

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

© DAAD

Bildnachweis
Fotolia / Rawpixel.com (Titel)

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



**Bundesministerium
für Bildung
und Forschung**

iDA

© Das Werk einschließlich aller seiner Teile ist urheberrechtlich geschützt. Jede Verwertung außerhalb der engen Grenzen des Urheberrechtsgesetzes ist ohne Zustimmung der iDA unzulässig und strafbar. Dies gilt insbesondere für Vervielfältigungen, Übersetzungen, Mikroverfilmungen und die Einspeicherung und Verarbeitung in elektronischen Systemen.

Working in Small Groups

The role of an instructor of small groups is varied. It ranges from imparting knowledge, to mediating between students, to coaxing students into action, and to advising on academic writing and presentations. Some of the many things which group work can encompass are analysing case studies, research and project work. These scenarios are specific and therefore require a different bank of vocabulary and approach. For example, the language of small group work is more informal and personal than in lectures.

Small Groups:

Tricky and Common Scenarios

Aims:

- Preparation for awkward moments that confront lecturers when teaching in small groups.

This exercise is intended to get you thinking about challenges that can occur when teaching in small groups, before addressing more specific techniques and language.

1

Consider the situations below and write two sentences for each.

- a You observe a group presentation where one person barely spoke. How do you phrase your feedback?
- b Nobody asks questions after a presentation. How do you prompt them?
- c A student has been assigned a task as part of their group project. They have not contributed much and have tried to wriggle out of their responsibilities. What do you say to them?
- d A fellow lecturer is criticised for not being prepared and giving unstructured classes. Students ask to come to your class instead, but you have reservations. What do you tell them?

Student Group Work:

Giving Instructions

Aims:

- Introduce phrases to guide students and allocate tasks in group work.
- Introduce phrases to encourage students to cooperate.

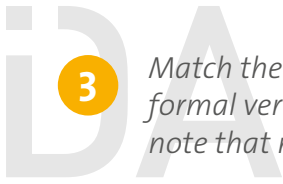
2

Read through the phrases below and decide which ones you would use before students start a task, and which you would use to check on progress during the task. The words highlighted in bold highlight idiomatic phrases.

- (a) Put your heads **together**.
- (b) think up
- (c) spell out why
- (d) jot down / note down
- (e) Organise yourselves **into** groups of four.
- (f) Work in pairs.
- (g) Break up tasks.
- (h) **work to** individual strengths
- (i) Involve all group members.
- (j) Intervene if necessary.

DATA

- Ⓚ Make sure you all **pull together**.
- Ⓛ Once you've finished organising, I'll **leave you to it**.
- Ⓜ circulate notes
- Ⓝ distribute materials
- Ⓞ **think through** questions
- Ⓟ Allocate a time keeper.
- Ⓠ **Keep track of** progress.
- Ⓡ **Pencil in** a time to meet up with your group members.
- Ⓢ **Hand in** your answers next week.
- Ⓣ **Stick to** the guidelines.
- Ⓤ Schedule time within class.
- Ⓥ **Spread out** the sheet onto the table.
- Ⓦ **Read out** the tasks clearly.
- Ⓧ Right, **off you go** ...
- Ⓨ **Cut out** any unnecessary details.
- Ⓩ Organise follow-up sessions.



3

Match the phrasal verbs in bold above with the formal verbs below for written expression. Please note that not all of the phrasal verbs can be used.

adhere to, explain, write down, produce, submit, omit, get started, monitor, divide

4

Take a short scenario from your own teaching and formulate a short set of instructions for your students using the phrases in the list above.

Moderating a Seminar: Getting Students to Cooperate

Aims:

- Coaxing students into action.
- Facilitating communication between students of differing opinions.
- Intervention and diffusing tension.

In many group scenarios, some voices are louder than others and relevant or insightful viewpoints can become overlooked. In these situations, intervention may be required, and certain phrasing is often used to create a harmonious atmosphere and moderate when debate becomes heated.

