

Dr. Abigail Dunn

Lehre in der Fremdsprache Teaching in English

DA

DAAD Deutscher Akademischer Austauschdienst
German Academic Exchange Service

Herausgeber DAAD
Deutscher Akademischer Austauschdienst
German Academic Exchange Service
Kennedyallee 50, 53175 Bonn
www.daad.de

Internationale DAAD-Akademie
www.daad-akademie.de

Projektkoordination und Lektorat Lena von Eichborn (verantw.),
Corinna Jörres, Katharina Kohm, Johannes Mahlke, DAAD

Gestaltung Umschlag LPG Löwenstern Padberg GbR, Bonn

Gestaltung Innenteil DITHO Design GmbH, Köln

Druck Brandt GmbH Druck plus Medien, Bonn

1. Auflage Dezember 2018 – 500 Exemplare

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Bildnachweis
Fotolia / Rawpixel.com (Titel)

Diese Publikation wird aus Zuwendungen des Bundesministeriums für
Bildung und Forschung an den DAAD finanziert.



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One-on-One Meetings

One-on-one meetings are much more personal interactions with students that provide greater opportunity to inform, counsel, coach, mentor and foster personal and professional development. The language for one-to-one meetings focuses much more on “feeling” rather than “thinking”, for example “how do you feel you are doing this semester?”.

1

Using different forms of the word “advice”, complete the sentences below.

- a) Until the dispute has settled down it is [] to carry on as things are.
- b) The department has set up an [] body on the use of social media.
- c) I would strongly [] against deferring your internship until the following year.
- d) My only piece of [] would be ...
- e) The department is currently [] students to stay at home in adverse weather conditions.
- f) A word of [] ...
- g) What would you [] someone in your situation to do?

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- ④ Leaving your assignment to the last minute is [REDACTED].
- ④ You would be [REDACTED] to change courses in the middle of the semester.
- ④ If you are currently experiencing difficulties with your timetable, I suggest you contact the Student [REDACTED] Committee.

Advising on Study Skills: Being a Sounding Board for Your Student

Aims:

- Use phrases to restate what you have heard to ensure understanding and solicit clarification.

These phrases can be useful when reflecting feelings in an advising session, as they show the listener that you take them seriously and that you are engaged with what they are saying.

care	sounds
assume	suggest
intend	understood
rephrase	seems
imply	conclude
thinking	saying

2

Use the words above to complete the gaps in the sentences below. Not all of the words are needed and there are two solutions to one sentence (marked x2).

- a** Would you to elaborate on that?
- b** It to me like / as though ...



- c If I've _____ you correctly, ...
- d Would I be right to _____ that ...
- e Am I right in _____ (x2) that ...
- f Could I just _____ that?
- g So what you're basically _____ is ...
- h It _____ to me that ...

Advising on Study Skills: Challenges to Studying

Aims:

- To correct common translation errors.

Beratungstermin	Studienunterbrechung
Sprechstunde	Ärztliches Attest
Prüfungsangst	Folgetermin
Leistungsdruck	Zusammenbruch
Hauptfachwechsel	Wiederholungsprüfung
Mehrbelastung / Überforderung	Bewältigung von Prüfungsangst
Leistungsanforderungen bewältigen	Schreibblockade

DATA

3

Which word or group of words underlined below has the same meaning as the key words on the left? Sometimes more than one answer is possible.

- a) Can you give me any advice on how I can overcome my exam nerves / fight off my exam fear / overcome exam stress?
- b) Please come and see me in my visiting hour / consultation hour / office hour.
- c) I am finding Business Studies too difficult, so can you advise me whether I should change my principle field / change my major / change my leading subject?
- d) I always do better in coursework than exams because I suffer from exam fright / exam nerves / fear of exams.
- e) Every time I sit down to write my essay, I get a mind block / writing block / writer's block.
- f) I won't be able to come to your class next week. Do you need to see a doctor's note / a doctor's certificate / a medical certificate?
- g) If I fail my exam, will I be able to do a repetition / a resit / a retake?
- h) Right now, I'm feeling completely out of my depth and I'm worried I won't be able to complete my studies. How can I best deal with this pressure to succeed / pressure to perform / pressure to achieve?

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- i We need to arrange a follow-up appointment / a follow-up meeting / a follow-up session so we can talk about this in more depth.
- j My mother is sick and I need to take care of her. I would like to take a sabbatical / extend my break / interrupt my studies.
- k As I felt so overwhelmed, I suffered a melt-down / a breakdown / a mental breakdown.
- l I am frustrated that I can't speak Russian much more fluently. I need to find a way to better manage my expectations / manage my performance / manage my achievements.
- m I'm having a few issues with this topic. Can I make a plan to meet / an advice session / an appointment to see you?
- n This term I have to repeat two courses as I missed too many classes last semester. I'm struggling to keep up with the work, hence I'm feeling out of my depth / over-pressured / over-stretched.

