

Tea Project

SINCE 2016

TEACHING IN ENGLISH
FOR ACADEMICS
-ULB-



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

- ◆ 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.

NOTES

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

NOTES

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