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Lehre in der Fremdsprache Teaching in English

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Lecturing in English

The text below has been taken from the transcript of an actual lecture given by a native British lecturer. The use of structure and language provide the audience with complex information in an effective and enjoyable way. The lecturer uses an informal style, anecdotes, idioms and humour to reinforce their¹ message and to help the audience relate to both them and the subject. This is a good example lecture worth emulating.

Starting and Introducing the Lecture

Thank you very much. Let's let everyone else sit down and get comfortable. It may be a great favour for me to come back from retirement, but I only have to walk a quarter of a mile across the campus, so it's hardly hard work for me. As you see, my topic today is 'Clones and Stem Cells'. And this is the outline of my lecture. I'm going to first of all talk a little about what I mean by a clone, then I'm going to talk about how multi-cellular organisms – things like us – grow, from single cells, and the role in that particular process which we call differentiation of what we call stem cells. OK? A hot topic today, particularly in the United States. Then I am going to give you a short history of cloning, using a method we call nuclear transfer, and then I'm going to talk about

¹ Note: The third person plural pronouns are nowadays often used as a gender neutral singular form: *he/she* becomes *they*, *his/her* becomes *their*, etc. See also the Subchapter on 'Gender Neutrality' in Chapter 4, p. 30.

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the possibilities of using stem cells for what we call cell replacement therapy. And what relationship that bears to the topic of cloning humans.

Laying Foundations

So, first of all, what is a clone? ... Now, of course we are then producing new trees asexually, right? So, they've, of course, reproduced asexually, so we've taken the word from meaning reproducing asexually, to mean a group of identical organisms. OK?

Background and Aims

In the 1980s and 1990s, in the last century, when ... Now from this usage comes a lot of confusion, right? ... And one of the purposes of today's lecture is to try and dissect them ... So this is the last time I am going to talk about DNA manipulation really. I'm just explaining to you why it is, we sometimes use this word clone in the context of DNA manipulation.

So that's one piece of introduction, just introducing to you the idea of a clone ... Now I want to talk about this other process. So, here we are, this is what I mean by differentiation. OK? On this slide you can see three sorts of cells. You can see these cells here, which are red blood cells ... In these pictures we can also see ...

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Getting to the Crux of the Matter

Now let's just look at the embryonic stem cells, the ones that happen in the early embryo. This is a picture of the human reproductive tract, of course female reproductive tract, OK? ... and I want to look at this form of the earlier embryo which we call the blastocyst.

Now, as we've gone through these slides, there have been one or two words I haven't explained, let me explain them now. While they are on this one, this word, totipotent, and this word, pluripotent, right? ... Possibly you know the word, omnipotent, which means 'all powerful'. Like what the United States would like to think itself.

Now, let's bring these two subjects together. We talked about cloning, we talked about differentiation, cells become different. The first experiments that were done to clone plants and animals were done with an intention of asking a question about differentiated cells ... But basically, the proof of the pudding is that some of them do.

Recapping the Key Points

So that's cloning. Now let's go back to stem cells. We'll get back to cloning again in a minute, you will work out why I am dodging around like this... But one very good solution to this ... As you see, the top part of the diagram is entirely the same.

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Drawing to a Close

So, we've talked about cloning, creating new organisms. I talked about why that happened and we've looked at whether we might want to do it for humans. I have talked about stem cells and I've shown you why they're important, and we thought a little about how we might use them for therapeutic purposes, for what sorts of diseases ... So, it's a problem, a moral problem and one I'll leave with you. If you have been, thank you for listening.²

² <https://www.reading.ac.uk/sacll/UniversityofReadingLectures/SACLL-MPLecturesClonesandStemCells.aspx>
Last accessed on 26 November 2018

Signposting, Summarising, Concluding and Closing Remarks³

Signposting phrases are expressions which clearly show the direction the lecture is taking. They indicate what will be presented and remind the listeners of what stage of the talk they are at. For example, to signal to the listener that you are about to finish your talk, you could say “to conclude”.

1

Write **Sig** (*signal*), **Sum** (*summary*), **Conc** (*conclusion*) and **CR** (*closing remarks*) next to the phrases below:

- a So, that brings me to the end of my presentation.
- b Let me summarise what we've looked at.
- c Thank you for your attention.
- d I'll briefly summarise the main issues.
- e I'll now hand out ...
- f So, that completes our presentation.
- g Let me just go over the key points again.

³ Erica J. Williams, *Presentations in English*, MacMillan 2008

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h I trust you gained an insight into ...



i Well, that covers everything I want to say.



j At this stage, I'd like to go over ...



k In my opinion, the only way forward is to ...



l Let's just recap.



m Now, turning to ...



n Thank you for listening.



o Let me move on to ...



Organising your Lecture

2

Use the sentence fragments below to write complete sentences. An example has been provided for you.