Advising on Study Skills: Gerunds and Infinitives

Aims:

- To demonstrate the difference between the use of the gerund and the infinitive use in English.
- Highlight the importance of these verbs in the teaching context.

4

Look at the sentences below. Can you provide a rule which explains why both a gerund or an infinitive is used for the same verb? What is the difference in meaning?

a

- I Please remember to keep me posted on your future plans.
- II I remember giving you a handout last week.

b

- I I regret to tell you that your application has been unsuccessful.
- II I imagine you regret revising everything for your exam at the last minute.



- I Try to think more carefully about why the author has adopted this approach.
- II Unfortunately, you haven't passed the course. Try taking it again next semester.

Important Advising Verbs: “Recommend”, “Suggest”

Aims:

- To correct common mistakes with problematic verbs for non-native speakers.
- Provide more idiomatic sentence formulation.

5

Correct the following grammatically incorrect sentences highlighted by the underlined words. There are the same two possibilities for each of the sentences.

- a I suggest you to stick more closely to the written guidelines.
- b I recommend you to make a rough draft of your essay.

DA

The verbs underneath are frequently used in teaching and advising. These only take the infinitive form:

TEACHING VERBS

intend	want	help	manage	need	forget
--------	------	------	--------	------	--------

IDIOMATIC PHRASES FOR ADVISING

to go over concepts	to hand in a rough draft	to closely analyse
critical appraisal	to guide you through	to underpin the main ideas
to balance your workload	to see the bigger picture	

6

Please translate the German sentences below, using the correct verb from the boxes above. Key vocabulary is provided to help make your answers more idiomatic. The final sentence has two verbs, which is not uncommon practice.

Note: Not all of the idiomatic phrases above are used in the sentences. Choose those which most closely translate to the German.

- a Vergessen Sie nicht, eine Grobfassung einzureichen.
- b Ich hoffe, dass Sie in der Lage sind, das Hauptthema zu unterstützen.
- c Ich hoffe, dass ich Ihnen helfe, indem ich die verschiedenen Konzepte überarbeite.
- d Ich will, dass es Ihnen erfolgreich gelingt, den Überblick zu behalten.

We use the gerund for more idiomatic phrases, especially to highlight lack of success or futility. Below are some examples of gerund signalling phrases and gerund verbs, relating to the theme of bad study habits.

GERUND SIGNALLING PHRASES

It's not
worth ...

There's no
point ...

There's no
use ...

GERUND VERBS

put off

risk

avoid

prevent +
from

7

Translate the sentences below making use of the signalling phrases and the verbs in the tables above.

Note: The underlined words and phrases in the exercise relate to the gerund signalling phrases above.

- a) Es nützt nichts, alles auswendig zu lernen. Bitte versuchen Sie lieber, die Zusammenhänge besser zu verstehen.
- b) Wenn Sie so weitermachen, riskieren Sie den Überblick zu verlieren.

- DA
- c Es bringt nichts, Ihre Stoffwiederholung auf die lange Bank zu schieben.
 - d Ich will verhindern, dass Sie kurz vor der Klausur büffeln.
 - e Bitte vermeiden Sie, Ihre Kommilitonen zu unterbrechen während sie ein Referat halten.

Putting it all Together

Aims:

- Consolidate the skills learned in the previous sections.

8 *You receive an email from a worked-up student and you need to respond and advise the student on their study habits. Use the words in brackets to decide whether the gerund or infinitive form of the verb is used. The underlined expressions highlight key phrases, most of which have been dealt with in this chapter.*

DA

Dear Emily,

Thank you for your email. It is nice to see that you are taking ownership of your studies. Let me try to help you as best as I can.

I was wondering whether you have **(tried to consult / tried consulting)** a wider range of sources, apart from merely academic journals, for your written work? Doing this will give you a much broader base to start from. There's no point **(to put this off / putting this off)** until you are more advanced in your studies. You do not want to risk **(to get / getting)** even further behind with your work. You refer to the fact that you miss **(to be / being)** part of a team. Have you perhaps considered **(to join / joining)** our "study buddy" programme? Working with others can be a great way to get new ideas and more generally just bounce ideas off each other. This also means that you don't have to wade through difficult texts all alone.

