



SINCE

PART

MMXVI

· **ONE** ·

LANGUAGE GUIDE

**PHRASES AND VOCABULARY FOR TEACHING
IN ENGLISH IN HIGHER EDUCATION**



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ORGANISING THE LESSON

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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.

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.
- ◆ 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 *Woodlap*.
- ◆ 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.
- ◆ 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.
- ◆ If you want to read more about this, there is some supplementary reading on the UV.
- ◆ We will be looking at (greenwashing) next week.
- ◆ Make sure you have read the preparatory reading for next week's lecture.
- ◆ There are two compulsory tasks on the UV which must be completed by Monday.
- ◆ Next week's session is a talk by a guest lecturer
- attendance is compulsory.

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- 2.2 -

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- 2.3 -

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- 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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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.

3.4 TASK INSTRUCTIONS

- ◆ 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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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 <—————«

EXPLAINING &
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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 (...).
- ◆ 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 significant because (...).
- ◆ This is useful to (...).
- ◆ The end result is (...).
- ◆ This is important because (...).
- ◆ My conclusions are (...).
- ◆ This is relevant for / to / because (...).
- ◆ This makes me think that (...).
- ◆ This is all the more important given the (...).
- ◆ This means that (...).
- ◆ This is particularly pertinent in the debate about / on (...).
- ◆ 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 ...

NOTES

A series of horizontal dotted lines for writing notes, arranged in two columns.

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THE LANGUAGE OF EXAMS

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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...?
- ◆ 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

- ◆ 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.
- ◆ Know where you are going when you start speaking.
- ◆ Can you explain your point more clearly? I'm not sure I follow your thinking / reasoning / logic.
- ◆ Try to avoid repeating so much.
- ◆ What is the connection between (...) and (...)?
- ◆ What is/are the most important ideas associated with this topic?
- ◆ Can you point out the most important feature(s) of...?
- ◆ Could you be more specific?
- ◆ Could you reword your ideas to make them a little clearer?
- ◆ Could you give me an example, please?
- ◆ Start with your main topic and then give me two or three supporting details that back up your idea.
- ◆ Would you elaborate on that, please?
- ◆ Organize your answer in your head first.
- ◆ 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 (...)?
- ◆ Your 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 !

To sit an exam	Passer un examen
To do an exam	
To pass an exam	Réussir un examen

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.

