

Dr. Abigail Dunn

Lehre in der Fremdsprache Teaching in English

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

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

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Working in Laboratories

Some of the skills to develop in teaching in labs are the same as the skills developed in other small group working, such as reinforcing and building on lectures, learning to work in groups, using questions to encourage critical thinking. Other skills include giving clear and concise instructions.

In addition to practical lab work, written work needs to be undertaken to communicate the research. There are different language styles to consider depending on whether your students are writing a lab report, giving a presentation, or preparing a poster.

This module is structured to take you from easy exercises to more difficult ones, and from more general language to more lab-specific, to build a strong linguistic basis. It is recognised that different fields have different requirements, and efforts have been made to accommodate these.

BA

Getting Started

Aims:

- Recap frequently used academic collocations.
- Recap and broaden vocabulary.
- Resolve issues with frequently confused and misused words.
- Address commonly mistranslated phrases.

In English, there are often pairs of words that can be frequently found together. These make your English sound more authentic, idiomatic, and allow more precise explanations and instructions.

- 1 Match up the words on the left-hand side with the words on the right-hand side to make word pairs.

recent
heated
representative
efficient
pivotal
close
contrasting
conclusive

results
debate
method
contact
approach
research
sample
role

iDA

carry out

engage in

analyse

develop

play

establish

combine

question

results

a sample

elements

contact

a method

research

debate

a role



Choose an appropriate verb and adjective from each of the tables below to complete the sentences in the third table on page 6 (you won't need all of them). Two examples have been given for you.

Verbs:

come into	establish	maintain
engage in	contribute to	combine
consume	conserve	generate
investigate	explain	observe
publish	question	invalidated
take on	take	provide
devise	work out	develop
draw	attract	pay
break-off	differentiate	save
collect	falsified	analyse
receive	turn to	strengthen
lose	discern	waste
collate	play	discover
merit	carry out	define
do	conduct	examine

Adjectives:

challenging	valuable	personal	constant
intermittent	useful	frequent	heated
considerable	crucial	particular	decisive
conflicting	excess	universal	random
(in)conclusive	interim	unforeseen	general
constituent	key	contrasting	nuclear
encouraging	broad	decisive	recent
influential	pivotal	common	isolated
conflicting	little	animated	intense
alternative	public	efficient	current
convenient	proper	absolute	relative
representative	practical	sufficient	
preliminary	close	scientific	
fundamental	fair	practical	
considerable	recent	economic	
acceptable	natural	undivided	

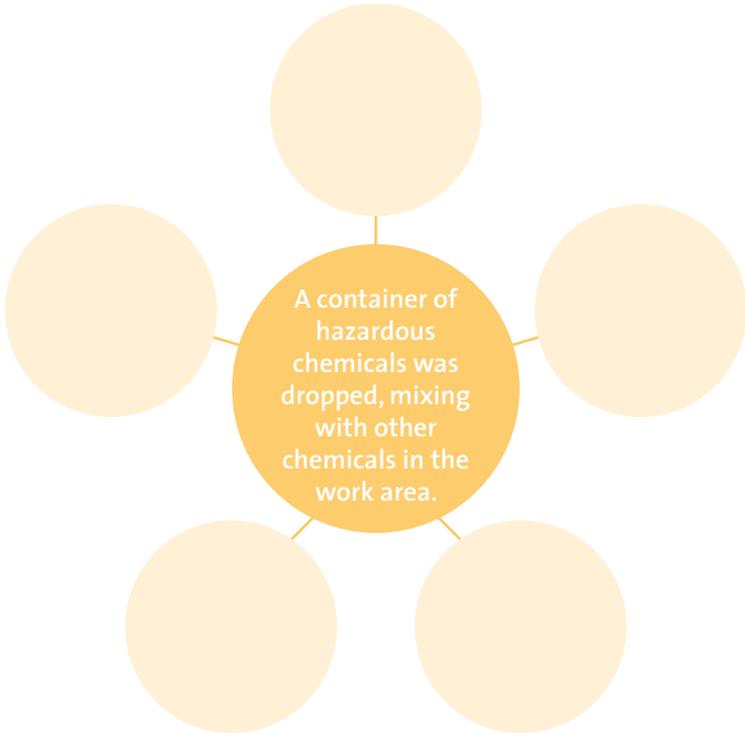
VERBS	ADJECTIVES	NOUNS
take on	pivotal	role
attract	considerable	attention
		contact
		debate
		element (factor)
		elements (parts)
		energy
		phenomenon
		research
		results
		sample
		expertise

3

Using your normal workday as inspiration, think of a scenario, and write three sentences using the phrases above.