As far as your mind going blank during exams is concerned, this is a very typical problem I'm afraid. I would recommend **(to do / doing)** timed mock exams at home as practice. In fact, if you start **(to complete / completing)** mock exams as soon as possible, this should become normal, thereby **(to help / helping)** you to deal with your exam nerves. In addition, I would suggest **(to spend / spending)** an hour or two a week **(to brush up on / brushing up on)** important topical vocabulary and phrases. Finally, don't underestimate the importance of a.

taking regular breaks, and b. breaking your work up into bite-size chunks. Make sure that at regular intervals you stop your revision **(to start / starting)** a new activity, such as making yourself a cup of tea.

I hope my advice helps you somewhat. I regret **(to tell / telling)** you that the life of a research student can be a solitary one. But with time and patience, you will no doubt learn **(to love / loving)** the freedom that comes with this lifestyle.

Best wishes

...

Advising Doctoral Students: Bridging the Gap from Undergraduate to Graduate Studies

Aims:

- Use language to address the initial difficulties when supervising graduate students.

Transitioning from undergraduate to graduate studies comes with its own set of challenges. Students may either jump too quickly into their graduate studies, or simply see them as a continuation of their undergraduate life.

The following idioms can generally be associated with starting something new.

DA

9

In each instance below, choose the idiom or phrase that is the odd one out.

- a in the deep end / take the plunge / water down
- b teething problems / initial difficulties / tongue-tied
- c spoon-fed / hand-held / give a hand
- d finding one's feet / getting to grips with something / breaking something down
- e dive in head-first / knee-jerk reaction / tip of the tongue

“What Makes a Great PhD Supervisor?”

Aims:

- Introduce idiomatic phrasing for supervisors

The words and phrases below have been taken from a recent *Guardian* video entitled, “*What makes a great PhD supervisor?*”:

challenge ideas	get cracking
set strict / stringent deadlines	check in with the student
flesh out an idea	clear narrative
a viable topic	novel research
read around the subject	backtracking / changing your mind

¹ *The Guardian*, 8 June 2017 <https://www.theguardian.com/higher-education-network/2017/jun/08/what-makes-a-great-phd-supervisor>
Link last accessed October 2018



10

Modify the underlined parts of the sentences below by choosing one of the phrases above (not all are required). The underlined sections of the sentences are an alternative way of saying these phrases. You may need to slightly alter the word order or add words. The example sentence below has been completed for you.

Original Sentence:

“Particularly when starting to undertake research it is important to broaden your general understanding of a topic rather than become fixated on one sole idea.”

Modified Sentence:

“Particularly when starting to undertake research it is important to read around the subject.”

- a** It is important for supervisors to make sure that their supervisee is coping with their workload; hence every so often they need to get in contact with their student.
- b** Creating a strict schedule with the student from the outset can help them to adhere to an effective programme of study.

DA

- c Frequently, students have a good idea about what they would like to research, but the details are lacking. Supervisors can assist here by helping them to elaborate on their ideas.
- d It is not uncommon for new research students to have teething problems. In other words, they may experience problems starting and getting into their subject.
- e What is sometimes missing from students' work is a logical thread running from start to finish.
- f An in-depth experimental study of every brand of Whiskey is not a workable subject.

Establishing the Importance of Your Research Topic

Aims:

- Provide vocabulary to assist in justifying research.

When communicating research topics to other academic groups, it is helpful first to establish how the research is novel or contributes to the field. Here are some key phrases that can be used to achieve this.

11

Read the sentences below. Select from the bold text the one incorrect answer.

- a X is the **major / main / leading / principally** cause of ...
- b X is **gaining considerable interest / attracting widespread interest / recognising significant interest.**
- c Within the next few years, X is **destined / set / probable / likely** to have become ...
- d A **neglected / forgotten / much-overlooked** area in the field of ...
- e **Despite of / In spite of / Regardless of / Irrespective of** its shortcomings, this approach has been largely applied to ...
- f The term X is loosely **described as / broadly defined as / widely understood as / generally accepted as** ...
- g X, Y and Z are three **categories / types / kinds / sorts** of languages.
- h **Not much / A little bit / Very little** is known about ...
- i **A growing body of research / A widening field of research / Mounting evidence** has indicated that X can lead to ...

Special Note: The word “few” can be tricky for non-native speakers of English, as its usage can have opposite meanings. “A few” means more than two and less than many, whereas when someone says “few”, it means not many at all. Below are two examples to demonstrate the difference:

12 *Look at the two sentences underneath. Your student needs to make the point that their work is ground-breaking. Which of the two sentences achieves this?*

- a** **A few** studies have investigated the importance of learning a foreign language at an early age.
- b** **Few** studies have investigated the importance of learning a foreign language at an early age.

Correcting Common Mistakes: Tenses

Aims:

- Address issues with misuse of tenses.

German speakers tend to struggle with tenses in English. In particular, when talking or writing about what they intend to do in a paper or talk, summarising their research findings, talking about what has been done so far in their field, and talking about common trends in research.

