



A3 Interacting with students

A3.1 Feedback

Checking understanding

Is everyone OK with that?

So far so good?

Do you understand this?

Is everyone following the lecture?

Will you let me know if I am going too fast for you?

Would you like me to repeat that for you?

Are you with me?

Inviting questions

Please feel free to ask questions.

Raise your hand if you have any questions.

I'd be happy to answer any questions.

Don't be afraid to interrupt me if you have any questions.

Yes. We do have time for some final questions.

A3.2 Direct questions

Does anyone know the answer to this question?

Can anyone give me an answer?

Can anyone answer that question?

Who would like to hazard a guess?

Can you work this out?

Do you know what the result is?

What are the exceptions to this rule?

Do you have any suggestions?

Can anyone come up with the solution?
What's the explanation for this?
What are the implications in this context?
When does this property hold?
Why is this statement true?
How does this theory tie in with our everyday lives?
Why do we need to know this?

A3.3 Direct answers

That's right.
You're right.
Actually, you are quite right.
Exactly. Excellent answer.
Both answers are correct.
Well done. That's a good answer.
I'm afraid that's not the right answer.
Indeed, that is the crux of the matter.
That's a good point. I'm glad you brought it up.
Good question. It's directly related to the conclusion I am heading towards.
No, I'm afraid that's wrong.
You aren't quite there yet. Keep trying.
It's not exactly right, but you are on the right track.

A3.4 Evasive answers

I'm afraid you've got me there. I can't give you a precise answer.
I'm not sure. What do you think?
I'll get back to you later with an answer. Alright?
Yes, I see what you are saying. However, there are other factors to be considered.
If you don't mind, I'd like to go back to what I was saying.
That's an accurate observation, but I'd prefer to discuss this some other day.
I know it's difficult to accept the decision, but there is evidence to prove this.

I'm afraid I'm not the right person to answer that question.
I don't know the exact figure off the top of my head.
We'll leave that question for another day.
That is scheduled for discussion in the next lecture.

A3.5 Clarifications and self-correction

When you say "the formula", do you mean Taylor's formula?
Can you speak up, please?
I didn't hear the question.
I'm sorry. Could you repeat that, please?
I'm not sure I understand the question. Can you put it another way?
Sorry about that. I meant to say Theorem 5, not 4.
Perhaps my instructions weren't clear enough.
Sorry, it's the other way round. We need to replace a with b.
That's not exactly what I meant.
Excuse me. I need to correct that.
What I meant was one thousand, not one hundred.

Adapted from: <http://www.upc.edu/slt/classtalk/>