer is ...
- An example which you might not know / might not be aware of is ...
- To give you an idea ...
- Case in point ...
- (...) is a good illustration of ...
- To show you what I mean ...
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
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- 5.7 - CAUSE, RESULT & EFFECT
- 5.8 - INTERPRETING VISUALS
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 (...).
- What is your point of view?
- _____, I would really appreciate your view.
- Have you got any thoughts on this?
- Does anyone have any other comments?
- I (don’t) see what you mean.
- That’s one way of looking at it.
- I’d like to point out that...
- I am not sure, but I am leaning towards...
- I tend to think that...
- Don’t you think that...?
- I agree with you to an extent, however, ...
- You make a good point, but...
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 impacts on the landscape, **as it is to consider** the social impacts 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.

- A descriptive study **differs from** an exploratory study in that...

- We **found/observed noticeable/major/distinct/only slight differences between** x and y.

- Both x and y share a number of features.

- Whereas/while women tended to perform **worse than** men on tests of perceptual speed, they **were faster** at certain precision manual tasks.

- Young children learning their first language need simplified input. Similarly/Likewise/In the same way, low level adult language learners need graded input.
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 (...).
5.6 Predicting / Hypothesizing

- If we do this, (...) will happen.
- To get the result, you have to (...).
- Unless we do (...), we will not be able to (...).
- This could happen because (...).
- One result could be (...).
- If we do it this way, we should see (...).
- One hypothesis would be (...).
- Our / My hypothesis is / hypotheses are (...).
- There are several hypotheses, including (...).
- 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.

- *Due to* an increase in population, resources are being used at an alarming rate.

- There is an increase in population; *hence,* resources are being used at an alarming rate.

- One cause of desertification is *climate change.*

- Diminishing resources is caused by an increase in population.

- Owing to recent innovations in renewable energy, the EU may be able ween out fossil fuels by 2050.
5.8 INTERPRETING VISUALS

- 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 ...
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6

The Language of Exams
- 6.1 - ORGANISING THE EXAM
- 6.2 - ASKING QUESTIONS IN AN EXAM
- 6.3 - GETTING THE STUDENT TO EXPAND
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- 6.6 - REDIRECTING THE STUDENT
- 6.7 - GENERAL COMMENTS
- 6.8 - ENCOURAGEMENT
- 6.9 - GIVING GRADES
- 6.10 - CONSTRUCTIVE FEEDBACK
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...?
- Given what you know about (..), can you explain...?
- What are the main advantages and disadvantages of...?
- What are the other hypotheses you might give to account for [the change in climate]?
- Can you tell me how / why / whether...?
- What is the value of...?
- What can you tell me about...?
- What are the consequences for/of...?
- Can you point out the most important features of...?
- What are the main differences between (...) and (...)?
6.3 GETTING THE STUDENT TO EXPAND

- That’s 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?
- Sorry, I didn’t catch what you were saying, could you repeat that?
- Could you try to explain your idea in another way?
- I’m sorry, but I’m not sure that I understand.
- Could you say that a little slower please?
- Did you mean to say that ... ?
- I’m not quite sure I know what you mean.
- Sorry, I didn’t get your point.
- Could you put that differently, please?
- Could you clarify that, please?
- Could you say that again, please?
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...?
- Could you reword your ideas to make them a little clearer?
- Start with your main topic and then give me two or three supporting details that back up your idea.
- Organize your answer in your head first.
- Know where you are going when you start speaking.
- Try to avoid repeating so much.
- What is/are the most important ideas associated with this topic?
- Could you be more specific?
- Could you give me an example, please?
- Would you elaborate on that, please?
- I wonder if you could say that in a different way.
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.
6.9 GIVING GRADES

- 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...

REMEMBER!

<table>
<thead>
<tr>
<th>To sit an exam</th>
<th>Passer un examen</th>
</tr>
</thead>
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<td></td>
</tr>
<tr>
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</tr>
</tbody>
</table>
6.10 CONSTRUCTIVE FEEDBACK

- You should’ve 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’ve 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.