This brings	the issue	which is consumer satisfaction
Let's now turn our attention to	I'd like to give you	my next question
Let's go back to	the next point	earlier
This leads me to	me directly to	a brief overview of today's agenda
Before I move on to my next point	what we were discussing	of environmental pollution
I would like to	briefly	later if I may
Finally, may I	deal with this question	of the main points we've considered
Let me recap	start by	what we have looked at in today's lecture
I'd like to	remind you	highlighting the current situation

Signposting and Key Phrases

3

Each pair of words (below) can be used in one sentence. Write them in the correct spaces. The first answer (**in bold**) has been done for you.

as / see	let / attention	getting / to
come / later	right / far	moving / talk
finish / summarise	digress / little	turn / question
start / looking	pleased / answer	

- a) Okay, let's **start** by **looking** at the cultural context.
- b) This is a very important point which I'll back to in my presentation.
- c) If I could just for a moment, I'd like to say a about the background.
- d) , that's all I want to say about the overview. Any questions so ?
- e) So, back my original point, you can see that not much has changed in recent years.

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- f Now, [redacted] on I'd like to [redacted] a bit about the main advantages of this model.
- g [redacted] you can [redacted] from the graph in this slide, prices have been increasing dramatically.
- h Finally, I'd like to [redacted] to the [redacted] of cost.
- i So, just before I [redacted], let me [redacted] the main points again.
- j Okay, [redacted] us stop there. Thank you for your [redacted].
- k And now, should you have any questions, I'll be [redacted] to [redacted] them.

Prepositions, Prepositions!

Language Activity

4

Fill in the gaps using the prepositions in the box (**One** preposition is completely superfluous!). Choose as many words from the box as you need to complete each sentence.

about	on	back	down
back	in	of	to
of	on	at	to
over	to	back	to

- a** Right! Let's get [] [] the main question.
- b** Okay, let's move [] [] the next point.
- c** There is another way [] looking [] this.
- d** Going [] [] what you mentioned earlier.
- e** Could I get [] [] you [] that?

D

A

- f Could you perhaps tell me a little more [] it?
- g What exactly do you have [] mind?
- h Could you go [] that one more time please?
- i I'm afraid we're losing sight [] the main point.

Listening to Lectures: Organising and Signposting

- 5 *Go to the link below and listen to the audio recording.*



*<https://www.reading.ac.uk/sacll/University-ofReadingLectures/SACLL-LecHistReading.aspx>
(Audio Part 1)*

Find examples of words/phrases/expressions which do the following:

- a Introduce the lecture and the topic.
- b Structure and signpost the lecture.

Language of Lectures: Signposting

Through the use of signposts – words and phrases that indicate where the lecture / presentation is going – English speakers make things explicit.

Here are some simple phrases to help with that:

to move on	to go back	to summarise
to expand on	to recap	to turn to
to digress	to conclude	to elaborate on

6 *What do you want to do when you use the following phrases?*

- a** to expand on
- b** to digress
- c** to recap
- d** to elaborate on

Please write a separate sentence using each of the phrases above. You should end up with four sentences.

7

Complete the following phrases and sentences using the expressions in Exercise 6, above, to help you. Occasionally you may wish to begin with “Let’s”. The first one has been done for you.

- a) moving on / question / chemical properties
Moving on to the question of chemical properties / Let’s move on to the question of chemical properties.
- b) expand / background / previous project
- c) recap / main points / Jones’ study
- d) go back / question / controversial research model
- e) digress / moment / consider / alternatives
- f) turn / aims / the remainder of the semester

Ordering the Main Points

8

Choose the correct word in italics to complete each sentence.

- a Look / *Take* / *Put*, for example, the case of Smith and Jones which we examined last week.
- b This article *devotes* / *concerns* / *addresses* the issue of hierarchical relationships during this period.
- c Look at Figure 2 *under* / *beneath* / *below* for more precise information.
- d In the *following* / *preceding* section I will cover three main areas.
- e For more detailed information, *turn* / *see* / *go* to Glossary 2.
- f Let us now *deal* / *consider* / *see* Figure 5.1.
- g This problem will be discussed *later* / *lastly* / *latter* in this article.

9

Rewrite the parts in bold using a phrase which uses the word in parentheses.

- a As **Table 2 shows** there has been a reduction in the numbers of students taking up higher education. (seen)
- b In the next section, we take up again some of the arguments highlighted in **section 2**. (preceding)
- c Now let us **turn our attention to** the events unfolding in the western world. (consider)
- d The chapter **consists of** two main parts. (comprises)
- e Let's now **consider** the effects of this phenomenon. (turn)

Levels of Formality in Lectures

10

Rewrite the sentences below changing the words in bold, thereby making them less formal. As already discussed, both formal and informal lecturing styles may be appropriate, so use the style which is best for you.

- a We need to reflect upon the challenges facing developing countries, but I'll **return** to that later.
- b The results of the experiments we **conducted** last week will be discussed shortly.
- c There is a handout **being distributed**. Please take one and pass them on.
- d So, **to proceed to my next argument**, I'll go straight to point number 4 on the handout.
- e I will try not to **exceed my time**, so I'll speak for 30 minutes only.
- f If I could just **recap** the main points now.
- g Please **do not feel you need to ask permission** to leave if you have an appointment to go to.
- h I have a lot of information to **cover** but I will try to **provide** time at the end for questions.



- i Let us **focus on** the most difficult areas first.
- j Let me finish by **reiterating** the importance of this subject.

