



## LISTENING & NOTE-TAKING



### RECOGNIZING LECTURE STRUCTURE

#### CATCHING THE CLUES/ SIGNAL PHRASES



##### 1. INTRODUCING THE TOPIC

In my talk today,

My topic today is

The subject of this talk is

This talk is designed to

Today, I'm going to talk about

I'm going to talk to you about

My colleagues and I are going to give a short presentation on

Today, we'll look at.....

What I'd like to do is to discuss

What I intend to do is to explain

What I intend to say is

The purpose of this talk is to

In this talk, I would like to concentrate on

Today's lecture will focus on

##### 2. INTRODUCING THE ORGANIZATION OF SPEECH

Today's lecture will be divided into two parts/sections..

In the first half, you'll hear about...

I'd like to begin with the first category.....

In the first half, you'll hear about.....

First/Initially, I'd like to mention about....

Then I'll move to/cover/go over....

In the second half, you'll hear about.....



### 3. GIVING BACKGROUND INFORMATION

Before the new information is given, the lecturer will often summarise what is already known or what you are expected to know about the subject to be covered. This could refer back to a previous lecture or to some background reading you should have done.

As we know
As we have already seen
As we have all read
It's clear that
It goes without saying
We all understand
It is understood
You'll remember



### 4. DEFINING

In a lecture, it is often necessary to define the terms that will be used. This is important as familiar words can have specific meanings in different subjects.

X	is is called is known as may be defined as is a type of Y that/which	.
By X, I mean		
This term is used generally to mean In the field of Y, the term refers to		
A type of Y which . is X.		



### 5. ENUMERATING/LISTENING

The lecturer will often be explicit about the order in which new points will be mentioned. To make the order clear we use various links and connectives.

Firstly
Secondly
Next

Then		
Thirdly		
Lastly/Finally		
First of all		
In the first place		
For one thing		
To begin with		
In the second place		
For another thing		
The	first second next last	point I'd like to make is

### 6. GIVING EXAMPLES

In lectures, it is common to make generalisations. These generalisations are often supported with examples. These signals can help you to understand which generalisations the examples refer to.

This	is	shown exemplified illustrated	by	
For example, For instance, You only have to think of Remember,				.
A key experiment		shows exemplifies illustrates	this.	.



This is shown by the following examples: The following are examples of this: The following is a case in point: Let me give you a couple of examples:		.
X	is a case in point.	

Take	X	for example for instance
.....	such as/like	.....



## 7. SHOWING IMPORTANCE/EMPHASIZING

When you are taking notes, you cannot write down every word. You need to distinguish between important and less important information. The lecturer can use these signals to draw your attention to the important points.

<p>I want to stress  I want to highlight  I'd like to emphasise  I'd like to put emphasis on  It's important to remember that  We should bear in mind that  Don't forget that  The crucial point is  The essential point is  The fundamental point is</p>	<p>Furthermore,  What's more,  This supports my argument that,  It follows, therefore, that  What (in effect) we are saying is</p>
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## 8. CLARIFYING/EXPLAINING/PUTTING IN OTHER WORDS

The lecturer will try to explain the meaning of difficult concepts. To do this he or she may repeat the information using different words. It is important for you to recognise that this is the same information expressed differently and not new information.

<p>In other words,  Or rather,  That is to say,  Basically  To put it another way,  If we put that another way,  By which I mean  Or you could say  The point I'm making is  That is to say,  That is,  Namely,  i.e.  That means</p>	<p>What I 'm suggesting  'm trying to say is  meant to say  should have said</p>
<p>Let me put it another way.</p>	

## 9. MOVING ON/CHANGING DIRECTION



The lecture will be organised around several different points. It is important to notice when the lecturer moves from one point to the next. Listen for these signals.

That's all I want to say about X. OK Now All right	
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Having looked at ., I'd now like to consider I'd like now to move on to Turning now to So let's turn to Moving on now to I now want to turn to The next point is Another interesting point is The next aspect I'd like to consider is I'd now like to turn to Let's now look at If we could now move on to	
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## 10. GIVING FURTHER INFORMATION



These signals show that the lecturer is proceeding in the same direction and giving more information.

Furthermore, An additional point Another point A further point A similar point In addition Moreover Similarly Apart from that , Not only ....., but( also)..... We can add I could add that Further As well as Besides,	
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	also. too. as well.
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## 11. GIVING CONTRASTING INFORMATION

These signals show that the lecturer is proceeding in a **different direction** and giving unexpected or contrasting information. It is important to listen to this.



Although However In contrast On the contrary On the other hand Whereas Despite Nevertheless But Alternatively	
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## 12. CLASSIFYING

When we classify, we arrange members of a group. The lecturer may use the following signals to show that a classification is being made.



There are		types kinds		: Y and Z. . These are Y and Z.
The	N	classes categories sorts varieties	of X	are Y and Z.

X	consists of comprises can be divided into	N	categories classes kinds types varieties	. These are Y and Z. : Y and Z.
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Y and Z are	classes kinds types categories varieties	of X.	X may be classified according to ... depending on ...
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### 13. DIGRESSING

Sometimes the lecturer may leave the main subject of the lecture for a while and then come back to it.

Incidentally By the way While I remember Before I forget	.....
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### 14. CONCLUDING

The lecture should end with a summary of the main points made. The following signals will help you to identify this.



So, We've seen that First we looked at . and we saw that Then we considered . and I argued that In short, To sum up In conclusion, I'd like to emphasise that	
That completes my lecture.	

### 15. Referring to visuals

The following signals can be used to refer to a handout or an OHT or PowerPoint slide.

On this graph, Take a look at this. Let's have a look at this. I'd like you to look at this. I'd like to draw your attention to Here we can see The ..... shows The graph illustrates The horizontal axis represents The vertical axis represents As you can see, If you look closely, you'll see	.
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SOURCE: <http://www.uefap.com/listen/listfram.htm>