5

Complete the following sentences with the words and / or phrases below. Some words can be used more than once and sometimes you might need more than one word per box.

in	on	round	with
along	over	in with	over to
with	against	upon	

D A

- a I go [redacted] Sandra on this one. I think she's right.
- b I may well have persuaded Martin to come [redacted] to our point of view.
- c While he was initially against the idea, I eventually managed to talk him [redacted].
- d Kurt sided [redacted] Gert on this issue and they were able to prevent the course from being scrapped.
- e I wasn't at first convinced by the proposal, but everybody else was in favour and I had to give [redacted].
- f Do you think you can bring Jake [redacted] our point of view?
- g We didn't see eye to eye at first but I was able to win him [redacted].
- h It's not worth kicking up a fuss. Sometimes you have to go [redacted] the flow.
- i He didn't want to contribute towards the presentation, but, when he realised his final mark was under threat, he caved [redacted].
- j The seminar instructor really doesn't understand what you have [redacted] working in pairs.

- k** I really believe [redacted] this proposal and will do everything I can to support it.
- l** Drinking alcohol in lectures is frowned [redacted].
- m** I really don't want to quibble [redacted] minor and pointless details.
- n** If that's what the Dean wants, I think we have to fall [redacted] their view.
- o** We had several possible candidates for this PhD project, but we finally settled [redacted] Charlotte.

Preparing Students for Presentations: Error Correction (Syntax)

Aims:

- Improve incorrect sentence structure or badly phrased sentences.
- Help simplify the language of presentations.

One of the most common areas of weakness is incorrect syntax. Incorrect word order or word stress can obscure the intended message, making it difficult for the audience to follow.

6

Improve the sentences below. Tips are provided in brackets.

- a It is the best and most effective way of learning a language by interacting with native speakers. (unnecessary words)
- b Only after three or four weeks the excitement of the new cultural environment is decreasing. (tense, word order)
- c A year abroad needs some time to prepare. (word order)
- d Reading the title of this article, the first thing that might have come to mind, was probably ... (word order)

Tackling Research: Ways of Reading

Aims:

- Introduce idiomatic phrases to be used for providing instructions on how materials should be read.

In Academic English, there are several phrases that specifically describe different approaches to reading relevant topic information.

7 *Read the phrases below. What do you think each of them implies?*

- a** pore over
- b** skip
- c** flick through
- d** scour
- e** refer to
- f** skim
- g** dip into
- h** browse
- i** peruse
- j** wade through
- k** look up
- l** scan

8

Complete the sentences below, using the correct words or phrases from the list above. One word or phrase can be used for two of the sentences.

- a I spend a lot of time in the library. I don't often take books out, I just [] .
- b When I come to an irrelevant section in a textbook, I just [] to the next relevant section.
- c I'll just [] the definition in the dictionary.
- d I found the recent guest lecture interesting, so I thought I would [] the subject to see what it's about.
- e The research results included a lot of irrelevant information. I had to [] thousands of pages to find what we needed.
- f I didn't know quite what I was looking for, so I [] the books to find what I needed.
- g I didn't need to know the subject in-depth, so I just [] the report.
- h A colleague vaguely recollected a pertinent quote from one of my subject authors, so I [] the literature to find it.
- i I frequently [] University Policy on HR issues.

DATA

- ① j I get so many emails each day, that I just have time to [] through them.
- ① k I leave a bunch of literature on the table outside my office to encourage the students to [] through them when they are waiting to meet with me.
- ① l I had a few minutes, so I [] the recent edition of the journal.
- ① m We wanted to extend a Ph.D. research project, so we [] the funding agreement to see if the terms allowed it.

⑨ *Using one or more of the words and phrases from the list at the top of the exercise in Exercise 7 above, explain in a sentence or two how you would use the following. An example has been done for you.*

<p>Software Manual</p>	<p>I dip into it when I need it, and scour the sections with the information I need, but skip most of it.</p>
<p>Research Paper</p>	

DA

Article

Contract

**Thesis
Proposal**

Tackling Research: Highlighting Inadequacies of Research to Date

Aims:

- Introduce phrases to critically evaluate sources.

In English, there are numerous ways to describe specific limitations in current research and literature. This section aims to create a more colourful vocabulary that will help to more accurately describe these shortcomings.

