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?
- Could you point out the most important feature(s) of…?
- Would you elaborate on that, please?
- Start with your main topic and then give me two or three supporting details that back up your idea.
- I wonder if you could say that in a different way.
- Organize your answer in your head first.
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>
<tbody>
<tr>
<td>To do an exam</td>
<td></td>
</tr>
<tr>
<td>To pass an exam</td>
<td>Réussir un examen</td>
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</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.