

Hans Mol

**English for**  
**TOURISM AND**  
**HOSPITALITY**

**in Higher Education Studies**  
**Course Book**

Series editor: Terry Phillips



**Published by**

Garnet Publishing Ltd.  
8 Southern Court  
South Street  
Reading RG1 4QS, UK

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First published 2008

ISBN 978 1 85964 942 8

British Cataloguing-in-Publication Data  
A catalogue record for this book is available from  
the British Library.

**Production**

Series editor: Terry Phillips  
Lead authors: Carolyn Walker, Marian Dunn  
Project management: Louise Elkins, Martin Moore  
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Academic review: Frances Devine  
Design: Henry Design Associates and Mike Hinks  
Photography: Sally Henry and Trevor Cook; Alamy (Mike Goldwater); Clipart.com; Corbis (Bobby Yip); Getty Images (Eightfish, Yellow Dog Productions)

Audio recorded at Motivation Sound Studios produced by  
EFS Television Production Ltd.

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**Printed and bound** in Lebanon by International Press

**Author's acknowledgement**

*English for Tourism and Hospitality* is, first and foremost, an English language course for students studying the subject. In my teaching career I have had extensive experience with students studying (international) business and tourism-related subjects but I could not have written the course without the help of others.

I would like to express my sincerest thanks to Drs Mieke Witsel MA MACE FRSA, of Southern Cross University's School of Tourism and Hospitality Management, Lismore, New South Wales, Australia, who has been my industry education support during the writing, and who supplied the basis for a number of the lectures in the units focusing on listening skills. She also tirelessly suggested relevant and new literature and sources for the reading components. Many thanks, Mieke – without your input this publication would have been a different thing altogether.

In the writing of *English for Tourism and Hospitality*, I have consulted the literature and attempted to select the most prominent, relevant and current exponents of research in tourism and hospitality. I can only modestly hope that I've quoted them appropriately, paid tribute to their achievements and correctly interpreted their visions and findings.

**Hans Mol**

## Introduction

*English for Tourism and Hospitality* is designed for students who plan to take a course in the area of tourism and/or hospitality entirely or partly in English. The principal aim of *English for Tourism and Hospitality* is to teach students to cope with input texts, i.e., listening and reading, in the discipline. However, students will be expected to produce output texts in speech and writing throughout the course.

The syllabus focuses on key vocabulary for the discipline and on words and phrases commonly used in academic and technical English. It covers key facts and concepts from the discipline, thereby giving students a flying start for when they meet the same points again in their faculty work. It also focuses on the skills that will enable students to get the most out of lectures and written texts. Finally, it presents the skills required to take part in seminars and tutorials and to produce essay assignments.

*English for Tourism and Hospitality* comprises:

- this student Course Book, including audio transcripts and wordlist
- the Teacher's Book, which provides detailed guidance on each lesson, full answer keys, audio transcripts and extra photocopiable resources
- audio CDs with lecture and seminar excerpts

*English for Tourism and Hospitality* has 12 units, each of which is based on a different aspect of tourism or hospitality. Odd-numbered units are based on listening (lecture/seminar extracts). Even-numbered units are based on reading.

Each unit is divided into four lessons:

**Lesson 1:** vocabulary for the discipline; vocabulary skills such as word-building, use of affixes, use of synonyms for paraphrasing

**Lesson 2:** reading or listening text and skills development

**Lesson 3:** reading or listening skills extension. In addition, in later reading units, students are introduced to a writing assignment which is further developed in Lesson 4; in later listening units, students are introduced to a spoken language point (e.g., making an oral presentation at a seminar) which is further developed in Lesson 4

**Lesson 4:** a parallel listening or reading text to that presented in Lesson 2 which students have to use their new skills (Lesson 3) to decode; in addition, written or spoken work is further practised

The last two pages of each unit, *Vocabulary bank* and *Skills bank*, are a useful summary of the unit content.