D&A
13

Each of the sentences below contains a tense error. Please rewrite with the correct tense. The mistake in each sentence is highlighted in bold.

- a In this paper I **give** a brief overview of the current situation.
- b Several authors **attempt** to define X, but as yet there seems to be no accepted definition.
- c Hargreaves **is using** the term X to denote ...
- d The first systematic report on X **has been** carried out in 1950.
- e An increasing number of studies **found** that ...
- f This **is raising** many questions as to whether ...
- g This method **has been** chosen as it is one of the most practical ways to ...
- h Now I **take** a look at part two.
- i Case studies to date **showed** no significant progress in this area.
- j Why **is** this **mattering**?

Style in Academic Writing: Using the Passive Voice

Aims:

- Learn how to create distance and objectivity in academic writing.

Distance and objectivity is more commonly required in scientific writing to focus on findings, methods and data as opposed to personal opinion. In order to achieve this impersonal and objective style, the passive tense is used.

14 *In the table below, please change the personal and spoken phrases on the left-hand side to more objective phrases on the right-hand side. The first example has been done for you.*

PERSONAL AND SPOKEN	FORMAL AND WRITTEN
In the present talk <i>I want to ...</i>	The present article is <i>intended to contribute ...</i>
As a result, <i>we selected</i> various methods.	
The <i>principal researchers</i> <i>consider</i> these findings to be ...	
<i>We can distinguish limits</i> to other electronic appliances by ...	



Encouraging Good Study Habits

Aims:

- Give advice to students on good approaches to study.
- Suggest methods for students to overcome study-related problems.

There are various psychological issues that can lead to poor exam performance. The phrases in the following exercises outline some of the most common problems experienced by students.

15

Choose the correct word or expression listed below to complete the blank spaces in the sentences. Please use the correct grammatical form.

to cram	to plan meticulously	to request an extension
rough notes	to sink in	to start to wander
to learn by heart	to go blank	

D
A

- a My mind always [] during an exam.
- b It takes me too long to [] so many key facts.
- c I find revision before an exam really dull. After an hour or so I lose focus, and my mind [].
- d I spend too much time making [] before answering an exam question.
- e I often need to [] for my assignments as I [] and this means I don't have enough time to complete them.
- f I tend to spend hours [] just before an exam because I'm not very good at time management.
- g No matter how much I revise nothing ever seems to [].

DA

16

Match each of the study problems below with the appropriate hint to the solution.

Note: More than one answer may be possible.

STUDY PROBLEM	HINTS TO SOLUTION
My mind wanders.	Rough plan
I feel bogged down.	Study routine
No information sinks in.	Advice of a good friend
I always go off-track.	Bite-size chunks
I lose sight of key points.	Wider range of sources
I make sweeping statements.	Timed mock exams
I cram before an exam.	Index cards

17

Using the hints to solutions above, create more elaborate pieces of advice by selecting the right expression in each sentence below and complete the sentence yourself.

- a To avoid getting bogged down, vary / alter / change ...
- b If you are worried that you will go off-track, outline / draw up / put together ...
- c If you find that key facts aren't sinking in, try / attempt / practice ...

DA

- d If you think your answers are too vague or sweeping, back up / elaborate on / flesh out ...
- e If you find your mind wanders, break it down / break it up / divide into ...

18 *Highlight the correct sentence in each pair of sentences below:*

- a
 - I When I'm writing an essay, I always go off the rails.
 - II When I'm writing an essay, I always go off-track.
- b
 - I When I spend too long revising, I lose my mind.
 - II When I spend too long revising, my mind wanders.
- c
 - I I've been paying attention in lectures, but nothing stays in.
 - II I've been paying attention in lectures, but nothing sinks in.

DA

d

I I always revise, but when I'm in the exam, my mind goes blank.

II I always revise, but when I'm in the exam, I have a blackout.

e

I When I read long texts, I often lose the thread.

II When I read long texts, I often lose the plot.

f

I iWe must stop our session there today. We've gone above time.

II We must stop our session there today. We've gone over time.

Changing or Dropping Courses

Aims:

- Learn some useful language to deal with common formal administrative challenges.

It is not unusual for a student to decide part-way through their course that their chosen field of study is not quite what they expected. Dealing with students changing or dropping courses is part and parcel of a lecturer's responsibilities, as is keeping students informed about the entry requirements and procedures for their course.

19 Choose an appropriate translation for the following words and expressions. Sometimes more than one answer may be possible.