4

Read the problem in the mind map below. Think of what actions should be taken, and suggest instructions that can be given in response to the situation.



DATA

5

Highlight the correct sentence in each pair of sentences below.

a

- I Under the actual circumstances it's not possible to extend your project.
- II Under the current circumstances it's not possible to extend your project.

b

- I You haven't suitably validated the data to back up your argument.
- II You haven't adequately validated the data to back up your argument.

c

- I If you continue to systematically work through the material, you will eventually understand the topic.
- II If you continue to systematically work through the material, you will finally understand the topic.

d

- I How does the author address the scenario in question?
- II How does the author address the present scenario?

There are a number of phrases in teaching and advising that get lost in translation from German to English. This can lead to a native speaker not understanding what was said, or intended.

6

Translate the following phrases into English. Pay particular attention to the underlined words or phrases.

- a) Inwiefern schreibt der Wissenschaftler aus persönlicher Erfahrung?
- b) Wir müssen uns jetzt mit der anstehenden Aufgabe befassen.
- c) Wir sind jetzt fertig. So viel für heute.
- d) Bitte verteilen Sie die Handouts, die ich für Sie ausgedruckt habe.
- e) Ich frage mich, ob ...

Lab Etiquette: Pet Peeves

Aims:

- Introduce language associated with etiquette in the lab.
- Learn language to deal with frequent annoyances.

7

The grid below highlights some common gripes (pet peeves) that can be experienced in the lab. Select the appropriate word from beneath the grid to complete each annoyance.

Not [] shared equipment.

Someone not [] to breaking equipment.

Using the [] of supplies and not replacing them.

Personal equipment [] missing.

Not [] up after oneself.

[] other people and their belongings while wearing gloves.

[] someone while they are focussed on a task.

Pouring [] solutions back in the stock bottles.

[] something and not giving it back.

interrupting	touching	cleaning
left-over	goes	cleaning
borrowing	admitting	last

DATA

8

The sentences below demonstrate some possible solutions to common grievances. Fill in the missing word for each.

- a Agree [] rules for working in the lab.
- b Set out [] of lab chores.
- c Create a lab calendar for [] equipment.
- d Mark the second-to-last package of a resource as an [] to order more.
- e Assign a []-model to new lab members.
- f [] - [] a team's equipment so that it's more easily identifiable.
- g Set-up regular team meetings to [] lab matters.

9

Think of three of your own solutions to add to the list above. Try to use the vocabulary already learned.

a

b

c

Health and Safety

Aims:

- Introduce key vocabulary to use while conducting practicals in the lab.
- Eliminate potentially disastrous situations in the lab.

10

Below are some typical instructions for health and safety precautions in the laboratory. Please complete each sentence with the correct modal verb. The first one has been done for you.

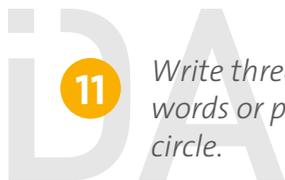
Note: *Not all of the verbs need to be used.*

may	should	might
could	must	would

- No chemicals should be disposed of in the sink unless instructed to do so.
- When in the laboratory, you wear safety goggles. Hair and easily combustible clothing be confined at all times.
- Before commencing work in the laboratory you be familiar with the procedure you will be following, as well as with any special precautions.

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- d** No unauthorized experiments [redacted] be performed.
- e** Before leaving the laboratory you [redacted] wash your hands carefully.
- f** In case of an accident, the laboratory instructor [redacted] be summoned.
- g** Treatment for injuries [redacted] be obtained from the Student Health Centre.
- h** Unless instructed otherwise, flammable solvents with boiling points less than 100°C [redacted] be heated, distilled, or evaporated on a steam bath, not over or near an open flame.