Listening to Lectures: Structuring the Talk – Organisation Indicator Phrases

11 *As you listen to the following excerpt, consider the following questions:*



<https://www.reading.ac.uk/sacll/Universityof-ReadingLectures/SACLL-LecEvolution.aspx>
(Audio Part 1)

- a What language is used to indicate the aims and focus of the lecture?
- b What language is used to make the shifts? Note down phrases used.
- c How does the speaker use rhetorical work to establish a relationship with the audience?

Vocal delivery – Pausing, Pace, Stress

In order to emphasise the most pertinent points in a lecture, presenters need to use pauses, pace and vocal stress. Through the speaker's use of vocal stress, pace and pauses, an audience can determine which aspects of the lecture are key points to the subject, and which are of secondary importance.

12 Listen to the lecture below, and answer the questions.



<https://pwias.ubc.ca/videos/building-the-brain-marrying-engineering-and-medicine-vikramaditya-yadav>

- a** What key elements of the speech does the lecturer emphasise?
- b** What does the lecturer do – how does he use his voice to emphasise his key points?
- c** Comment on the following:
 - i** Use of pausing.
 - ii** Use of imagery.
 - iii** Analogies and anecdotes.
 - iv** Audience involvement.
- e** How effective are parts II, III and IV?

Research Aims and Study Objectives

When talking about goals, criteria, objectives and targets we frequently use the following verbs:

meet*, achieve, reach, attain

*German speakers overuse the phrase “reach a goal”, however, it is less commonly used among native English speakers. What can we say instead?

13 *One item in each group cannot be used with the verb in bold. Cross the odd one out.*

Take	an effort to do something / a decision / up a suggestion / another approach / part in a discussion
Raise	a difficult challenge / the matter / an interesting question / awareness / an objection
Hold	an opinion / all the cards / somebody responsible for something / a proposal / a meeting
Meet	a deadline / a challenge / an issue / a need / an objective
Reach	a compromise / a decision / a demand / a dead-end / an agreement

Style – Clarity and Simplicity

German speakers tend to write using noun-phrases instead of verbs, however this can add unnecessary complexity that often confuses the message.

A clear and concise text is more effective and often demonstrates a better mastery of the subject matter.

Aiming for Concision

14 *The phrases in each pair below convey the same message, however, one is written in the style which is more effective for the audience. For each pair of sentences below, decide which is better and underline your choice. Use one or two sentences to explain why you made this choice.*

- a** Four rules should be observed.

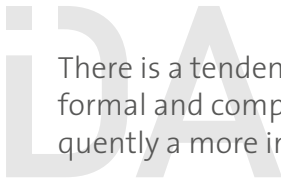
b There are four rules that should be observed.

- a** This department collects accounts.

b The function of this department is the collection of accounts.

- a** Marking your essays by Friday is an impossibility without some kind of extra help.

b Marking your essays by Friday is impossible without extra help.



There is a tendency for learners of English to choose a formal and complex style when presenting, but frequently a more informal and simple style works better.

15

Read the two overviews of a presentation below.

- a Consumer shopping habits are always **in a process of change**, and **for this reason** in the near future I believe **it will be necessary** for us to look at the possibility of making some modifications to the design and marketing of our products – **in the way in which I have indicated** in the next slide, which highlights some of my initial ideas on the subject.

- b Consumer shopping habits are always **changing**. **Because of this**, I think we'll have to make ***a few** changes to the design of our products. **Have a look at** this next slide, which shows some of my ideas.

*Note also the frequent use of vague language.

Which of the two communication styles is more effective and why?

Conciseness – Repetition and Redundancy

16 *Edit the following sentences to eliminate repetition, redundancy, and wordiness.*

Example:

Original: “At the present time, I am sending you a cheque in the amount of €400.”

Correction: “I am **now** sending you a cheque for €400.”

- a** Students are frequently of the opinion that an early submission of homework is a sign of success.
- b** Each and every applicant for the scholarship must provide two letters of reference.
- c** In conclusion, what I meant to say was that Jones uses suspense in a highly effective manner.
- d** In reference to myself, at this point in time, I have a very good relationship with my study adviser due to the fact that I have taken a good proportionate amount of time to understand her views.

How Can I be More Concise in My Writing?

1. “Verbing”

Overusing nouns can firstly sound over the top and secondly sound German. Try to replace your nouns with verbs (or even adjectives) if possible.

17

Re-write the text below. Try to be concise and to verbalise this paragraph.

“The effectiveness of an essay is dependent on the use of a thesis statement in the introductory paragraph. Preciseness and clarity are of importance in this sentence. To outline the structure of the essay, it is a necessity that each argument mentioned in the thesis statement is equal to one paragraph.”

2. Cut out words

Native English speakers use straightforward constructions to provide clarity. The examples below show how complex sentences can be shortened, while retaining their meaning.

- you have the possibility to → you can
- there is a chance that it will → it might
- it will be necessary for us to → we need to

18

Read each of the sentence fragments below and write a new short replacement phrase.

- a In order to ascertain ...
- b At the present time ...
- c The commencement of ...

3. Put wordy phrases on a diet

Native English speakers prefer, when possible, to use one word instead of many. Examples are shown below.

- owing to the fact that
 - considering the fact that
 - due to the fact that
- because, since, why

19

Read each of the phrases below and write a one-word replacement.