10 Match the words on the left-hand side of the list below with their appropriate prepositions.

relies too heavily	to
limitations	whether
exception	with
no general agreement	how
drawback	on
inconsistency	to
distinguish	of
ascertain	between
failure to address	to

give sufficient consideration	with
account	to
fail	for
limited / restricted	about

Commonly Confused Words: Highlighting Inadequacies

Aims:

- Iron out common issues with word confusion relating to criticism.

11

Choose the correct word from the two words in brackets to complete each sentence below.

- The existing literature fails to [] the discrepancy between X and Y. (solve / resolve)
- This theory has been [] challenged over the last 5 years by various academics. (rigorously / vigorously)
- The most serious limitation, however, is that Peters fails to [] that this trend is not representative. (notice / note)

DA

- d The paper makes no attempt to offer a / an [] explanation for these worrying trends. (sufficient / adequate)
- e The research paper does not give [] consideration to the problems faced by working-class students. (sufficient / adequate)

Academic Writing: Lost in Translation

Aims:

- Highlight issues with direct translation from German to English.
- Introduce the tendency for use of simple and succinct formulations.

Students may need to write academic papers or articles in English, or translate an existing German text into English. Problems often occur with tense, word order and over-complication. One key issue, for example, is that whereas the German makes use of the verb “werden”, English tends to stick to the present simple form.

DA

12

Translate the following German sentences into English.

- a In dieser Studie werden die Auswirkungen von Eheproblemen auf die Entwicklung von jungen Kindern untersucht.
- b In diesem Artikel werden alle diese Fragen beantwortet.
- c Im ersten Teil wird die relevante Literatur besprochen, und im zweiten Teil wird eine neue Hypothese präsentiert.
- d Abbildung 3 zeigt die Korrelation.
- e Keine der führenden Zeitungen hat seinen neuen Roman besprochen.
- f Studien haben klar festgestellt, dass ...
- g In diesem Text wird deutlich behauptet, dass ...

Correcting Common Mistakes: Confused Words

Aims:

- Address issues with some commonly misused words.

There are some words in English that are commonly misused, which can lead to confusion or misunderstandings, especially when used in presentations to other non-native speakers. It can also damage credibility, weakening the impact of a presentation, or presented results.

13

Select the correct word pair from the list below and fill in the blanks in the sentences. Some words may be used more than once. Please note that the words are not in the same order as the sentences!

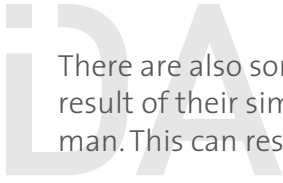
beside / besides	imply / infer
illusion / alluded	visit / attend
remind / remember	principal / principle
if / when	if / whether
by / until	borrow / lend

D A

- a You forgot your library card. You ask a fellow student: "I need to [] a book. Can you [] me yours?" They reply, "Yes, I can [] you mine."
- b I keep forgetting to make an appointment with my supervisor. I wanted to see her in her office hour, so I put a note on the fridge to [] me. The note will help me [] the appointment.
- c The text has various hidden meanings. The author [] that the protagonist is a nihilistic figure. We [] this through the description of the protagonist's extremely solitary nature.
- d I did an MBA in London. Prior to that, I [] one of the most prestigious universities in America. At university I [] many useful seminars and conferences. Professors from renowned universities frequently [] and gave guest lectures.
- e I'm going to Amsterdam tomorrow. I'll phone you [] I get back. [] the train is delayed, I'll drop you a message.
- f Your research proposal is due on November 23. You can work on it [] November 22 but you must hand it in [] November 23.

DA

- g She was uncertain [redacted] she should go. She was uncertain [redacted] to go or to stay.
- h There is some new equipment in this lab, [redacted] the mass spectrometer, there is also an Electron Microscope standing [redacted] the thin wafer microscope.
- i The author [redacted] to the hardship of the widow, while creating the [redacted] of a seemingly fulfilled existence.
- j His strategy is based on the [redacted] that the stock market offers the best returns for long-term investors. The [redacted] reason is that stocks can return up to 100% interest whereas term deposits only return 5%.