Write three safety instructions combining the words or phrases below with the equipment in the circle.

do not	always	never	make sure
ensure	handle	familiarise yourself	is / are (not) allowed
at all times	avoid		

Vapours

Face Mask

Flammable Solvents

Lab Coat / Coverall / Apron

Material Safety Data Sheet

Safety Glasses / Goggles

Corrosive Substances

Hazardous Waste

Mobile Phones

12

Read the three scenarios below, and consider the questions in the table on the next page. Write the phrases and /or instructions that you think should have been used.

- a) During a chemistry lab experiment involving a strong acid, a student gets hungry and starts eating a bag of crisps. When the student licks their fingers, they start to have a severe reaction.
- b) A student is not paying attention to the lab instructions, instead they are texting. During the lab, the student mixes two of the wrong chemicals together and a chemical reaction occurs.
- c) A student is heating a test tube which is not made of Pyrex over a Bunsen burner. The test tube explodes, sending shards of glass and chemicals towards a student who has finished his experiment and is not wearing goggles.

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	How could this scenario have been prevented? List phrases / instructions that should have been used.	How should you respond to minimise the harm? List phrases you could use.	How would you follow up this scenario? List phrases you could use.
a			
b			
c			

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Practical Session

Aims:

- Introduce the language for prompting students to think, analyse and explain.

13 *Read each of the questions below and determine whether it is a prompting, probing or clarifying question. Put the question in the correct column in the table on the next page.*

- a What might have happened if ...
- b Don't you think you should ...
- c What do you think that shows?
- d How can you show your understanding of ...
- e What do you think would happen if ...
- f If I understood you correctly ...
- g What is your hunch about ...
- h Did I hear you say ...
- i Did I hear you correctly when you said ...
- j What approach would you use to ...
- k Did I paraphrase what you said correctly ...
- l How did you decide / determine / conclude ...
- m What did you observe ...
- n What's another way you might ...

DA

PROMPTING	PROBING	CLARIFYING

Lab Reports: Precision, Concision, Clarity

Aims:

- Introduce the importance of precision, concision and clarity in academic scientific writing.
- Gain greater familiarity with the conventions of scientific writing.

The main purpose of lab reports is to communicate the methods and results of a scientific study to peers, supervisors and the public. A lot of complex information needs to be conveyed within a lab report, however, the audience often needs to understand the key information quickly. Key features of scientific reporting are precision, clarity and objectivity.

14

Lab reports should normally be written in an impersonal style. This is achieved using the third-person, past tense, omitting personal pronouns like “I” and “we”. This is often referred to as the passive voice. Read the sample abstract below, and rewrite this using the passive voice.

“We prepare a high-performance co-polyamide (co-PI) by thermally treating polyamic acid (PAA) precursor fibre using a wet spinning technique. We use a gradient thermal treatment protocol based on the thermogravimetric analysis of PAA fibres and employ this to achieve the best structure and fibre performance.”

15

Lab reports should contain specific information. Each section is listed below. Reorganise these sections into the correct order.

- a Introduction
- b Abstract
- c References
- d Discussion and Conclusion
- e Results
- f Title
- g Materials and Methods

16

Lab report titles should be descriptive but concise, so that the reader knows what to expect.

An experiment is conducted to determine the effect of temperature on newly poured concrete.

Which of the following titles is most appropriate?

- a How to dry concrete faster.
- b The effect of different temperatures on the properties of newly poured concrete.
- c Concrete dried at higher temperatures dries faster than concrete at low temperatures, but may damage the strength of the concrete if too hot or too cold.
- d The best way to dry concrete.

17

A lab report abstract must be concise, but also contain information that summarises what was done. Which of the following should NOT be included in an Abstract?

- a** Purpose of study
- b** General background information on the subject
- c** Summary of the procedures used
- d** Summary of the major results of study
- e** Summary of what is already known about the subject
- f** Conclusions

18

The methods section needs to be both precise and concise, which presents challenges for the author. Imagine you did an experiment where you added 15ml of a reagent to a solution to determine whether a reaction would occur. How should you describe this in your lab report?