- a** Leistungspunkte erwerben:
*to count credits / to collect credits /
to earn credits*
- b** Widerspruch einlegen:
*to make a formal complaint /
to file an objection / to make a protest*
- c** Sich von einer Prüfung abmelden:
*to deregister from an exam / to take no notice
of an exam / to withdraw from an exam*

DA

- d** Zulassungsverfahren:
*admissions procedure / entry process /
approval process*
- e** Ein Studium abbrechen:
*to drop out from a course / to drop a course /
to drop out of a course*
- f** Studienbescheinigung:
*enrolment receipt / proof of study /
study certificate*
- g** Einen Studiengang beginnen:
*to embark on a course of study /
to take up a course of study /
to commence a study programme*
- h** Studienschwerpunkt:
*main field of study / major field of study /
principal field of study*
- i** Sich für einen Studiengang bewerben:
*to apply for a course / to register for a course /
to enrol for a course*
- j** Eine Veranstaltung nachbereiten:
*to afterwork a class / to deal more extensively
(with the topic of the course) /
to work after a lecture*

Writing Research Papers: Gender Neutrality

Aims:

- Introduce the role of gender neutrality in Academic English.
- Describe how gender neutrality should be used in place of gender specific personal pronouns.

In Academic English it is correct to write in a gender-neutral form, omitting “him”, “her”, “his”, and “hers”. Below are some examples of how this can be applied.

Form to be avoided:

*“An employee should make sure **his** company is paying **him** properly.”*

Gender neutral form:

*“An employee should make sure **their** company is paying **them** properly.”*

DA

The table below shows alternatives for using gendered forms of address.

GENDERED FORM	NEUTRAL FORM
he	they
she	they
him	them
her	them
his	theirs
hers	theirs

20

You are giving an example in a class, or describing a case study. Write a short paragraph describing the scenario using the gender-neutral forms above.

DA
1

- a) Until the dispute has settled down it is **advisable** to carry on as things are.
- b) The department has set up an **advisory** body on the use of social media.
- c) I would strongly **advise** against deferring your internship until the following year.
- d) My only piece of **advice** would be ...
- e) The department is currently **advising** students to stay at home in adverse weather conditions.
- f) A word of **advice** ...
- g) What would you **advise** someone in your situation to do?
- h) Leaving your assignment to the last minute is **unadvisable**.
- i) You would be **ill-advised** to change courses in the middle of the semester.
- j) If you are currently experiencing difficulties with your timetable, I suggest you contact the Student **Advisory** Committee.

DA

2

- a) Would you **care** to elaborate on that?
- b) It **sounds** to me like / as though ...
- c) If I've **understood** you correctly, ...
- d) Would I be right to **assume** that ...
- e) Am I right in **thinking / saying** (2 x) that ...
- f) Could I just **rephrase** that?
- g) So what you're basically **saying** is ...
- h) It **seems** to me that ...

3

- a Can you give me any advice on how I can overcome my exam nerves?
- b Please come and see me in my office hour.
(**Note:** Consultation Hour is used to refer to a medical consultation, or is used in American English.)
- c I am finding Business Studies too difficult, so can you advise me whether I should change my major?
- d I always do better in coursework than exams because I suffer from exam nerves.
- e Every time I sit down to write my essay, I get writer's block.
- f I won't be able to come to your class next week. Do you need to see a doctor's note?
- g If I fail my exam, will I be able to do a resit?
(We use "resit" as a noun, whereas we use "retake" as a verb, e.g. "I need to retake the exam next semester".)
- h Right now, I'm feeling completely out of my depth and I'm worried I won't be able to complete my studies. How can I best deal with this pressure to perform?

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- (i) We need to arrange **a follow-up meeting / a follow-up session** so we can talk about this in more depth.
- (j) My mother is sick and I need to take care of her. I would like to **interrupt my studies**.
- (k) As I felt so overwhelmed, I suffered **a breakdown**.
- (l) I am frustrated that I can't speak Russian much more fluently. I need to find a way to better **manage my expectations**.
- (m) I'm having a few issues with this topic. Can I make **an appointment** to see you?
- (n) This term I have to repeat two courses as I missed too many classes last semester. I'm struggling to keep up with the work, hence I'm feeling **over-stretched**.

DA

4

a

- I Remember + Infinitive is used to talk about things (normally chores) to be undertaken in the very near future.
- II Remember + ing refer to things that have happened in the past.

b

- I Regret + infinitive is used to deliver bad news.
- II Regret + ing is used to refer to the past.

c

- I Try + infinitive is to attempt something that involves some kind of external obstacle to success. E.g. "Try to be quiet when you come home late from the party". Here, being quiet is possible, but may be tricky depending on the amount of alcohol consumed at the party!
- II Try + ing is an action / experiment that may not succeed. It is an attempt, where the outcome is not guaranteed. E.g. "If I don't answer my office number, try ringing my mobile".