- a On the grounds that ...
- b In the event of ...
- c Regardless of the fact that ...

4. Use modal verbs

To sound authentic, single modal verbs can be used to replace several combined words. For example:

- there is a chance that
 - the possibility exists
 - it is crucial / important / imperative that
- } → may, might, could, can
- must, should

20

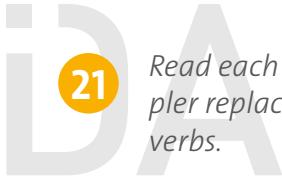
Read each of the phrases below and write a modal verb replacement.

- (a) There is a necessity ...
- (b) It could happen that ...
- (c) It is a distinct possibility that ...

5. Use more familiar language

The use of simplified language ensures that the message being delivered is clear and direct. This reduces the risk of the listener getting lost in the words. For instance:

- prior to
 - subsequent to
 - following on
- } → before, after



21 Read each of the phrases below and write a simpler replacement. A tip for this exercise is to use verbs.

- a He endeavoured to ...
- b He is aware / has knowledge of ...
- c There are indications of ...

Putting it all Together

22 Rewrite each sentence below in a less formal and more concise way. Please see the example modified sentence below to help you.

Formal and unnecessarily wordy:

On account of the fact that I have been unwell recently, it will be an impossibility for me to complete this assignment on time.

Informal and concise:

Because I've been unwell, I won't be able to finish my assignment on time.

Please note the change of noun phrases to verbs and the reduction of words overall in the second sentence.

- a It will be necessary for us to request financial assistance.
- b My supervisor terminated my work contract as a consequence of my ineffective performance.

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- c In view of the fact that the guidelines are so specific, I propose that we verify all the details with the utmost care.
- d I have no choice but to refuse your request on the grounds that, prior to taking this course, you failed to take the introductory class.
- e There is a very slight chance that we will be forced to terminate all further dealings with this group.

Multi-Word Verbs:

Use the More Formal Equivalent

Many colloquial phrases in English can be replaced with a formal equivalent, to change the register of the overall text. In the example below, the first sentence uses the casual phrase “set up” to convey the message, while the second sentence uses formal language to give weight to the message.

- A primary education system was **set up** throughout Ireland as early as 1831.
- A primary education system was **established** in Ireland as early as 1831.

23

Re-write each sentence below, replacing the terms in italics with a formal equivalent.

- This will *cut down* the amount of money spent on laboratory equipment.
- The wealth of the nation has *gone up* in recent years.
- We need to *come up with* more advanced solutions.
- It is not always easy to *put up with* disruptive behaviour from fellow students.
- Please do not *put off* revising for your final exams until the last minute!

- D**
- A**
- f** We need to *look deeper into* how this situation could have arisen.
 - g** The income of university professors *goes up and down* quite violently depending on where you teach.
 - h** Many years ago, students *brought up* the question of being examined by coursework only.

Using Academic Language in Lectures

The table below contains formal / academic phrases that can be used to add meaning to a message.

reiterate	epitomise	summarise
posit	account	underscore
assert	expound	

24 *Improve the style of the sentences below by replacing the underlined words with a more formal and academic word from the box above.*

- a** I would like to say again that the problem does not have a simple solution.
- b** The results of the recent survey are the best example of the challenges facing modern society.

D A

- c Let me now just briefly repeat the main points of the lecture.
- d In a recent article, J.K. Hubbard said with great certainty that we need a better understanding of the impact of biotechnology.
- e In an attempt to find the reason for the increase in binge-drinking, sociologists focused on the drinking culture in the UK.
- f This theory was originally developed by mathematicians in the nineteenth century.
- g Various scientists have suggested as a basic principle that bird migration patterns change in keeping with the climate change.
- h Recent events really show the importance of fully researching the facts.

25

Rewrite the sentences below using the verbs in parentheses. You may need to make some additional changes.

- a Spanish students make up roughly 70% of the Erasmus student population. (comprise)
- b A vast amount of information is contained in the student study handbook. (embrace)
- c This course has three modules, one of which is optional. (consist)

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- d** The lecture material has been divided up into different headings by subject. (categorise)
- e** These three perspectives can all come under one heading. (subsume)

Trends, Statistics and Figures in Lectures

26 *Tick the sentences below which are grammatically correct. Some of the sentences have errors in tense and agreement of adjectives and adverbs. Correct the sentences which contain errors.*

- a** The number of accidents raised by 20% last year.
- b** House prices went up by 8% in 2005.
- c** Student enrolment numbers dropped by 12%.
- d** Attendance rates have been slumping dramatically for years.
- e** The number of alcohol-related injuries has remained stable at 22%.
- f** Pass rates declined sharp last year.
- g** Petrol prices have been going up significantly last year.

Signposting in Lectures: Transcript

Here is a sample of the transcript from the audio recording that you listened to in Exercise 5.