There are also some words that are often confused as a result of their similarity, or direct translation from German. This can result in the message being obscured.

14

Read the sentences below and highlight the sentence that is correct.

a

- I The literature review precedes the experimental phase.
- II The literature review proceeds the experimental phase.

b

- I The poll sample for the study was appropriate.
- II The poll sample for the study was convenient.

c

- I We need to ensure there is enough time left for questions.
- II We need to assure there is enough time left for questions.

d

- I The student presented a consistent argument.
- II The student presented a coherent argument.

Correcting Common Mistakes: Tenses and Frequently Misused Words

Aims:

- Address issues with misuse of tenses and frequently misused words.

15

Read the text below, which deals with tenses and other frequently misused words. The words highlighted in bold offer a choice to complete the sentence. Select the correct word.

“I’d like to **make / draw** your attention to the second slide, which shows how sales **have increased / increased** over the last year. You can see how three years ago sales **rose / have risen steady / steadily**. Since the beginning of this year they **continued / have continued** to rise, **despite / although** at a slower pace.

In general, these results are what we like to see – **steady / steadily grow / growth** is a positive sign. **Even so / even though**, we should not get complacent. If we now take a look **on / at** the next slide, it is clear that for the first few months of this year things **had looked really good / were looking really good**. **However / whereas**, for no apparent reason, last month we witnessed a sudden

drop / reduction in sales. If we want to avoid sales **plummeting / falling** in the near future, we really need to find out the **reasons / motives** as to why this **happens / is happening**. Shortly I'll ask you for your thoughts and comments. But the implications are clear: it's **high / highly chance / likely** that we won't witness an improvement in figures any time soon."

16

Read the text for a second time and underline the words which need to be stressed (these are "content" words, such as verbs, nouns, principal adjectives). Read aloud, and repeat, so that you emphasise the stressed words. The other grammatical words, such as prepositions, can be read quicker and even swallowed. This helps the listener follow the important points of a given talk.

Presenting: Highlighting Important Points of a Speech and Clarifying Succinctly for the Audience

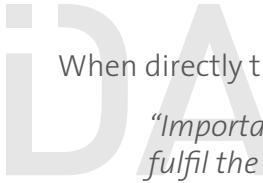
Aims:

- Learn how to express in a succinct way a personal opinion towards a method or approach.
- Ensure that the attitude adverb receives the main stress in a sentence.

Attitude adverbs express the writer's opinion about the contents of a clause. The use of simple adverbs as attitudinal adverbs is characteristic of English and is far more common than in German. Their value in writing is that they form a very compact and elegant way of expressing an opinion on what you are talking about, without putting yourself in the foreground. In addition, when these adverbials are spoken in English they are stressed, as they carry a key meaning. So make sure that when students use these in their presentations, they use their voice to accentuate these words.

Care must be taken in translating your intended message from German into English. For example, the sentence below can't be directly translated into English:

„Wichtig ist die Einsicht, dass diese Städte zumindest die Voraussetzungen für eine Fußgängerzone besitzen.“



When directly translated into English, it becomes:

“Important is the insight that these towns at least fulfil the requirements for a pedestrian precinct.”

More correct and idiomatic formulations would be:

*“**What is important** is the insight that these towns at least fulfil the requirements for a pedestrian precinct.”*

*“**Important in this regard** is the insight that these towns at least fulfil the requirements for a pedestrian precinct.”*

Please note: the word “important” receives the main stress.

17 Translate the following German Attitude Adverbs into their correct English equivalent. Please note that a direct translation from German, i.e. “Noticeable is that ...”, is not used in English.

- a** Es fällt auf, dass ...
- b** Bemerkenswert ist, dass ...
- c** Es ist offensichtlich, dass ...

Style adverbs express the writer’s view regarding the formulation of the sentence which follows. In an oral presentation they also help to succinctly summarise and remind the listener of key information.

18

Translate the following German Style Adverbs into their correct English equivalent.

