

Appendix 1: Useful language

The photocopiable *Useful language* expressions can be exploited as a classroom resource in different ways. For example:

1. They can be projected as a visual or placed on the desk as a handout in front of pairs or groups of students during performance of the exercise to which they relate. This might make the expressions more prominent and accessible to students as they speak, and encourage their use.
2. They can be handed to one or two students who are to act as group observers during discussion activities. The task of the observers is to monitor the discussion and tick those expressions which are used and the names of the students who use them. The observer can then show the completed sheet to the group as part of post-discussion feedback or to individual students as feedback on their use or non-use of the language.
3. They can be cut into strips and distributed to students prior to the discussion or exercise they relate to. Each student has a complete set of expressions. To encourage students to use the expressions, they are asked to set the ones aside which they use during the exercise. These can then be 'counted' at the end of the activity. Different variations on this are possible.
4. They can be cut into strips and distributed to pairs or groups of students, who then need to categorize the expressions according to their function. For example, the expressions in the *Useful language* box in Unit 4 on clarifying and confirming understanding can be categorized into the three groups given in the box (*Confirming understanding as listener*, *Checking understanding as speaker* and *Showing you do not understand*). The category headings can be put on the board for students to refer to.

This type of categorization can be done when the language is originally presented or as a review later on.

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Unit 1**Reporting back**

Our group thought the most controversial point was ...

Point X provoked the most discussion.

Point X was the most controversial point.

There was some disagreement about point X.

Some people felt ...

Most of the group agreed ...

Others disagreed ...

Agreeing and disagreeing

Absolutely. I totally agree.

Yes, that's true, but ...

I'm not sure I agree with you there.

I agree with you up to a point, but ...

Not necessarily.

That's a very good point.

Signpost expressions (see also Appendix 1 – Course Book, page 116)

There are five main points which we consider important for successful study.

Our first point is ...

Next, we have put ...

Moving on to our third point, ...

Fourthly, we think ...

And finally, our last point is ...

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Unit 2

Comparing perspectives

From (a teacher's) perspective, ...

If I were (the headteacher of the child's school), I'd probably feel that ...

(The child psychologist) would argue that ...

From the point of view of (the parents), ...

Summarizing a discussion:

Summing up your position

We finally all agreed that ...

After much consideration, we decided that ...

All things considered, we felt that ...

On balance, we felt that ...

We couldn't reach agreement on this issue.

Some of us felt that ..., whilst others ...

Recognizing strong arguments against your position

It's true that ...

We recognized that ...

We're fully aware that ...

One has to acknowledge that ...

Qualifying your position

This action should only be taken if ...

So, although we agreed with the statement, we stressed that ...

Chairing a discussion:

Getting started

Shall we begin?

Today, we're looking at the following question/topic ...

Who would like to begin?

Clarification

So what you mean is ...

If I've understood you correctly, ...

Managing contributions

Thanks, Pete, for your contribution ...

OK, Pete. Would anyone else like to comment?

Concluding

So, to sum up, ...

We're running out of time, so ...

Does anyone want to make a final point?

Have I forgotten anything?

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Unit 3

Referring to an article

this article deals with ...

It provides ...

It then looks briefly at ...

It reports on ...

(it) concludes with ...

The article points out that ...

According to this article, ...

The article goes on to look at ...

The article finishes with ...

It also argues that ...

It only mentions ...

Exchanging opinions:

Asking for opinions

What are your views on this issue?

Do you agree?

Presenting your own opinion

Well, I think ...

It seems to me that ...

In my view, ...

Countering the other person's opinion

I take your point, but ...

I understand what you're saying, but ...

Well, I'm not sure if that's quite true ...

But surely ...

Unit 4

Clarifying and confirming understanding:

Confirming understanding as listener

So what you're saying is ...

So in your view, ...

If I understand you correctly, you're saying ...

Checking understanding as speaker

Do you understand what I mean?

Do you follow what I am saying?

Am I making sense?

Showing you do not understand

I'm not sure I understand what you mean.

I didn't quite follow you. Could you explain that point again, please?

Could you repeat that, please?

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Unit 5

Referring to data

This chart/graph/table shows ...

As you can see ...

As can be seen ...

If you look at ...

This chart/graph/table clearly illustrates that ...

Referring to other speakers' comments

When you say ..., do you mean that ...?

As you said, ...

You made an interesting point about ...

Following on from that point, ...

regarding what you both say about ...

Can I also pick up on your point about ...?

Those are fair arguments, but you make the point that ...

Unit 7

Taking your turn

You want to make a point that is relevant at this moment in the discussion. You need to enter the discussion politely, but firmly:

Can I just come in here?

You want to make a point, but the discussion moves on before you can contribute or finish. You can still make your point later:

Coming back to what John said earlier, ...

I think I agree with the point you made earlier, Anne.

To go back to my earlier point, ...

You start speaking at the same moment as another student. Both of you stop to let the other speak. It is polite to offer each other the chance to continue:

A: *Sorry, carry on.*

B: *No, go ahead.*

A: *Thanks. I think ...* [A makes his/her point and then invites B to speak]
Sorry, you were going to say ...

B: *Yes, I think ...*

You notice that a quiet student is trying to speak, but other students keep speaking first. You can help the quiet student to get the attention of the group:

I think David has been trying to make a point.

David, did you want to make a point?

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Unit 8

Expressing quantity

<i>Most</i>		<i>of those interviewed/ questioned ...</i>	<i>reported that ...</i>
<i>Nearly all</i>			
<i>Approximately</i>	<i>half</i>	<i>of the subjects ... of the respondents ...</i>	<i>stated that ... claimed that ...</i>
<i>Approaching</i>	<i>a third</i>		
<i>Just under</i>	<i>50 per cent</i>		
<i>Just over</i>			

Unit 9

Expressing doubt and belief

I don't believe in this/in these!

They don't exist.

It can't possibly be true ...

It might be true ...

There might be something in it.

I believe it does/might work.

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