Recording:

 http://avcontent.reading.ac.uk/av/Part1-zn-4v23DzAYJvjNLb-128Kbit_44kHz_stereo.mp3

27 *Please listen to the lecture again and fill in the gaps.*

“I am going to [] [] [] into six parts. I will [] [] [] saying something about the geography of the area because if you understand something of the geography it helps you to understand how developments occurred, why they occurred and why Reading has developed in the way that it has. I will [] [] [] in history to early times and [] [] [] about the first recorded notes about Reading, and then [] [] to medieval times, another word for medieval is ‘middle ages’, the time of the middle ages. Then [] [] to talk about Reading under the Tudors and the Stuarts. The Tudors and Stuarts are royal families, so that the most famous Tudors would be Elizabeth I and Henry VIII. I think you all know something about Henry VIII – what’s he famous for? Six

wives, he had six wives. And the Stuarts who are probably less famous but the famous kings there are Charles I, Charles II and the Stuarts were actually forced out of power for some time. I will then [redacted] [redacted] to talk about the Victorian era, which is the period of Queen Victoria, [redacted] [redacted] [redacted] to talk about Reading in the 20th century which brings us up to the present day.”

28

Check your answers to Exercise 27 using the transcript in the answer key.

Ending Your Lecture

Bringing a lecture to a natural and planned conclusion is important, but not always feasible. There are a number of ways to achieve both an ordered end, and to wrap up under time pressure.

29

Think about how you draw your own talks to a close. Answer the following questions:

- a What themes do you use?
- b How can you make sure you don't just stop, but conclude?
- c You realise you're running out of time. How can you quickly signal that you are going to finish, without coming to an abrupt halt?

30

Group each of the concluding statements / questions below into the following themes: “Sparking Curiosity”, “Inciting Thought”, “Humorous Touch”, and “Inviting Comments”, or any other headings you deem appropriate.

- a “And I’ll end with a question: *Is this dangerous or not?* and *Are you ready for it?*”
- b “With that I will finish.”
- c “We will finish there for today.”
- d “I will stop there. Thank you for listening.”
- e “That’s all I have to say today.”
- f “I’m now coming to the end of my talk.”
- g “OK. So what are my conclusions?”
- h “Just to finish off, we ought to look into a few more quotes about chocolate. *There is nothing better than a good friend, except a good friend with chocolate.*”
- i “Just to finish off – a little bit about population.”
- j “So, we’ve talked about cloning. I have talked about stem cells and why they’re important.”
- k “It’s a moral problem and one I’ll leave with you.”
- l “If you have been, thank you for listening.”

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m “OK. So I’m going to finish now just by summarising the main points that I have covered in this lecture today.”

n “Anyway, I think I will leave it there and if anyone has any questions, please fire away.”

31 *How effective is each method of conclusion? Can you add any other methods or themes? Write some additional themes of your own.*

Bringing Your Lecture to a Close: Structural and Stylistic Elements of a Conclusion

Watch the following two-minute video clip entitled “What Physics Taught Me About Marketing”.

 https://www.ted.com/talks/dan_cobley_what_physics_taught_me_about_marketing?language=en

32 *As you watch, consider the following questions:*

- a** What language / signposting is used to indicate that the speaker is concluding? Note down some examples.
- b** To what extent is the use of imagery included in the conclusion? What function does it serve?

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- c What language is used to provide a recap of the topic and put it into context?
- d Based on this short clip, how effective do you find the speaker's relationship with the audience?

33 *You would like to conclude your lecture in one of the following three ways: "Sparking Curiosity", "Humorous Touch" or "Inviting Comments". Think of up to two comments for each of the categories.*

Signposting and Structuring in Lectures

These are useful phrases to provide a framework to structure and build your lecture, to give it a clear sequence and focus the audience on the key messages.

34 *Translate the phrases below into their English equivalent.*

- a To start your lecture:
 - i Zunächst möchte ich Ihnen etwas über ... sagen.
 - ii Als Erstes möchte ich Ihnen ... kurz vorstellen.
 - iii Meine Vorlesung behandelt ...

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- ④ Ich möchte mich auf folgende Punkte / Gebiete konzentrieren.
- ⑤ Ich wäre gerne bereit, etwaige Fragen am Ende meiner Vorlesung zu beantworten.
- ⑥ Ich werde mich im Verlauf meiner Vorlesung auf den Handzettel beziehen.
- ② To structure the main part of your lecture:
 - ① Ich komme nun zu Punkt 2.
 - ② Der Kernpunkt / die zentrale Frage ist ...
 - ③ Ich möchte diesen Punkt mit einem Beispiel erläutern.
 - ④ Ein hervorragendes Beispiel dafür ist ...
 - ⑤ Ich möchte nun gern zum nächsten Thema kommen.
- ③ To conclude your lecture:
 - ① Zusammenfassend kann man sagen, dass ...
 - ② Ich möchte mit der Bemerkung / dem Hinweis schließen ...
 - ③ Abschließend lässt sich sagen ...

DA

1

a Conc

b Sum

c CR

d Sum

e Sig

f Sig

g Sig

h CR

i CR

j Sig

k Conc

l Sum

m Sig

n CR

o Sig

2 DA

This brings	me directly to	my next question.
Let's now turn our attention to	the issue	of environmental pollution.
Let's go back to	what we were discussing	earlier.
This leads me to	the next point	which is consumer satisfaction.
Before I move on to my next point	I'd like to give you	a brief overview of today's agenda.
I would like to	start by	highlighting the current situation.
I'd like to	deal with this question	later if I may.
Let me recap	briefly	what we have looked at in today's lecture.
Finally, may I	remind you	of the main points we've considered.