- a einfacher ausgedrückt
- b kurz gesagt
- c strenggenommen

Tip: A good presenter will take a question from the audience and repeat it back to them. Make sure everyone has understood the question by summarising the area of enquiry. You can make use of a passive formulation to do this “*I’ve been asked to highlight the weakness of the study*”.

Crowd Control: Laying Down the Law – Expressing Basic Rules and Requirements

Aims

- Use firm language to inform students of the ground rules for the course.
- Differentiate between written and spoken language when setting expectations.

Small group work is normally undertaken to achieve specific tasks, such as projects or analyses of case studies. At the outset it is important that the students are aware of what is expected of them. These expectations

DA

can be delivered orally, at the beginning of the seminar, and in written form to follow up.

19 *How can an instructor set appropriate “ground rules” for class behaviour? What are your expectations regarding the following?*

- use of laptops in class
- absences, excuses, lateness (and their impact on grades)
- use of mobile phones
- late submission of assignments
- speaking in class, as well as preferred mode for classroom participation

20 *Consider the above points for inclusion in your syllabus. Write a short paragraph explaining how you would deal with one of the above issues.*

21 *Choose a second ground rule and write a short paragraph as if you were to recount orally to a group of students. Don’t forget to make the language here more informal and avoid using “must”.*

Crowd Control: Responding to Student Grievances

Aims

- Introduce participants to typical phrases to respond in a calm and fair manner to student grievances.

Softening phrases are often used in spoken English to deliver negative information in a way that minimises the chances of a defensive response. Here are some examples to help you.

I think ...	It seems to me ...	It appears ...
I feel ...	At times ...	It might be better ...
Perhaps you could consider ...	I have noticed ...	You could have ...
Have you thought about ...	I try to ...	

22

Using the softening words and phrases above, write three sentences where you respond to a student who has complained that they have to write too much in your seminars.

DA

1

Sample Answers:

- a** I felt that I heard more from your fellow students. Next time, think about how you can elaborate more on the points that you briefly touched upon. It's important to get some practice with presentations as it's a skill which you'll need throughout your career.
- b** We've been given a lot to think about there. I'm sure there must be some questions. (silence from audience) Let me get the ball rolling ...
- c** What do you think was your major contribution to the assignment? Do you think this matches the quality and quantity of work that your teammates have put in?
- d** There are already a lot of people in my classes, and I do not feel that I could give you appropriate individual attention and feedback. Have you tried speaking to your current lecturer about the issues you have just raised with me, and what you'd like to do differently?

2

Starting a task

- a Put your heads together.
- b think up
- e Organise yourselves into groups of four.
- f work in pairs
- g break up tasks
- h work to individual strengths
- i involve all group members
- k Make sure you all pull together.
- l Once you've finished organising, I'll leave you to it.
- o think through questions
- p allocate a time keeper
- q keep track of progress
- r Pencil in a time to meet up with your group members.
- s Hand in your answers next week.
- t stick to the guidelines
- u schedule time within class
- x Right, off you go ...

Checking on Progress

- ① d jot down / note down
- ② c spell out why
- ③ j intervene if necessary
- ④ m circulate notes
- ⑤ n distribute materials
- ⑥ v spread out the sheet onto the table
- ⑦ w read out the tasks clearly
- ⑧ y cut out any unnecessary details
- ⑨ z organise follow-up sessions

3

FORMAL VERB	PHRASAL VERB
adhere to	stick to
explain	spell out
write down	jot down / note down
produce	think up
submit	hand in
omit	cut out
get started	off you go
monitor	keep track
divide	break up

4

Sample Answer:

“OK everybody. Please get yourselves into groups of four. I’d like you to all talk for three minutes on your allocated topic. As a group, discuss and think up how you’d like to break up the task. Once you’ve jotted down your key points, have a dry run and remember to keep track of time.”