Each unit provides between 4 and 6 hours of classroom activity with the possibility of a further 2-4 hours on the suggested extra activities. The course will be suitable, therefore, as the core component of a faculty-specific pre-sessional or foundation course of between 50 and 80 hours.

It is assumed that prior to using this book students will already have completed a general EAP (English for Academic Purposes) course such as *Skills in English* (Garnet Publishing, up to the end at least of Level 3), and will have achieved an IELTS level of at least 5.

For a list of other titles in this series, see [www.garneteducation.com/](http://www.garneteducation.com/)

# Book map

Unit	Topics
<b>1 What is tourism?</b> Listening · Speaking	<ul style="list-style-type: none"> <li>• definition of tourism</li> <li>• aspects of tourism</li> </ul>
<b>2 What's your kind of tourism?</b> Reading · Writing	<ul style="list-style-type: none"> <li>• types of tourism, e.g., adventure tourism · backpacking · 'flashpacking' · events tourism · sports tourism · eco-tourism</li> </ul>
<b>3 Hospitality research</b> Listening · Speaking	<ul style="list-style-type: none"> <li>• hospitality research: history · methods · theories · researchers</li> </ul>
<b>4 Careers in tourism and hospitality</b> Reading · Writing	<ul style="list-style-type: none"> <li>• employment in the travel, tourism and hospitality industry</li> <li>• computers for research</li> </ul>
<b>5 Tourism marketing</b> Listening · Speaking	<ul style="list-style-type: none"> <li>• definition of marketing</li> <li>• importance of marketing</li> <li>• types of market</li> <li>• market research: primary · secondary · qualitative · quantitative</li> </ul>
<b>6 The business of events tourism</b> Reading · Writing	<ul style="list-style-type: none"> <li>• types of event: festivals, conventions, concerts, etc.</li> <li>• the life cycle of an event</li> <li>• the management of complex events</li> </ul>
<b>7 The business of fun</b> Listening · Speaking	<ul style="list-style-type: none"> <li>• theme parks</li> <li>• location, development and marketing of a new theme park</li> </ul>
<b>8 Hospitality marketing</b> Reading · Writing	<ul style="list-style-type: none"> <li>• marketing for small businesses</li> <li>• marketing strategies</li> <li>• internal and external marketing</li> </ul>
<b>9 Tourism and culture</b> Listening · Speaking	<ul style="list-style-type: none"> <li>• impact of tourism on indigenous people and culture</li> <li>• environmental impact of tourism</li> <li>• destination planning and sustainable tourism</li> </ul>
<b>10 Managing people and money</b> Reading · Writing	<ul style="list-style-type: none"> <li>• management styles: top-down · bottom-up · process-oriented · performance-driven</li> <li>• employee involvement</li> <li>• finance for new and developing businesses</li> </ul>
<b>11 External influences</b> Listening · Speaking	<ul style="list-style-type: none"> <li>• external influences on the tourism and hospitality industry: political · economic · demographic</li> <li>• environmental issues</li> </ul>
<b>12 Information, strategy and change</b> Reading · Writing	<ul style="list-style-type: none"> <li>• the role of IT in successful tourism businesses</li> <li>• SWOT business analysis</li> <li>• case study: IT and strategic planning</li> </ul>