- a** I added 15ml of the reagent <name> to the solution.
- b** 15ml of <reagent name> is added to the solution.
- c** 15ml of <reagent name> was added to the solution.

19

You have written a computer program in C++ to monitor the temperature of water and turn off the heat source when it reached 100°C. You are now writing the lab report. Which of the sentences below would you include in the methods section?

- a** C++ is a very common programming language that is used by lots of developers worldwide.
- b** I wrote a loop in the program to repeat until the condition was met.
- c** I monitored the temperature of the water using a “do while” loop.
- d** I used a “do while” loop to repeat the temperature measurement while the returned measurement was less than 100°C.

20

An experiment was conducted in the laboratory, where students built their own electromagnets using copper wire and an iron nail. Which of the sentences below best demonstrates appropriate language for a lab report?

- a** The magnet was amazingly powerful when we turned the voltage right up.
- b** A really funny thing happened when we turned the voltage up, the magnet got stuck to the metal table leg.

DATA

- c** Additional voltage was applied to the magnet in 1 volt increments. Its magnetic power increased and we were able to lift heavier objects. The graph below shows the voltage required to lift objects of known weight.
- d** The magnet worked, and could lift and move metal objects.

21 *When referring to a graph in a lab report, which is the correct format?*

- a** Table 1: Average lateness of trains in October
- b** Average lateness of trains in October
- c** Figure 1: Average lateness of trains in October

DATA

22

Please complete the table below, thinking of adverbs and adjectives to describe the degree of change.

ADJECTIVE	ADVERB
dramatic	dramatically
sharp	sharply

23

What other adjectives and adverbs can you think of to describe the speed of change?

ADJECTIVE	ADVERB
slow	slowly
quick	quickly

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Presentations

Aims:

- Define the difference between language used in written lab reports and presentations.

In contrast to written reports, presentations in English are always done in the active voice (first person), for example “I have shown how ...”. An active voice helps to engage the audience and keep them interested throughout the presentation. Presentations are also more personal and should convey your enthusiasm and tell a story: not just what you researched, but why.

24

Rephrase the following sentences from the passive voice to the active voice.

- Over a period of 20 minutes, the turbine was incrementally brought up to 8,000 RPM.
- The reagent was added a drop at a time until a reaction occurred.
- Regular measurements were taken, and over the period of the experiment, the plant was observed to grow at a rate of 30mm per week.

BA

Posters

Aims:

- Highlight key considerations in writing content for posters.
- Provide a focus on conciseness.

Posters have to be clear and concise in their language. Typically, posters include graphs, and images as well as text. They need to tell a story to allow non-specialists to engage with the research, and deliver a lot of information in a very small space.

25 *Every field has acronyms, many of which overlap. The convention in English is that the first time an acronym is used it should also be written in full. Read the acronyms below and write down what you think they mean.*

- a** CoSHH
- b** RADAR
- c** CD-ROM
- d** ABR
- e** ABG
- f** ACHE
- g** aPL
- h** CIDNP

The purpose of this exercise is to demonstrate that the audience may not automatically understand abbreviations, so it is important to define them. Even seasoned professionals in the same broad field (e.g. Engineering) may not know more specific abbreviations relating to your research.

26

In order to communicate clearly, familiar terms should be used instead of complex terms. Match up the complex word with the corresponding simplified word below.

COMPLEX WORD	SIMPLIFIED WORD
incisive	effective
facilitate	wrong
elucidate	aware
prescribe	equal
utilise	scholarly
efficacious	fast
ameliorate	require
erroneous	help
cognizant	clear
erudite	use
expeditious	improve
commensurate	explain

27

Academic writers tend to be verbose, distracting the reader from the information that the author wants to convey. Space is very limited, so it is important to avoid phrases that say little and are therefore redundant. Below are some commonly-used verbose statements. For each, write a simple alternative.

- a In terms of ...
- b Needless to say ...
- c The fact that ...
- d First and foremost ...
- e It is important to note that ...
- f It needs to be stated / said / argued / pointed out that ...
- g In actual fact ...
- h It is interesting that ...
- i Inasmuch as ...
- j In excess of ...