DA
3

- a Okay, let's **start** by **looking** at the cultural context.
- b This is a very important point which I'll **come** back to **later** in my presentation.
- c If I could just **digress** for a moment, I'd like to say a **little** about the background.
- d **Right**, that's all I want to say about the overview. Any questions so **far**?
- e So, **getting** back **to** my original point, you can see that not much has changed in recent years.
- f Now, **moving** on I'd like to **talk** a bit about the main advantages of this model.
- g **As** you can **see** from the graph in this slide, prices have been increasing dramatically.
- h Finally, I'd like to **turn** to the **question** of cost.
- i So, just before I **finish**, let me **summarise** the main points again.
- j Okay, **let** us stop there. Thank you for your **attention**.
- k And now, should you have any questions, I'll be **pleased** to **answer** them.

DA

4

- a Right! Let's get **back to** the main question.
- b Okay, let's move **on to** the next point.
- c There is another way **of** looking **at** this.
- d Going **back to** what you mentioned earlier.
- e Could I get **back to** you **on** that?
- f Could you perhaps tell me a little more **about** it?
- g What exactly do you have **in** mind?
- h Could you go **over** that one more time please?
- i I'm afraid we're losing sight **of** the main point.

5

a Possible answers include:

I'm going to be telling you something about ...

I will be making references to some part of history.

b Possible answers include:

I'm going to divide my talk into six parts.

I'll start off by saying ...

I will then go back in history.

Then move on to Medieval times.

I will then go on to talk about ...

6

a to provide more detail on something

b to move away from the main topic

c to summarise key points

d to provide more detail

DA

7

- a** *Example answer provided*
- b** I'd like to expand on the background of the previous project.
- c** Let's recap the main points of Jones' study.
- d** I'd like to go back to the question of the controversial research model.
- e** Let me digress for a moment while we consider the alternatives.
- f** Now we'll turn to the aims for the remainder of the semester.

DA
8

- a **Take**, for example, the case of Smith and Jones which we examined last week.
- b This article **addresses** the issue of hierarchical relationships during this period.
- c Look at figure 2 **below** for more precise information.
- d In the **following** section I will cover three main areas.
- e For more detailed information, **turn** to Glossary 2.
- f Let us now **consider** Figure 5.1.
- g This problem will be discussed **later** in this article.

DA

9

- a As we have seen in Table 2, there has been a reduction in the numbers of students taking up higher education.
- b In the next section we take up again some of the arguments highlighted in **the preceding section**.
- c Now let us **consider** the events unfolding in the western world.
- d The chapter **comprises** two main parts.
- e Let's now **turn to** the effects of this phenomenon.

DA
10

- a We need to reflect upon the challenges facing developing countries, but I'll **come back to** that later.
- b The results of the experiments we **did / carried out** last week will be discussed shortly.
- c There is a handout **going around**. Please take one and pass them on.
- d So, **moving on / turning to my next argument**, I'll go straight to point number 4 on the handout.
- e I will try not to **go over**, so I'll speak for 30 minutes only.
- f If I could just **summarise** the main points now.
- g Please **feel free** to leave if you have an appointment to go to.
- h I have a lot of information to **get through** but I will try to **leave** time at the end for questions.
- i Let us **think about** the most difficult areas first.
- j Let me finish by **highlighting** the importance of this subject.

11

a Possible answers include:

I will talk about adaptation ...

Then I'll be talking about ...

I will try to discuss why ...

b Possible answers include:

First you need to know ...

I will explain it later.

The next thing that is important is ...

c Possible answers include:

She puts a question to the audience.

She specifically relates the subject to the audience.

12

a Numbers

Transition words

Organisation indicator statements

Meaningful points

b Pausing

Stresses key content words

13

Take	an effort to do something / a decision / up a suggestion / another approach / part in a discussion
Raise	a difficult challenge / the matter / an interesting question / awareness / an objection
Hold	an opinion / all the cards / somebody responsible for something / a proposal / a meeting
Meet	a deadline / a challenge / an issue / a need / an objective
Reach	a compromise / a decision / a demand / a dead-end / an agreement

14

- (a) Four rules should be observed.
- (a) This department collects accounts.
- (b) Marking your essays by Friday is impossible without extra help.

15

The answer is b. This style is more succinct and clear. It avoids complex and confusing phrasing.

16

- a Students **think submitting homework early** is a sign of success.
- b Every **scholarship** applicant must provide two references.
- c **To conclude**, Jones uses suspense **very effectively**.
- d **Currently**, I have a very good relationship with my study adviser **because I** understand her views.

17

Sample Answer:

An effective essay has a thesis statement in the introduction. Precision and clarity are important here. Each argument should be one paragraph.

18

- a to determine
- b now / currently
- c the start / beginning

19

- a because
- b if
- c because

20

- a need
- b may / might / could
- c may

21

- a tried
- b knows
- c indicates

DA

22

Note that various answers are possible, the answers provided are simply examples.

- (a) We need to ask for financial aid.
- (b) I was sacked / fired because I performed badly.
- (c) We need to check the details carefully because the guidelines are very specific.
- (d) You need to take the introductory class before you can take this one.
- (e) We might have to cut ties with this group.