DA
5

- a I go **along with** Sandra on this one. I think she's right.
- b I may well have persuaded Martin to come **over** to our point of view.
- c While he was initially against the idea, I eventually managed to talk him **round**.
- d Kurt sided **with** Gert on this issue and they were able to prevent the course from being scrapped.
- e I wasn't at first convinced by the proposal, but everybody else was in favour and I had to give **in**.
- f Do you think you can bring Jake **over to** our point of view?
- g We didn't see eye to eye at first but I was able to win him **over**.
- h It's not worth kicking up a fuss. Sometimes you have to go **with** the flow.
- i He didn't want to contribute towards the presentation, but, when he realised his final mark was under threat, he caved **in**.
- j The seminar instructor really doesn't understand what you have **against** working in pairs.

D

- (k) I really believe **in** this proposal and will do everything I can to support it.
- (l) Drinking alcohol in lectures is frowned **upon**.
- (m) I really don't want to quibble **with / over** minor and pointless details. (Either answer is correct)
- (n) If that's what the Dean wants, I think we have to fall **in with** their view.
- (o) We had several possible candidates for this PhD project, but we finally settled **on** Charlotte.

6

- (a) The best and most effective way of learning a language is by interacting with native speakers.
- (b) It takes about three or four weeks for the excitement caused by the new cultural environment to disappear.
- (c) It takes some time to prepare for a year abroad.
- (d) The first thing that might come to mind when reading the title of this article was probably ...

7

a pore over	reading very carefully and intensely
b skip	to not read (a particular section) at all
c flick through	look at quickly without reading or paying great attention
d scour	reading very carefully and intensely to find specific information
e refer to	to look at a reference text for information
f skim	read very quickly to get a general overview
g dip into	to read passages at random, and briefly
h browse	casually looking or reading
i peruse	to read something casually or quickly
j wade through	read through a large quantity of information on a specific subject
k look up	to search for specific information
l scan	read quickly, looking for relevant key words

DA
8

- a I spend a lot of time in the library. I don't often take books out, I just **browse**.
- b When I come to an irrelevant section in a textbook, I just **skip** to the next relevant section.
- c I'll just **look up** the definition in the dictionary.
- d I found the recent guest lecture interesting, so I thought I would **dip into** the subject to see what it's about.
- e The research results included a lot of irrelevant information. I had to **wade through** thousands of pages to find what we needed.
- f I didn't know quite what I was looking for, so I **browsed** the books to find what I needed.
- g I didn't need to know the subject in-depth, so I just **scanned** the report.
- h A colleague vaguely recollected a pertinent quote from one of my subject authors, so I **scoured** the literature to find it.
- i I frequently **refer to** University Policy on HR issues.

D
A

- ① I get so many emails each day, that I just have time to **skim** through them.
- ② I leave a bunch of literature on the table outside my office to encourage the students to **peruse** through them when they are waiting to meet with me.
- ③ I had a few minutes, so I **flicked through** the recent edition of the journal.
- ④ We wanted to extend a Ph.D. research project, so we **pored over** the funding agreement to see if the terms allowed it.

9

Sample Answers:

Software Manual	I dip into it when I need it, and scour the sections with the information I need, but skip most of it.
Research Paper	When they're directly related to my work, I scour them for new information, but when they're only vaguely related, I dip in and out if the title looks interesting
Article	I scan them quickly if the subject interests me. If it looks more interesting then I set them aside to peruse later.
Contract	Due to the binding nature of contracts, I pore over them to make sure that I am happy. I also look up anything I don't understand.
Thesis Proposal	I always have so many thesis proposals to wade through, but if I see something novel and interesting, then I read them in more detail.

10

relies too heavily	on
limitations	with
exception	to
no general agreement	about
drawback	of
inconsistency	with
distinguish	between
ascertain	whether
failure to address	how
give sufficient consideration	to
account	for
fail	to
limited / restricted	to

DA
11

- (a) The existing literature fails to **resolve** the discrepancy between X and Y.
- (b) This theory has been **rigorously** challenged over the last 5 years by various academics.
- (c) The most serious limitation, however, is that Peters fails to **note** that this trend is not representative.
- (d) The paper makes no attempt to offer **an adequate** explanation for these worrying trends.
- (e) The research paper does not give **sufficient** consideration to the problems faced by working-class students.