Appendices



Appendix 1: Numerical Differences in English and German

There are some differences between written English and German in terms of communicating numbers. For example, in English, the Decimal Separator is a full-stop and the Thousands Separator is a comma. This needs to be understood when writing lab reports in English. The table below summarises the key differences.

	ENGLISH	GERMAN
Decimal Separator	.	,
	2,5 million	2,5 Millionen
Thousands Separator	,	.
	1,500.50	1.500,50
1,000	Thousand	Tausend
100,000	Hundred Thousand	Hundert-tausend
1,000,000	Million	Million
1,000,000,000,000 1,000,000,000 (AE)	Billion	Milliarde
1,000,000,000,000,000,000 1,000,000,000,000 (AE)	Trillion	Billiarde

1

recent	research
heated	debate
representative	sample
efficient	method
pivotal	role
close	contact
contrasting	approach
conclusive	results

carry out	research
engage in	debate
analyse	a sample
develop	a method
play	a role
establish	contact
combine	elements
question	results

DA

2

A number of combinations are possible. Some sample answers are below.

VERBS	ADJECTIVES	NOUNS
take on	pivotal	role
attract	considerable	attention
merit	frequent	contact
generate	scientific	debate
investigate	unforeseen	element (factor)
collate	constituent	elements (parts)
generate	excess	energy
explain	natural	phenomenon
contribute to	fundamental	research
publish	crucial	results
maintain	representative	sample
strengthen	valuable	expertise

3

Sample Answer:

- a The collaborative nature of our research merits frequent contact.
- b We recruited additional members to the team and undertook training to strengthen valuable expertise.
- c Every term, we hold an interdepartmental poster mini-conference to generate scientific debate among research students.

4

Sample Answer:

- a Please vacate the area.
- b Try not to breathe in any fumes.
- c If you have any chemicals on you or your clothes, flush the area with lots of water.
- d If you have cut yourself, flush the area with lots of water.
- e Someone call the First Aider.

DA

5

a

- II Under the current circumstances it's not possible to extend your project.

Note: "Actual" is a false friend of the German "aktuell". It should always be translated as currently or current. "Actual" in English suggests something specific and concrete, i.e. "What are the actual circumstances that lead to the accident?"

b

- II You haven't adequately validated the data to back up your argument.

Note: Adequate suggests "not enough", while suitable suggests "the wrong sort".

c

- I If you continue to systematically work through the material, you will eventually understand the topic.

Note: "Finally" suggests the last in a sequence of steps, and is also long-awaited. Whereas "eventually" suggests gradual progress to achieve an objective.

DA

d

I

How does the author address the scenario in question?

Note: “Scenario in question” refers to the scenario under discussion, whereas “present scenario” suggests what is happening at the moment of speaking.

6

- a) To what extent does the researcher write from personal experience?
- b) We now have to deal with the task at hand.
- c) We are now finished. That’s all for today.
- d) Please distribute/pass round the hand-outs that I’ve printed out for you
- e) I wonder whether ...

DA

7

Not **cleaning** shared equipment.

Someone not **admitting** to breaking equipment.

Using the **last** of supplies and not replacing them.

Personal equipment **goes** missing.

Not **cleaning** up after oneself.

Touching other people and their belongings while wearing gloves.

Interrupting someone while they are focussed on a task.

Pouring **left-over** solutions back in the stock bottles.

Borrowing something and not giving it back.

8

- a Agree **ground** rules for working in the lab.
- b Set out a **schedule** of lab chores.
- c Create a lab calendar for **shared** equipment.
- d Mark the second-to-last package of a resource as an **indication** to order more.
- e Assign a **role**-model to new lab members.
- f **Colour-code** a team's equipment so that it's more easily identifiable.
- g Set-up regular team meetings to **discuss** lab matters.

9

Sample Answer:

- a Write a code of (behavioural) conduct for the lab.
- b Have scheduled cleaning and inventory sessions.
- c Establish a penalty system for people infringing the rules.