Vocabulary focus	Skills focus	Unit
<ul style="list-style-type: none"> <li>words from general English with a special meaning in tourism</li> <li>prefixes and suffixes</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>preparing for a lecture</li> <li>predicting lecture content from the introduction</li> <li>understanding lecture organization</li> <li>choosing an appropriate form of notes</li> <li>making lecture notes</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>speaking from notes</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>English–English dictionaries: headwords · definitions · parts of speech · phonemes · stress markers · countable/uncountable · transitive/intransitive</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>using research questions to focus on relevant information in a text</li> <li>using topic sentences to get an overview of the text</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>writing topic sentences</li> <li>summarizing a text</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>stress patterns in multi-syllable words</li> <li>hospitality outlets</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>preparing for a lecture</li> <li>predicting lecture content</li> <li>making lecture notes</li> <li>using different information sources</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>reporting research findings</li> <li>formulating questions</li> </ul>	<b>3</b>
<ul style="list-style-type: none"> <li>computer jargon</li> <li>abbreviations and acronyms</li> <li>job titles</li> <li>discourse and stance markers</li> <li>verb and noun suffixes</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>identifying topic development within a paragraph</li> <li>using the Internet effectively</li> <li>evaluating Internet search results</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>reporting research findings</li> </ul>	<b>4</b>
<ul style="list-style-type: none"> <li>word sets: synonyms, antonyms, etc.</li> <li>the language of trends</li> <li>common lecture language</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>understanding 'signpost language' in lectures</li> <li>using symbols and abbreviations in note-taking</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>making effective contributions to a seminar</li> </ul>	<b>5</b>
<ul style="list-style-type: none"> <li>synonyms, replacement subjects, etc. for sentence-level paraphrasing</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>locating key information in complex sentences</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>writing complex sentences</li> <li>reporting findings from other sources: paraphrasing</li> </ul>	<b>6</b>
<ul style="list-style-type: none"> <li>compound nouns</li> <li>fixed phrases from tourism</li> <li>fixed phrases from academic English</li> <li>common lecture language</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>understanding speaker emphasis</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>asking for clarification</li> <li>responding to queries and requests for clarification</li> </ul>	<b>7</b>
<ul style="list-style-type: none"> <li>synonyms</li> <li>nouns from verbs</li> <li>definitions</li> <li>common 'direction' verbs in essay titles (<i>discuss, analyse, evaluate, etc.</i>)</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>understanding dependent clauses with passives</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>paraphrasing</li> <li>expanding notes into complex sentences</li> <li>recognizing different essay types/structures: descriptive · analytical · comparison/evaluation · argument</li> <li>writing essay plans</li> <li>writing essays</li> </ul>	<b>8</b>
<ul style="list-style-type: none"> <li>fixed phrases from tourism</li> <li>fixed phrases from academic English</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>using the Cornell note-taking system</li> <li>recognizing digressions in lectures</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>making effective contributions to a seminar</li> <li>referring to other people's ideas in a seminar</li> </ul>	<b>9</b>
<ul style="list-style-type: none"> <li>'neutral' and 'marked' words</li> <li>job titles (management/supervisory)</li> <li>fixed phrases from management</li> <li>fixed phrases from academic English</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>recognizing the writer's stance and level of confidence or tentativeness</li> <li>inferring implicit ideas</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>writing situation–problem–solution–evaluation essays</li> <li>using direct quotations</li> <li>compiling a bibliography/reference list</li> </ul>	<b>10</b>
<ul style="list-style-type: none"> <li>words/phrases used to link ideas (<i>moreover, as a result, etc.</i>)</li> <li>stress patterns in noun phrases and compounds</li> <li>fixed phrases from academic English</li> <li>words/phrases related to environmental issues</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>recognizing the speaker's stance</li> <li>writing up notes in full</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>building an argument in a seminar</li> <li>agreeing/disagreeing</li> </ul>	<b>11</b>
<ul style="list-style-type: none"> <li>verbs used to introduce ideas from other sources (<i>X contends/accepts/asserts that ...</i>)</li> <li>linking words/phrases conveying contrast (<i>whereas</i>), result (<i>consequently</i>), reasons (<i>due to</i>), etc.</li> <li>words for quantities (a significant minority)</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>understanding how ideas in a text are linked</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>deciding whether to use direct quotation or paraphrase</li> <li>incorporating quotations</li> <li>writing research reports</li> <li>writing effective introductions/conclusions</li> </ul>	<b>12</b>

# 1 WHAT IS TOURISM?

## 1.1 Vocabulary

guessing words in context • prefixes and suffixes

**A** Read the text. The red words are probably familiar to you in general English. But can you think of a different meaning for each word in tourism?

