

1.3 Extending skills

lecture organization • choosing the best form of notes

A What or who can public relations ...

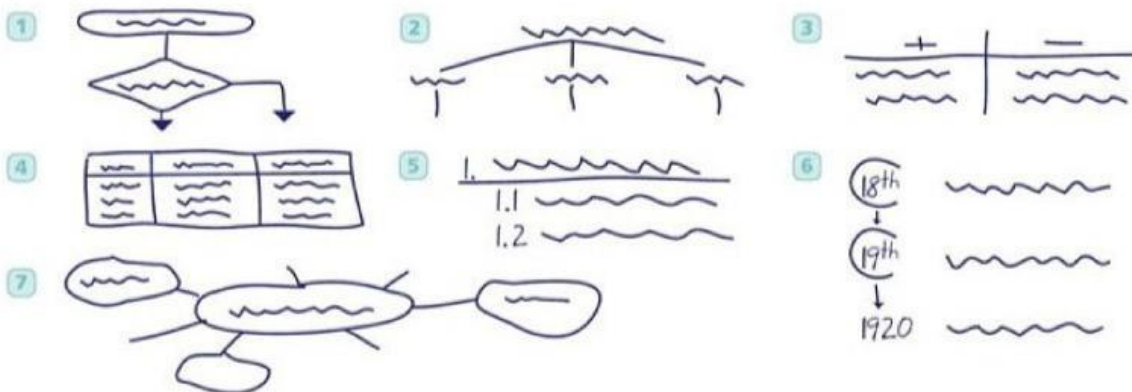
- | | | |
|--------------|----------------|--------------|
| 1 promote? | 3 merchandize? | 5 influence? |
| 2 advertise? | 4 lobby? | 6 target? |

B How can you organize information in a lecture? Match the beginnings and endings.

- | | | |
|-----------------------------|--------------------------|--------------------------|
| 1 question and | <input type="checkbox"/> | a contrast |
| 2 problem and | <input type="checkbox"/> | b definition |
| 3 classification and | <input type="checkbox"/> | c disadvantages |
| 4 advantages and | <input type="checkbox"/> | d effect |
| 5 comparison and | <input type="checkbox"/> | e events |
| 6 cause and | <input type="checkbox"/> | f supporting information |
| 7 sequence of | <input type="checkbox"/> | g process |
| 8 stages of a | <input type="checkbox"/> | h solution |
| 9 theories or opinions then | <input type="checkbox"/> | i answer |

C How can you record information during a lecture? Match the illustrations with the words and phrases in the box.

tree diagram flowchart headings and notes spidergram table timeline two columns

**D** Match each organization of information in Exercise B with a method of note-taking from Exercise C. You can use one method for different types of organization.**E** Listen to five lecture introductions. Choose a possible way to take notes from Exercise C in each case.**Example:**You hear: *Today I want to discuss the 'publics' of public relations ...*You choose: *tree diagram*

1.4 Extending skills

making notes • speaking from notes



A Study the pictures.

1 What do the pictures show? Use relevant words from the box.

academic staff budget elderly internal public management non-academic staff
presenter protestors shareholders slogan speaker students trainer

2 What is the connection between the three groups which make up picture 2?

B Cover the opposite page. Listen to the lecture introductions from Lesson 1.3 again. Make an outline on a separate sheet of paper for each introduction.

C Look at your outline for each lecture. What do you expect the lecturer to talk about in the lecture? In what order?

D Listen to the next part of each lecture. Complete your notes.

E Uncover the opposite page. Check your notes with the model notes. Are yours the same or different?

F Work in pairs.

- 1 Use the notes on the opposite page. Reconstruct one lecture.
- 2 Give the lecture to another pair.