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10

- a) No chemicals **should** be disposed of in the sink unless instructed to do so.
- b) When in the laboratory, you **must** wear safety goggles. Hair and easily combustible clothing **must** be confined at all times.
- c) Before commencing work in the laboratory you **should** be familiar with the procedure you will be following, as well as with any special precautions.
- d) No unauthorized experiments **may** be performed.
- e) Before leaving the laboratory you **must** wash your hands carefully.
- f) In case of an accident, the laboratory instructor **should** be summoned.
- g) Treatment for injuries **may** be obtained from the Student Health Centre.
- h) Unless instructed otherwise, flammable solvents with boiling points less than 100°C **must** be heated, distilled, or evaporated on a steam bath, not over or near an open flame.

DA

11

Sample Answer:

- a Familiarise yourself with the Material Safety Data Sheet for the solution you are using.
- b Mobile phones are not allowed.
- c Always wear safety glasses when handling corrosive substances.

DA

12

How could this scenario have been prevented?

List phrases / instructions that should have been used.

- Do not eat or drink in the Lab at any time.
- Wash your hands thoroughly after using chemicals.
- Always wear disposable gloves when using hazardous chemicals.

a

- Mobile phones are prohibited in the Lab.
- If you do not pay attention to the safety instructions, you will not be allowed to do lab work.

b

How should you respond to minimise the harm?

List phrases you could use.

- Rinse your mouth out with plenty of water.
- Call the first aider.
- Call the Emergency Services.

How would you follow up this scenario?

List phrases you could use.

- Fill in the incident book.
- We'll have to go through the lab safety rules again.
- You must read the lab rules, which are available on the notice board.
- Switch your mobile phone off.
- If you don't pay attention to the instructions, you will have to leave.

DATA

c

- Goggles must be worn at all times.
- Only heat resistant test tubes are to be used.
- Have you been hurt?
- Did any of the chemical splash on you or get in your eye?
- You must always wear the required safety equipment.
- Carefully read the safety instructions for each experiment.

13

PROMPTING	PROBING	CLARIFYING
b Don't you think you should ...	a What might have happened if ...	f If I understood you correctly ...
g What is your hunch about ...	c What do you think that shows?	h Did I hear you say ...
l How did you decide / determine / conclude ...	d How can you show your understanding of ...	i Did I hear you correctly when you said ...
m What did you observe ...	e What do you think would happen if ...	k Did I paraphrase what you said correctly?
n What's another way you might ...	j What approach did you use to ...	

14

“A high-performance co-polyamide (co-PI) fibre was prepared by thermally treating the polyamic acid (PAA) precursor fibre produced through a wet spinning technique. A gradient thermal treatment protocol, which was selected based on the thermogravimetric analysis of PAA fibres, was employed for achieving the best structure and fibre performance.”

Source: Yan, X., Zhang, M., Qi, S. et al. *J Mater Sci* (2018) 53: 2193. <https://doi.org/10.1007/s10853-017-1552-1>

15

- (f) Title
- (b) Abstract
- (a) Introduction
- (g) Materials and Methods
- (e) Results
- (d) Discussion and Conclusion
- (c) References

16

- b The effect of different temperatures on the properties of newly poured concrete.

17

- b General background information on the subject.
- e Summary of what is already known about the subject.

18

- c 15ml ml of <reagent name> was added to the solution.

19

- d I used a “do while” loop to repeat the temperature measurement while the returned measurement was less than 100°C.

DA

20

- (c) Additional voltage was applied to the magnet in 1 volt increments. Its magnetic power increased and we were able to lift heavier objects. The graph below shows the voltage required to lift objects of known weight.

21

- (c) Figure 1: Average lateness of trains in October

22

Sample Answer:

ADJECTIVE	ADVERB
dramatic	dramatically
sharp	sharply
considerable	considerably
moderate	moderately
substantial	substantially
slight	slightly

23

Sample Answer:

ADJECTIVE	ADVERB
slow	slowly
quick	quickly
abrupt	abruptly
rapid	rapidly
gradual	gradually
sudden	suddenly
steady	steadily

24

- a Over 20 minutes, we incrementally increased the speed of the turbine to 8,000 RPM.
- b We added the reagent a drop at a time until a reaction occurred.
- c We took regular measurements and saw that the plant grew at a rate of 30mm per week.