23

- a This will **reduce** the amount of money spent on laboratory equipment.
- b The wealth of the nation has **increased / risen** in recent years.
- c We need to **create** more advanced solutions.
- d It is not always easy to **tolerate** disruptive behaviour from fellow students.
- e Please do not **postpone / delay** revising for your final exams until the last minute!
- f We need to **investigate** how this situation could have arisen.
- g The income of university professors **fluctuates** quite violently depending on where you teach.
- h Many years ago, students **raised** the question of being examined by coursework only.

DA
24

- a I would like to **reiterate** that the problem does not have a simple solution.
- b The results of the recent survey **epitomise** the challenges facing modern society.
- c Let me now just **summarise** the main points of the lecture.
- d In a recent article, J.K. Hubbard **asserted** that we need a better understanding of the impact of biotechnology.
- e In an attempt to **account** for the increase in binge-drinking, sociologists focused on the drinking culture in the UK.
- f This theory was originally **expounded** by mathematicians in the nineteenth century.
- g Various scientists have **posited** that bird migration patterns change in keeping with the climate change.
- h Recent events **underscored** the importance of fully researching the facts.

DA
25

- (a) Spanish students **comprise** roughly 70% of the Erasmus student population.
- (b) The student study handbook **embraces** a vast amount of information.
- (c) This course **consists of three** modules, one of which is optional.
- (d) The lecture material has been **categorised** into different headings by subject.
- (e) These three perspectives can **be subsumed** under one heading.

26 DA

- (a) The number of accidents **raised** rose by 20% last year.
- (b) ✓
- (c) ✓ Also possible to have correction to “... **have dropped by ...**”
- (d) Attendance rates have **been slumping** ~~dramatically~~ slumped for years.
- (e) ✓
- (f) Pass rates declined sharply ly last year.
- (g) Petrol prices **have been going** went up significantly last year.

27

“I am going to **divide my talk** into six parts. I will **start off by** saying something about the geography of the area because if you understand something of the geography it helps you to understand how developments occurred, why they occurred and why Reading has developed in the way that it has. I will **then go back** in history to early times and **say a little bit** about the first recorded notes about Reading, and then **move on** to medieval times, another word for medieval is ‘middle ages’, the time of the middle ages. Then **move on** to talk about Reading under the Tudors and the Stuarts. The Tudors and Stuarts are royal families, so that the most famous Tudors would be Elizabeth I and Henry VIII. I think you all know something about Henry VIII – what’s he famous for? *Six wives*, he had six wives. And the Stuarts who are probably less famous but the famous kings there are Charles I, Charles II and the Stuarts were actually forced out of power for some time. I will then **go on** to talk about the Victorian era, which is the period of Queen Victoria, **before moving on** to talk about Reading in the 20th century which brings us up to the present day.”

28

The lecture transcript above includes the missing information.

DA

29

a Possible Answers:

Humour

Thanking the audience for their attention

Inviting questions

A message

b Possible Answer:

Signal to the audience that the lecture will soon conclude, i.e. “OK, we are now coming to the end of the talk.”

c Possible Answers:

It looks like we’ll have to finish there for today.

That’s a convenient place to finish for today.

DA

30

- a Inciting Thought
- b Sparking Curiosity
- c Concluding Remarks
- d Concluding Remarks
- e Concluding Remarks
- f Signalling
- g Inviting Comments
- h Humorous Touch
- i Signalling
- j Summarising
- k Inciting Thought
- l Humorous Remarks
- m Summarising
- n Inviting Comments

DA

31

How effective is each method of conclusion?

The effectiveness is very much linked to the lecturers teaching style.

Can you add any other methods or themes?

Signposting

Recapping / Summarising

32

- a “And lastly”
“To close”
- b The imagery helps to make the message hit home and allows the audience to visualise the subject. This may in turn make it more accessible and easier to memorise.
- c “So the lesson from Physics is that ... ”
- d “The message for Marketing is that ... ”
- e The speaker uses a range of techniques to involve the audience and keep them engaged and able to follow (through the use of signposting phrases and imagery) the subject matter.

33

Possible Answers:**Sparking Curiosity:**

“This is only the tip of the iceberg.”

Humorous Touch:

“I hope you slept well, unfortunately, we must finish there.”

Inviting Comments:

“I’ve now come to the end of my lecture, are there any questions.”

34

a

- I I would like to start by telling you something about ...
- II First, I would like to introduce ... briefly.
- III My lecture deals with ...
- IV I would like to focus on the following points / areas.
- V I would welcome any questions at the end of my lecture.
- VI I will refer to the handout as I go along.

DA

b

- I Now, my second point is ...
- II The gist of the matter /
The central issue is ...
- III I would like to give you an example to
illustrate this point.
- IV An excellent example of this is ...
- V I would now like to move on to the
next topic.

c

- I To sum up, we can say that ...
- II I would like to finish by saying / by
pointing out ...
- III Let us conclude by ...

Glossary



Academic Reporting Verbs

Here are some methods to introduce quotes or paraphrases.