DA

5

- a I suggest that you stick / sticking more closely to the written guidelines.
- b I recommend that you make / making a rough draft of your essay.

6

- a Don't forget to hand in a rough draft.
- b I hope that you are able to underpin the main ideas.
- c I hope that I can help you by going over the different concepts.
- d I want you to be able to see the bigger picture.

7

- a There's no point / use learning everything by heart. Try to understand how things fit together.
- b If you continue in this way, you'll risk missing the bigger picture.
- c It's not worth putting off your revision.
- d I want to prevent you from cramming so shortly before the exam.
- e Please avoid interrupting your fellow students when they're giving a presentation.

8

Dear Emily,

Thank you for your email. It is nice to see that you are taking ownership of your studies. Let me try to help you as best as I can.

I was wondering whether you **tried consulting** a wider range of sources, apart from merely academic journals, for your written work? Doing this will give you a much broader base to start from. There's no point **putting this off** until you are more advanced in your studies. You do not want to risk **getting** even further behind with your work. You refer to the fact that you miss **being**

part of a team. Have you perhaps considered **joining** our “study buddy” programme? Working with others can be a great way to get new ideas and more generally just bounce ideas off each other. This also means that you don’t have to wade through difficult texts all alone.

As far as your mind going blank during exams is concerned, this is a very typical problem I’m afraid. I would recommend **doing** timed mock exams at home as practice. In fact, if you start **completing** mock exams as soon as possible, this should become normal, thereby **helping** you to deal with your exam nerves. In addition, I would suggest **spending** an hour or two a week **brushing up on** important topical vocabulary and phrases. Finally, don’t underestimate the importance of a. taking regular breaks, and b. breaking your work up into bite-size chunks. Make sure that at regular intervals you stop your revision **to start** a new activity, such as making yourself a cup of tea.

I hope my advice helps you somewhat. I regret **to tell** you that the life of a research student can be a solitary one. But with time and patience, you will no doubt learn **to love** the freedom that comes with this lifestyle.

Best wishes

...

DA
9

- a water down
- b tongue-tied
- c give a hand
- d breaking something down
- e tip of the tongue

10

- a It is important for supervisors to make sure that their supervisee is coping with their workload; hence every so often they need to **check in with their student**.
- b **Setting stringent deadlines** with the student from the outset can help them to adhere to an effective programme of study.
- c Frequently students have a good idea about what they would like to research, but the details are lacking. Supervisors can assist here by helping them to **flesh out an idea**.
- d It is not uncommon for new research students to have teething problems. In other words, they may experience problems **getting cracking**.

D

- e What is sometimes missing from students' work is a clear narrative.
- f An in-depth experimental study of every brand of Whiskey is not a viable topic.

11

- a principally
- b recognising significant interest
- c probable
- d forgotten
- e Despite of
- f widely understood as
- g sorts
- h A little bit
- i A widening field of research

12

- a **Few** studies have investigated the importance of learning a foreign language at an early age.

DA
13

- a In this paper I **will give / am going to give** a brief overview of the current situation (“will” is more commonly used in written expression).
- b Several authors **have attempted** to define X, but as yet there seems to be no accepted definition.
- c Hargreaves **uses** the term X to denote ...
- d The first systematic report on X **was** carried out in 1950.
- e An increasing number of studies **have found** that ...
- f This **raises** many questions as to whether ...
- g This method **was** chosen as it is one of the most practical ways to ...
- h Now I **will take** a look at part two.
- i Case studies to date **have shown** no significant progress in this area.
- j Why **does** this **matter**?

14

PERSONAL AND SPOKEN	FORMAL AND WRITTEN
In the present talk <i>I want to ...</i>	The present article is <i>intended to contribute ...</i>
As a result, <i>we selected</i> various methods.	As a result, various methods were selected.
The <i>principal researchers</i> <i>consider</i> these findings to be ...	The findings were considered to be ... by the principal researchers.
<i>We can distinguish limits</i> to other electronic appliances by ...	Limits to other electronic appliances can be distinguished by ...

15

- a** My mind always goes blank during an exam.
- b** It takes me too long to learn by heart so many key facts.
- c** I find revision before an exam really dull. After an hour or so I lose focus, and my mind starts to wander.
- d** I spend too much time making rough notes before answering an exam question.

DA

- e** I often need to **request an extension** for my assignments as I **plan meticulously** and this means I don't have enough time to complete them.
- f** I tend to spend hours **cramming** just before an exam because I'm not very good at time management.
- g** No matter how much I revise nothing ever seems to **sink in**.

