

Cambridge Academic English

An integrated skills course for EAP

Lecture Skills Video Worksheet

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Lecture Skills

Video Worksheet

This worksheet is designed to be used with any lecture and contains strategies to help you listen to lectures and take notes. There is also a section on post-lecture strategies, such as reviewing and reworking your notes, which will help you when you need to write essays and prepare for presentations or exams.

There are three full-length lectures that you can use to complete this worksheet:

Professor David Crystal, *Stories of English*, Dr Patricia Fara, *Women and the History of Science* and Dr Hugh Hunt, *Boomerangs, Bouncing Balls and Other Spinning Things*

These videos, answer sheets and three further video worksheets can be found at www.cambridge.org/elt/lectures

Preparing for lectures

Lectures are often used to introduce the main points of a particular subject before you go on to study them in more depth, for an essay, a seminar or exam question. It will help you understand topics of lectures if you prepare in advance.

1.1 Think about why the following strategies might be useful to follow before you attend a lecture.

- 1 Know what the general topic of the lecture is and how it relates to the other lectures in the course.
- 2 Read any recommended texts before the lecture and highlight the key points.
- 3 If there is no recommended reading for that week, spend some time researching the topic yourself to get an overview of the key ideas.
- 4 Review previous lecture notes.
- 5 Find out if the lecturer has a website.

When completing this worksheet you can choose to watch any video linked from the Cambridge Academic English website, www.cambridge.org/elt/lectures

1.2 Before you begin watching the video, look at the title and topic of the lecture that you have chosen to watch. Follow these strategies to help you understand the topic of the lecture.

- 1 Use Google Scholar, or an academic portal such as the Social Science Information Gateway <http://www.ariadne.ac.uk/issue2/sosig/> to find two or three texts that seem to relate closely to the subject of the video lecture.
- 2 Skim read the texts and find out whether they will be useful preparation. If the text is not what you had imagined, continue to skim read texts until you have found at least three appropriate ones.
- 3 Choose one text to read in-depth, and take notes on both the main points and the supporting point to help prepare you for the lecture.
- 4 Skim read the remaining texts again, this time noting down just the main points. Focus on the first sentence in each paragraph, (or *topic sentence*) and any key terms and concepts.
- 5 Review your notes and then watch the lecture in full. If you have prepared thoroughly, you should find the lecture easier to follow than you would were you to watch it with no background knowledge.

Note-taking skills



Study tip

Information presented during lectures often contains some of the key material that will be discussed in seminars and included in exams. The lecturer may also bring in examples not included in the course literature, such as references to newly-published research, current affairs or related talks and lectures taking place at the university. For these reasons it is important to take notes, and to review them regularly.

2.1 Think of your own note-taking style and answer the following questions.

- 1 If you reviewed a set of notes from a lecture you have attended, or even from a book that you have read, would you still be able to recall the main content?
- 2 How do your notes help you?
- 3 What could you do to improve your note taking?

2.2 a Watch the first ten minutes of the lecture that you have chosen and take notes to help you remember both the main ideas as well as any examples or references given to help support these ideas.

- b If you are working alone, think about other ways you could take notes. If you are working with a partner, compare your notes. Did you both note the same ideas? What differences are there in the style of your note-taking?

Organising your notes

It is important to be able to understand the notes you take. If your notes are well-organised, you should be able to recall what the lecturer said. Three of the main ways of organising your notes are through linear note-taking, tables and mind maps.

3.1 Compare the three sets of notes taken by three different students during the same lecture. Which style is the most effective for you? Why?

Linear notes

Hugh Hunt: Boomerangs, Bouncing Balls and Other Spinning Things

Gyroscopic effect = application of Newton's laws of motion

Newton's laws of motion - $F=M \times A$ (ie have to apply force to make sth. move)

If sth moving it will continue at constant speed unless force applied.

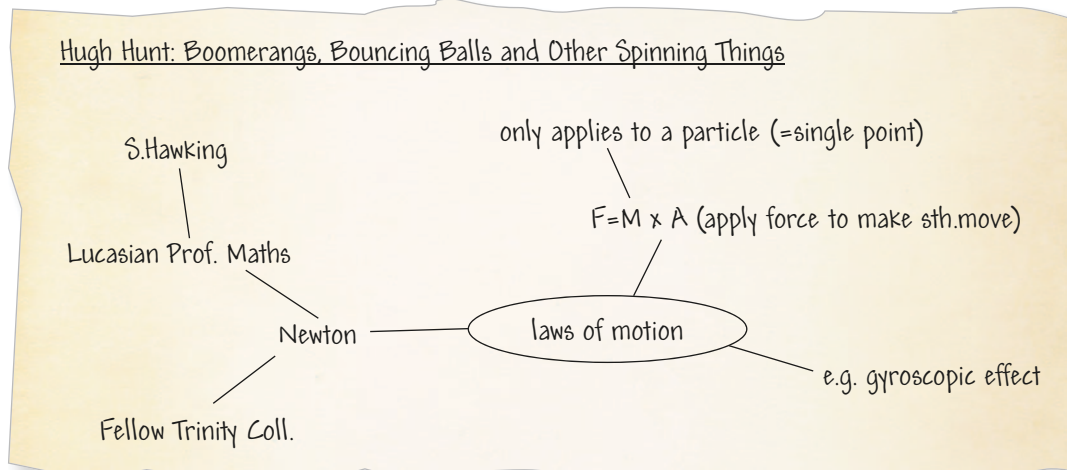
Only applies to a particle (rotation = bits of particles going in one direction & other particles going in other dir.)

NB Newton = former Cantab. Lucasian Prof Maths (S Hawking=Luc. Prof now)

Table

Hugh Hunt: Boomerangs, Bouncing Balls and Other Spinning Things	
Newton	Fellow of Trinity College Lucasian Prof. of Maths (now Luc Prof.=S Hawking)
Newton's laws of motion	eg gyroscopic effect $F=M \times A$ (must apply force to make sth. move) Things move at const. speed unless force applied Only applies to particles

Mind map



3.2 a 📺 Watch the second ten minutes of the lecture and take notes using a method that you would not normally use.


b Try to recall as much of the content of the ten-minute extract as possible, using only your notes.

What should I include in my notes?

An hour-long lecture delivered at normal speed can produce over ten pages of text. It is neither possible nor desirable to write down everything that is said; you must focus on the important points. So, how can you tell what is important to take down?

① Lecturers will usually give some kind of clue as to what the key points are. These include:

- Text and graphics presented on slides or written on a board
- The use of tone of voice and body language to emphasise a point
- Repetition and paraphrasing of key points
- Discourse markers (language used to help guide the listener through the lecture) and rhetorical questions e.g. So what are the three elements to this theory? First,
- Summaries of what has been said.

- 4  Watch another ten minutes of the lecture that you have chosen. Pay attention to any strategies the lecturer employs to highlight any particularly important points. Note down the key points, and compare your ideas with a partner.

Post-lecture strategies: reviewing and reworking your notes

5.1 Look at the following strategies. Which might be useful to follow after you attend a lecture?

- 1 Make a neat copy of your notes as soon as you can after the lecture.
- 2 Rework your notes by adding extra points.
- 3 Check the spelling of any new or difficult words.
- 4 Rewrite all of your notes into full sentences.
- 5 Review your notes regularly so they will enter your long-term memory.

5.2 a Watch the rest of the lecture and take careful notes.

- b When you have finished, rework your notes according to points 2 and 3 in exercise 5.1. Check any difficult spellings, and use the internet to research points that were either unclear or that you would like to know more about.