DA

25

- a) Chemicals or Substances Hazardous to Health (CoSHH)
- b) Radio Detection and Ranging (RADAR)
- c) Compact Disk Read-Only Memory (CD-ROM)
- d) Alternate Bars Reinforced (ABR)
- e) Arterial Blood Gasses (ABG)
- f) Air Cooled Heat Exchanger (ACHE)
- g) Antiphospholipid (aPL)
- h) Chemically Induced Dynamic Nuclear Polarisation (CIDNP)

26

COMPLEX WORD	SIMPLIFIED WORD
incisive	clear
facilitate	help
elucidate	explain
prescribe	require
utilise	use
efficacious	effective
ameliorate	improve
erroneous	wrong
cognizant	aware
erudite	scholarly
expeditious	fast
commensurate	equal

DA

27

- a “About” or “as”
- b Redundant. Leave this phrase out completely.
- c “Because” or “since”
- d “Firstly”
- e “Importantly” can be used, or the phrase can be left out of the sentence.
- f Redundant phrase. Instead of saying “something needs to be said”, simply state it.
- g “Actually” can be used, or the phrase can be left out of the sentence.
- h “Interestingly”
- i “As”, “since”, or “for”
- j “More than”

Glossary



General Glossary

A

absence from an exam	Versäumnis (einer Prüfung)
a case in point	ein typisches Beispiel
access to records	Akteneinsicht
to account for	etw. begründen
advanced module	Aufbaumodul
analogy	Analogie
anecdote	Anekdote
to assert	behaupten
at first	zunächst
attempt to cheat	Täuschungsversuch
autoclave	Autoklav
average grade	Durchschnittsnote

B

biohazard	Biogefährdung
Biosafety Cabinet	Biosicherheitsschrank
block course	Blockveranstaltung
to briefly summarise	Kurz zusammenfassen
to bring up	aufwerfen
to brush up (knowledge / skills)	Wissenslücken auffüllen
by appointment	Terminvergabe

DA

C

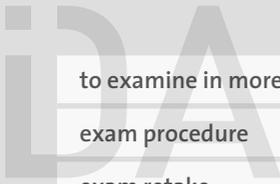
to cast your minds back	sich (gedanklich) zurückversetzen
centrifuge	Zentrifuge
chemicals	Chemikalien
chemical concentration	chemische Konzentration
chemical Reaction	chemische Reaktion
class (one off); course (over a semester)	Lehrveranstaltung
clip board	Klemmbrett
closing remarks	Schlussbemerkungen
to come up with	sich etw. einfallen lassen
complaint	Beschwerde
complementary module	Ergänzungsmodul
to comprise	umfassen
compulsory attendance	Anwesenheitspflicht
compulsory module	Pflichtmodul
to concern	betreffen, angehen
to consist of	aus etw. bestehen
course certificate	Schein
course performance	Studienleistungen
course specialisation	Studienschwerpunkt
coursework	Seminararbeit
coveralls / overalls	Schutzanzüge
credit	Leistungsnachweis



credit point	Leistungspunkt
to cut down	reduzieren

D	
to deal with	sich um jdn./etw. kümmern
degree	Abschluss
degree certificate	Urkunde
to devote	widmen
to digress	abschweifen
diploma	Abschlusszeugnis
to disinfect	desinfizieren
disposable gloves	Einmalhandschuhe
disposable needles	Einweg-Nadeln
distilled	destilliert
dustpan and brush	Handbesen und Schaufel

E	
to elaborate on	auf etw. näher eingehen
to embrace	umfassen
Emergency Shut Off	Notabschaltung
entry requirement	Zugangsvoraussetzung
to epitomise	verkörpern
evaporated	verdunstet
examination gloves	Untersuchungshandschuh



to examine in more detail	näher durchleuchten
exam procedure	Prüfungsverfahren
exam retake	Wiederholungsprüfung
to exceed	überschreiten, etw. übertreffen
to expand on	auf etw. näher eingehen
to expound	darlegen
extra / spare copies	zusätzliche Kopien
eye wash	Augenspülung

