

Tea Project

SINCE 2016

TEACHING IN ENGLISH
FOR ACADEMICS
-ULB-



SIGNPOSTING

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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, ...

NOTES

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