16

STUDY PROBLEM	HINTS TO SOLUTION
My mind wanders.	Bite-size chunks
I feel bogged down.	Advice of a good friend
No information sinks in.	Index cards
I always go off-track.	Rough plan
I lose sight of key points.	Timed mock exams
I make sweeping statements.	Wider range of sources
I cram before an exam.	Study routine

DA
17

- a To avoid getting bogged down, vary your study routine.
- b If you are worried that you will go off-track, draw up a rough plan.
- c If you find that key facts aren't sinking in, practice doing timed mock exams.
- d If you think your answers are too vague or sweeping, flesh out your ideas using a wider range of sources.
- e If you find your mind wanders, break it up into smaller bite-size chunks.

18

- a
 - ii When I'm writing an essay, I always go off-track.
- b
 - ii When I spend too long revising, my mind wanders.

DA

c

II I've been paying attention in lectures, but nothing sinks in.

d

II I always revise, but when I'm in the exam, my mind goes blank.

e

I When I read long texts, I often lose the thread.

f

II We must stop our session there today. We've gone over time.

DA

19

- a To earn credits.
- b To make a formal complaint.
- c To withdraw from an exam.
- d Admissions procedure.
- e Drop out of a course.
- f Study certificate.
- g Take up a course of study.
- h Major field of study.
- i Register for a course.
- j To deal more extensively (with the topic of the course).

20

Sample Answer:

“In the case study, we can see how the client has been mistreated by the firm. They purchased a service from the firm and experienced a plethora of problems. They wrote to the firm on numerous occasions by email, post, and through the company website, but received no response from Customer Services. The firm had no escalation and complaint process, so they were unable to resolve the issues.”

Glossary



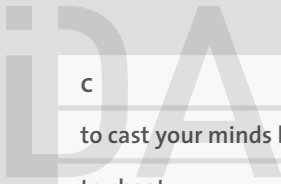
General Glossary

A

absence from an exam	Versäumnis (einer Prüfung)
a case in point	ein typisches Beispiel
accept exam credits	Anerkennung von Prüfungslleistungen
access to records	Akteneinsicht
to account for	etw. begründen
advanced module	Aufbaumodul
analogy	Analogie
anecdote	Anekdote
to appeal one's grades	Einspruch erheben gegen Noten
aptitude test	Eignungsprüfung
to assert	etw. behaupten
at first	zunächst
attempt to cheat	Täuschungsversuch
average mark / grade	Durchschnittsnote

B

block course	Blockveranstaltung
to briefly summarise	etw. kurz zusammenfassen
to bring up	etw. aufwerfen
to brush up (knowledge / skills)	Wissenslücken auffüllen
by appointment	nach Vereinbarung

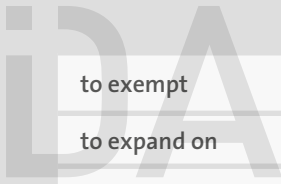


C

to cast your minds back	sich (gedanklich) zurückversetzen
to cheat	abschreiben
change of courses	Fachwechsel
change of university	Hochschulortwechsel
class (one off); course (over a semester)	Lehrveranstaltung
closing remarks	Schlussbemerkungen
colloquium	Kolloquium
combination of subjects	Fächerkombination
to come up with	sich etw. einfallen lassen
complaint	Beschwerde
complementary module	Ergänzungsmodul
to comprise	etw. umfassen
compulsory attendance	Anwesenheitspflicht
compulsory module	Pflichtmodul
to concern	etw. betreffen, angehen
to consist of	aus etw. bestehen
course certificate	Schein
course performance	Studienleistungen
course specialisation	Studienschwerpunkt
coursework	Seminararbeit
credit	Leistungsnachweis
credit point	Leistungspunkt
to cut down	etw. reduzieren

D	
deadline extension	Fristverlängerung
to deal with	sich um jdn. / etw. kümmern
degree	Abschluss
degree certificate	Urkunde
to deregister	abmelden
to devote	widmen (z.B. Zeit)
to digress	von etw. abschweifen
diploma	Abschlusszeugnis
to double check	nachprüfen
draft proposal	Antragsskizze

E	
to elaborate on	auf etw. näher eingehen
to embrace	etw. umfassen
entry requirement	Zugangsvoraussetzung
to epitomise	etw. verkörpern
to examine in more detail	etw. näher durchleuchten
examiner	Prüfende(r)
exam procedure	Prüfungsverfahren
exam retake	Wiederholungsprüfung
to exceed	etw. überschreiten, etw. übertreffen
to excuse oneself from a class	entschuldigen, von einem Seminar



to exempt	befreien
to expand on	auf etw. näher eingehen
to expound	etw. darlegen
extra / spare copies	zusätzliche Kopien

F

final mark	Gesamtnote
finals	Abschlussprüfung(en)
firstly	erstens
follow-up session	Folgetermin
foundation module	Basismodul