F

face mask	Schutzmaske
figure	Abbildung
final mark	Gesamtnote
finals	Abschlussprüfung
fire extinguisher	Feuerlöscher
fire hazard	Brandgefahr
first aid kit	Verbandskasten
firstly	erstens
flammable solvent	brennbare Lösungsmittel
follow-up session	Folgetermin
foundation module	Basismodul
fume cupboard	Laborabzug

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
grounded (electrically)	elektrisch geerdet

H	
hazardous waste	gefährlicher Abfall

I	
incinerator	Verbrennungsanlage
in-depth study	Vertiefung
to indicate	auf etw. hindeuten
infectious substances	infektiöse Stoffe
ingestion	Einnahme
inspection of graded exams	Klausureinsicht

J	
joint honours	Doppelstudium



L

lab coat	Laborkittel
lab work	Laborarbeit
lathe	Drehmaschine
(the) latter	letztgenannt
leave of absence	Beurlaubung, Urlaubssemester
to leave time for questions	Zeit lassen, um Fragen zu besprechen
lecture period	Vorlesungszeit
to lose sight of (something)	aus den Augen verlieren

M

major (subject) / main subject	Hauptfach
marker pens	Markierstift
Material Safety Data Sheet	Sicherheitsdatenblatt
minor	Nebenfach
mitigating circumstances	mildernde Umstände
module grade	Fachnote
module handbook	Modulhandbuch
module examination	Modulprüfung
module requirement	Modulvoraussetzung
to move on to	weitergehen

N

to negotiate an appointment time

einen Termin vereinbaren
(Uhrzeit / Zeitpunkt)

not graded

unbenotet

O

optional module

Wahlmodul

overall mark / grade

Gesamtnote

overlap

Überschneidung

overview

Überblick

P

pet peeve

etw., dass jdn gerne und häufig ärgert

Ph.D. Thesis

Doktorarbeit

plagiarism

Plagiat

post-mortem

Autopsie

preceding

vorangehend

prep course

Vorkurs / Propädeutikum

procrastination

Aufschub, Verzögerung

to put into perspective

relativieren

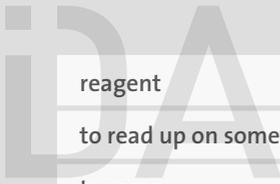
to put off

verschieben, aufschieben

R

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

eine Frage aufwerfen



reagent	Reagenz
to read up on something	etw. gründlich studieren
to recap	etw. wiederholen
redundant	überflüssig
registration deadline	Meldefrist
to reiterate	etw. bekräftigen
research seminar	Oberseminar
rubber boots	Gummistiefel

S

Sabbatical	Sabbatjahr, Forschungsfreisesemester
safety assessment	Sicherheitsbewertung
safety glasses / safety goggles	Schutzbrille
to schedule a follow-up appointment	einen Folgetermin festlegen
semester break	vorlesungsfreie Zeit
sharps bin	Spezialbehälter für scharfe und spitze Gegenstände
signposting	Hinweise (geben)
to sign up for a course	sich für eine Lehrveranstaltung anmelden
slip hazard	Rutschgefahr
to slump	fallen (stark, dramatisch)
solvent	chemische Lösungsmittel
to specialise in	fachliche Schwerpunkte setzen

specimen	Probe
sterile	steril
to subsume	subsumieren
to sum up	zusammenfassen
syringe	Spritze

T

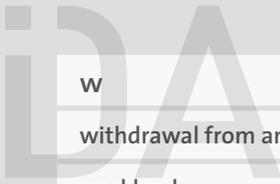
table	Tabelle
to take an exam	eine Prüfung ablegen
term paper	Hausarbeit
thesis	Abschlussarbeit
time management	Zeitorganisation
to illustrate	etw. darstellen
transcript (of records and courses taken)	Modul- und Lehrveranstaltungsbestätigung
trip hazard	Stolperkante
to turn our attention to	einer Sache Aufmerksamkeit zuwenden
to turn to	sich beschäftigen mit

U

to underscore	etw. betonen
utmost	höchste, das Äußerste

V

vapours	Dämpfe
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**w****withdrawal from an exam**

Rücktritt (von einer Prüfung)

workload

Arbeitsaufwand

to wrap up

zusammenfassen

written exam / test

Klausur