DA

12

- a This study examines the impact of marital stress on young children's development.
- b The current article provides an answer to all of these questions.
- c The first section reviews the literature, and the second section presents a new hypothesis.
- d Figure three shows the correlation.
- e None of the leading newspapers have reviewed his new novel.
- f Research has / Studies have clearly demonstrated that ...
- g The text clearly states that ...

DA
13

- a You forgot your library card. You ask a fellow student: “I need to **borrow** a book. Can you **lend** me yours?” They reply, “Yes, I can **lend** you mine.”
- b I keep forgetting to make an appointment with my supervisor. I wanted to see her in her office hour, so I put a note on the fridge to **remind** me. The note will help me **remember** the appointment.
- c The text has various hidden meanings. The author **implies** that the protagonist is a nihilistic figure. We **infer** this through the description of the protagonist’s extremely solitary nature.
- d I did an MBA in London. Prior to that, I **attended** one of the most prestigious universities in America. At university I **attended** many useful seminars and conferences. Professors from renowned universities frequently **visited** and gave guest lectures.
- e I’m going to Amsterdam tomorrow. I’ll phone you **when** I get back. **If** the train is delayed, I’ll drop you a message.

DA

- f Your research proposal is due on November 23. You can work on it **until** November 22 but you must hand it in **by** November 23.
- g She was uncertain **if** she should go. She was uncertain **whether** to go or to stay.
- h There is some new equipment in this lab, **besides** the mass spectrometer, there is also an Electron Microscope standing **beside** the thin wafer microscope.
- i The author **alluded** to the hardship of the widow, while creating the **illusion** of a seemingly fulfilled existence.
- j His strategy is based on the **principle** that the stock market offers the best returns for long-term investors. The **principal** reason is that stocks can return up to 100% interest whereas term deposits only return 5%.

DA

14

a

II The literature review precedes the experimental phase.

b

I The poll sample for the study was appropriate.

c

I We need to ensure there is enough time left for questions.

d

II The student presented a coherent argument.

15

“I’d like to draw your attention to the second slide, which shows how sales have increased over the last year. You can see how three years ago sales rose steadily. Since the beginning of this year they have continued to rise, although at a slower pace.

In general, these results are what we like to see – **steady growth** is a positive sign. **Even so**, we should not get complacent. If we now take a look at the next slide, it is clear that for the first few months of this year things **were looking really good**. **However**, for no apparent reason, last month we witnessed a sudden **drop** in sales. If we want to avoid sales plummeting in the near future, we really need to find out the **reasons** as to why this is happening. Shortly I’ll ask you for your thoughts and comments. But the implications are clear: it’s **highly likely** that we won’t witness an improvement in figures any time soon.”

16

See underlined words above (15).

DA

17

- a It's interesting to note that ...
- b Interestingly, ...
- c It is clear that / Clearly ...

18

- a Put simply, ...
- b In short, ...
- c Technically speaking ...

19

There is no sample answer to this question as it is about your own ideas and brainstorming.

20**Sample Answer:**

“Mobile phones are permitted in lectures so that they can be used to look up relevant information or terminology. However, they must be set to silent mode, and calls may not be taken under any circumstances.”

21

Sample Answer:

“There is a lot of material to get through, so we’ll be covering it very quickly in our seminars. This means that there won’t be time to go back and recap if you’re late. Please try to be on time, and when that is not possible, ask your fellow students for any work missed. Should you miss more than three classes, you will need a doctor’s note.”

22

Sample Answer:

“I try to encourage students to write down in their own words the key points from the seminars. It helps important concepts to sink in and for later revision. Have you thought about writing your notes using abbreviations for key terms? Perhaps you could consider using a laptop to type notes, if writing longhand is too tiring.”