G

to gain an insight into	in etw. einen Einblick gewinnen
to get back to	auf etw. zurückkommen
gist	Kern
to give a presentation	ein Referat halten
to go back to	auf etw. zurückgreifen
to go over	etw. durchgehen
to go over time	die (Rede-)Zeit überschreiten
to go up	steigen
to grant an extension	gewähren, eine Verlängerung

H

hardship claim	Härteantrag
to hand in / to submit	abgeben / einreichen
to hand in late / to submit late	Abgabe, nicht fristgemäÙe

I

to illustrate	etw. darstellen
in-depth study	Vertiefung
to indicate	auf etw. hindeuten
initial consultation	Erstberatung
inspection of graded exams	Klausureinsicht
interdisciplinary	fächerübergreifend

J

joint honours	Doppelstudium
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K

knowledge transfer	Erkenntnistransfer
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L

lab work	Laborarbeit
latter	letztgenannt
late submission / to hand in late	Abgabe, nicht fristgemäÙe
leave of absence	Beurlaubung, Urlaubssemester

to leave time for questions	Zeit lassen, um Fragen zu besprechen
lecture period	Vorlesungszeit
to lose sight of (something)	etw. aus den Augen verlieren

M

major (subject) / main subject	Hauptfach
master's / master's degree	Master / Master-Abschluss / Mastergrad
Master's thesis	Masterarbeit
Master's course / Master's programme	Masterstudiengang
maximum duration of studies	Höchststudiendauer
minor (subject)	Nebenfach
mitigating circumstances	mildernde Umstände
module grade	Fachnote
module handbook	Modulhandbuch
module examination	Modulprüfung
module requirement	Modulvoraussetzung
to move on to	weitergehen zu

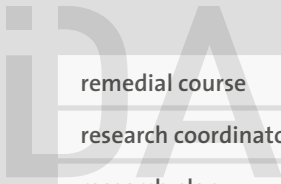
N

to negotiate an appointment time	einen Termin vereinbaren (Uhrzeit / Zeitpunkt)
networking	Kontaktvermittlung
not graded	unbenotet

O	
optional module	Wahlmodul
overall mark / grade	Gesamtnote
overlap	Überschneidung
overview	Überblick

P	
to pass modules	ablegen, Module
Ph.D. thesis	Doktorarbeit
plagiarism	Plagiat
preceding	vorangehend
prep course	Vorkurs
procrastination	Aufschub, Verzögerung
to put s.th. into perspective	etw. relativieren
to put s.th. off	etw. verschieben, aufschieben

R	
to raise a question, raise an issue, raise a point	eine Frage aufwerfen
to read up on something	etw. gründlich studieren
to recap	etw. wiederholen
registration deadline	Meldfrist
redundant	überflüssig
registration deadline	Meldefrist
to reiterate	etw. bekräftigen



remedial course	Förderkurs
research coordinator	Forschungsreferent
research plan	Forschungsvorhaben
research project	Forschungsprojekt
research proposal	Forschungsantrag
research seminar	Oberseminar

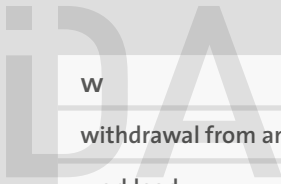
S

Sabbatical	Sabbatjahr, Forschungsfreisesemester
to schedule a follow-up appointment	einen Folgetermin festlegen
semester break	vorlesungsfreie Zeit
signposting	Hinweise
to sign up for a course	sich für eine Lehrveranstaltung anmelden
to slump	fallen (stark, dramatisch)
to specialise in	fachliche Schwerpunkte setzen, sich spezialisieren
student number	Matrikelnummer
subject area	Fachrichtung
submission deadline	Abgabefrist
to subsume	etw. subsumieren
to sum up	etw. zusammenfassen

T	
to take an exam	eine Prüfung ablegen
term paper	Hausarbeit
thesis	Abschlussarbeit
thesis proposal	Exposé
time management	Zeitorganisation
transcript (of records and courses taken)	Modul- und Lehrveranstaltungsbestätigung
to turn one's / your / our / ... attention to	einer Sache (seine) Aufmerksamkeit zuwenden
to turn to	sich beschäftigen mit

U	
to underscore	etw. betonen
university graduate	Hochschulabsolvent
utmost	höchste, Äußerste

V	
visiting researcher	Gastwissenschaftler
visiting student	Gasthörer
Viva / oral defence of thesis	Disputation

**w****withdrawal from an exam**

Rücktritt (von einer Prüfung)

workload

Arbeitsaufwand

to wrap up

zusammenfassen

written exam / test

Klausur