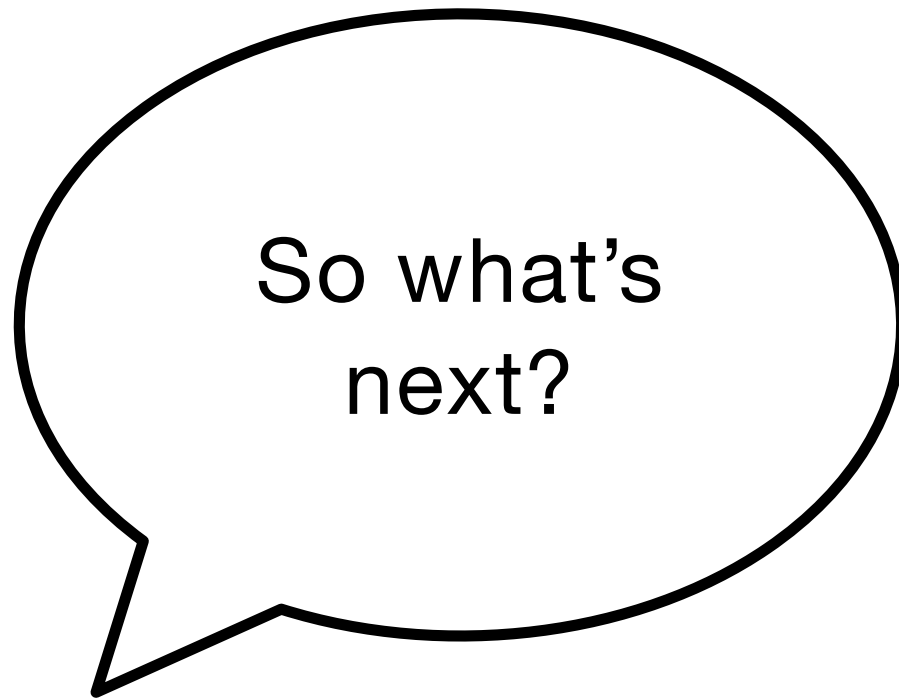


**THINGS
TEACHERS
SAY**



MAKING SMALL TALK
/ CONNECTING

ORGANIZING TALK

GIVING FEEDBACK

HIGHLIGHTING /
EMPHASISING

ILLUSTRATING

EXPLAINING /
ANALYSING

ORGANIZING THE
CLASS / COURSE

ASKING FOR
CONTRIBUTIONS

CHECKING WHAT
STUDENTS KNOW

GIVING EXPLICIT
INSTRUCTIONS

It's a bit cold today... are the radiators on?

We'll look at that again later

OK so let's take a 10-minute break... we'll start again at 11...

Let me just explain what this means...

Your presentation should contain no more than 5 slides

Who knows how the projector works in this room?

So let's move on to...

So...how can we address this problem?

So the key idea here is ...

You'll need to revise this point for the exam...

You might have heard of...

So let's stop there for today

So, let me see.... what's the next step?

One interesting example of this phenomenon can be seen in...

No, not exactly.... Look again at the figure...

The first slides pick up where we left off last time...

To summarise the main points...

What sort of ideas have you come up with?

If we compare the first model for the process with the second then we can see...

I think you might have missed something there...

Can we close
the door?

On the next
slide we can
see the process
illustrated

You need to
check the
webpage before
the class to see
the introduction to
this module

What's
important is...

Put your hand up
if you think the
answer is B.

I know it's late
but...

As I said
earlier...

What are the
advantages of
this technique?

This is what you
really need to
think about...

Right. Well done! So
how did you get to
that solution?

What we're
going to focus
on today is...

Here we are,
I'm almost
finished

Can anyone tell
me
what/how....?

One way of
understanding
this is by
thinking of...

Well, that's
partly true...
but there's
more...

Do stop me if I
speak too fast
or if I use a
word you don't
understand.

I do answer student
e-mails but please
indicate your group
and year in the title
of the mail.

If we look at the
value of X then we
would expect Y to
be...

Work with a
partner – take 5
minutes to check
your
understanding of
this point...

Let me just
switch the light
on so we can
see that
better...

It's a bit cold today... are the radiators on?

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On the next slide we can see the process illustrated

You need to check the webpage before the class to see the introduction to this module

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If we look at the value of X then we would expect Y to be...

Work with a partner – take 5 minutes to check your understanding of this point...

Let me just switch the light on so we can see that better...

MAKING SMALL TALK / CONNECTING

It's a bit cold today...
are the radiators on?

Who knows how the
projector works in this
room?

You might have
heard of...

Can we close
the door?

I know it's late
but...

Let me just switch the
light on so we can see
that better...

EXPLAINING / ANALYSING

If we look at the value of
X then we would expect
Y to be...

Let me just explain
what this means...

ORGANIZING TALK

We'll look at that
again later

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GIVING FEEDBACK

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ORGANIZING THE CLASS / COURSE

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webpage before the
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start again at 11...

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the mail.

HIGHLIGHTING / EMPHASISING

So the key idea
here is...

What's important is...

This is what you
really need to think
about...

ASKING FOR CONTRIBUTIONS (referential questions)

What sort of ideas
have you come up
with?

Can anyone tell me
what/how...?

CHECKING WHAT STUDENTS KNOW (display questions)

So...how can we
address this problem?

So, let me see....
what's the next step?

What are the
advantages of this
technique?

ILLUSTRATING

One interesting example
of this phenomenon can
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