Glossary



General Glossary

A

ability to give and receive criticism	Kritikfähigkeit
ability to work in a team	Teamfähigkeit
absence from an exam	Versäumnis (einer Prüfung)
a case in point	ein typisches Beispiel
access to records	Akteneinsicht
to account for	etw. begründen
acquire skills	Kenntnisse erwerben
advanced module	Aufbaumodul
analogy	Analogie
anecdote	Anekdote
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 (s.th.) up	etw. aufwerfen
to brush up (knowledge / skills)	Wissenslücken auffüllen
by appointment	nach Vereinbarung

DA

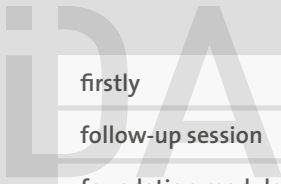
C

to cast your minds back	sich (gedanklich) zurückversetzen
class (one off); course (over a semester)	Lehrveranstaltung
closing remarks	Schlussbemerkungen
to come up with	sich etw. einfallen lassen
common thread	Faden, roter
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	
to deal with	sich um jdn./etw. kümmern
degree	Abschluss
degree certificate	Urkunde
to devote	widmen (z. B. Zeit)
to digress	von etw. abschweifen
diploma	Abschlusszeugnis

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
exam procedure	Prüfungsverfahren
exam retake	Wiederholungsprüfung
to exceed	etw. überschreiten, etw. übertreffen
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

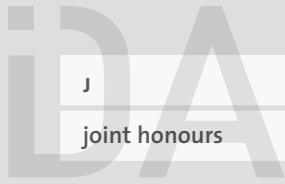
to gain an insight	in etw. einen Einblick gewinnen
to get back to	auf etw. zurückkommen
gist	Kern
to give a presentation	ein Referat halten
to go back to	auf etw. zurückgreifen
to go over	etw. durchgehen
to go over time	die (Rede-)Zeit überschreiten
to go up	steigen

H

house rules	Hausordnung
-------------	-------------

I

to illustrate	etw. darstellen
in-depth study	Vertiefung
independent / self-directed	eigenständig
to indicate	auf etw. hindeuten
individual contribution	Eigenbeitrag
innovative spirit	Innovationsfreude
inspection of graded exams	Klausureinsicht



J

joint honours

Doppelstudium

L

lab work

Laborarbeit

latter

letztgenannt

leave of absence

Beurlaubung, Urlaubssemester

to leave time for questions

Zeit lassen, um Fragen zu besprechen

lecture period

Vorlesungszeit

to lose motivation

Motivationslosigkeit

to lose sight of (something)

etw. aus den Augen verlieren

M

major (subject) / main subject

Hauptfach

minor (subject)

Nebenfach

mitigating circumstances

mildernde Umstände

module grade

Fachnote

module handbook

Modulhandbuch

module examination

Modulprüfung

module requirement

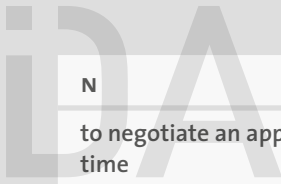
Modulvoraussetzung

monitor attendance

überprüfen, die Anwesenheit

to move on to

weitergehen zu



N

to negotiate an appointment time

einen Termin vereinbaren
(Uhrzeit / Zeitpunkt)

not graded

unbenotet

O

optional module

Wahlmodul

overall mark

Gesamtnote

overlap

Überschneidung

overview

Überblick

P

Ph.D. thesis

Doktorarbeit

plagiarism

Plagiat

preceding

vorangehend

prep course

Vorkurs

procedural guidelines / requirements

verfahrensrechtliche Vorgaben

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

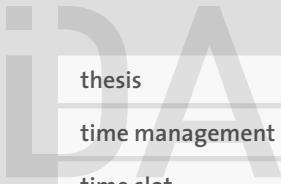
to recap	etw. wiederholen
responsibilities / duties and rights	(vereinbarte) Pflichten und Rechte
redundant	überflüssig
registration deadline	Meldefrist
to reiterate	etw. bekräftigen
research seminar	Oberseminar

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
to subsume	etw. subsumieren
to sum up	etw. zusammenfassen

T

to take an exam	eine Prüfung ablegen
team player	teamorientiert
term paper	Hausarbeit



thesis	Abschlussarbeit
time management	Zeitorganisation
time slot	Zeitfenster
to illustrate	etw. darstellen
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
utmost	höchste, Äußerste

W

withdrawal from an exam	Rücktritt (von einer Prüfung)
workload	Arbeitsaufwand
to wrap up	zusammenfassen
written exam / test	Klausur