Formal Reporting Words:

according to, adds, affirms, agrees, analyses, believes, claims, clarifies, comments, concurs, contends, describes, emphasises, establishes, explains, expresses, indicates, maintains, points out, proposes, refers to, states, stresses, suggests

Examples of How to Use Reporting Verbs

Smith (1996) **points out** the gap between what is widely known and what is still conjecture in the physiology of ageing.

According to Jones (1996), too much stress can kill.

Hughes (2002) **contends that** it is “almost impossible to keep abreast of modern medicine.”

Jones (1996) **asserts that** stress can even cause cancer.

Reporting Verbs Followed by “that”⁴

accepts, acknowledges, adds, admits, advises, agrees, announces, articulates, asserts, believes, claims, comments, concludes, confirms, finds, implies, indicates, insists, maintains, points out, posits, proposes, questions, states, stresses, suggests

⁴ <https://www.academic-englishuk.com/reporting-verbs>
last accessed 29 September 2017

Formal Terms and their Informal Equivalents

FORMAL	INFORMAL
account for	explain
advocate	support, encourage
categorise	label
check	go through
comprises	makes up
conclude, finish	wrap up
embraces	covers, includes
expound	develop
posit	to reckon
present	put forward
provide	give
reiterate	repeat, restate
revise	go back over

Academic Idioms

ACADEMIC IDIOM	MEANING
This is the bottom line .	the most important thing to consider or most important part of something
Try and get a handle on the topic .	to find a way of understanding something to better control it
I'm going off at / on a tangent here .	to suddenly start talking about a different subject
Are we all on the same page here?	to have the same understanding or agree with someone
I'm going to shift gears now .	to stop talking about one topic and start talking about another
I'm thinking on my feet at the moment .	to give an answer quickly
I'm playing devil's advocate .	to pretend to be against a suggestion or idea in order to make people consider and discuss it in more detail
I can't answer this off the top of my head .	to answer in an improvised and instinctive manner
We need to look at the bigger picture .	to examine the entire perspective on a situation
to start / set / get the ball rolling	to do something that starts an activity to encourage others to start doing the same
Let's unpack this term .	to make something easier to understand by breaking it down into smaller parts
We have to go the extra mile here .	to make more effort than is expected of you
A rule of thumb is ...	a broadly accurate guide or principle

Dealing with Difficulties in Studies

GERMAN TERM	ENGLISH TERM
Ärztliches Attest	doctor's note
Beratungstermin	advising appointment
Folgetermin	follow-up session
Hauptfachwechsel	change of major
Leistungsanforderungen bewältigen	to deal with / cope with performance requirements
Leistungsdruck	pressure to perform
Mehrbelastung; Überforderung	excessive demand / to be overworked
Prüfungsangst	exam nerves
Sprechstunde	office hour
Studienunterbrechung	interruptions in studies
Wiederholungsprüfung	resit / retake
Zusammenbruch	nervous breakdown

General Glossary

A

a case in point	ein typisches Beispiel
to account for	etw. begründen
analogy	Analogie
anecdote	Anekdote
to assert	etw. behaupten
at first	zunächst

B

to briefly summarise	etw. kurz zusammenfassen
to bring (s.th.) up	etw. aufwerfen

C

to cast your minds back	sich zurückversetzen
closing remarks	Schlussbemerkungen
to come up with	sich etw. einfallen lassen
to comprise	etw. umfassen
to concern	etw. betreffen, angehen
to consist of	aus etw. bestehen
to cut down	etw. reduzieren

DA

D

to deal with	sich um jdn./etw. kümmern
to devote	widmen
to digress	abschweifen

E

to elaborate on	auf etw. näher eingehen
to embrace	etw. umfassen
to epitomise	etw. verkörpern
to examine s.th. in more detail	etw. näher durchleuchten
to exceed	etw. überschreiten, übertreffen
to expand on	auf etw. näher eingehen
to expound	etw. darlegen
extra / spare copies	zusätzliche Kopien

F

firstly	erstens
----------------	---------

G

to gain an insight into	einen Einblick in etw. gewinnen
to get back to	auf etw. zurückkommen
gist	Kern
to go back to	auf etw. zurückgreifen
to go over	etw. durchgehen

to go over time	die Redezeit überschreiten
to go up	steigen

I

to illustrate	etw. darstellen
to indicate	auf etw. hindeuten

L

latter	letztenannt
to leave time for questions	Zeit lassen, um Fragen zu besprechen
to lose sight of	etw. aus den Augen verlieren

M

to move on to	weitergehen
----------------------	-------------

O

overview	Überblick
-----------------	-----------

P

preceding	vorangehend
to put s.th. into perspective	etw. relativieren
to put (s.th.) off	etw. verschieben, aufschieben

R

R

to raise a question, raise an issue, raise a point

eine Frage aufwerfen

to read up on

etw. gründlich studieren

to recap

etw. wiederholen

redundant

überflüssig

to reiterate

etw. bekräftigen

S

signposting

Hinweise geben

to slump

fallen (stark, dramatisch)

to subsume

etw. subsumieren

to sum up

etw. zusammenfassen

T

to turn our attention to

einer Sache Aufmerksamkeit zuwenden

to turn to

sich beschäftigen mit

U

to underscore

etw. betonen

utmost

höchste, das Äußerste

W

to wrap (s.th.) up

etw. zusammenfassen, beenden