It was nearly 9.00. The letter should come today with news of her **promotion**. Head of the Africa office! She **checked in** the hall again, but there was still nothing. Suddenly, there was a ring at the front door. It must be the postman! But why had he rung the bell? Jane opened the door. The postman was holding a **package**, not a letter. Of course! It was the **book** she had ordered. At least she could **stay in**, relax in her **armchair** and read about Africa today.

**B** Complete each sentence with one of the red words from Exercise A. Change the form if necessary (e.g., change a noun into an adjective).

- 1 Who did you \_\_\_\_\_ your tickets with?
- 2 Have you seen the new \_\_\_\_\_ literature for World Break Holidays?
- 3 Many return airline fares are cheaper for periods which include a Saturday night \_\_\_\_\_.
- 4 Do you want a \_\_\_\_\_ holiday or do you want to arrange accommodation and car hire separately?
- 5 He's just an \_\_\_\_\_ tourist. He never actually goes anywhere.
- 6 Which counter do we \_\_\_\_\_ in for Flight EK 004?

**C** Study the words in box a.

- 1 What is the connection between all the words?
- 2 What is the base word in each case?
- 3 What do we call the extra letters?
- 4 What is the meaning of each prefix?
- 5 Can you think of another word with each prefix?

a dissatisfaction intangible  
international multinational overbook  
reconfirm transport underpay

**D** Study the words in box b.

- 1 What is the connection between all the words?
- 2 What is the base word in each case?
- 3 What do we call the extra letters?
- 4 What effect do the extra letters have on the base word?
- 5 Can you think of another word with each suffix?

b advertisement broaden  
direction hospitality promotional  
stressful tourism

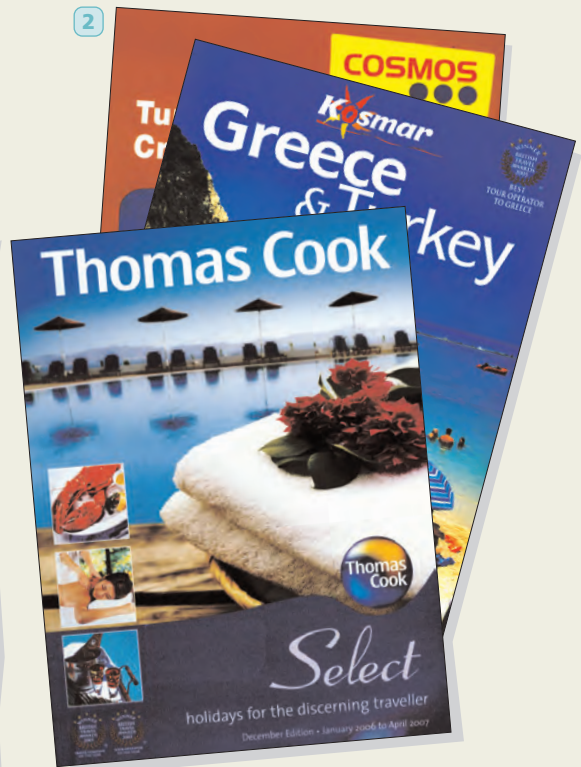
**E** Discuss the illustrations on the opposite page using words from this page where possible.

1

$$CS = D - E$$

customer satisfaction = delivery - expectation

2



3



**SRI LANKA** from **£699**

7 nights **all inclusive** at a fabulous beach resort  
Included in the price:

- return scheduled flights from the UK
- all inclusive accommodation at a 5\* beach resort
- airport transfers

**no single supplements**      **Stopover in Dubai**  
**2 nights £149 pp**

4

return     one way

from: \_\_\_\_\_

to: \_\_\_\_\_

departure date  
day: \_\_\_\_\_ month: \_\_\_\_\_

return date  
day: \_\_\_\_\_ month: \_\_\_\_\_

passengers

1: \_\_\_\_\_ adult

0: \_\_\_\_\_ child

0: \_\_\_\_\_ infant

5

PASSENGER TICKET AND BAGGAGE CHECK

**Worldairways** FLIGHT COUPON

1390/JKLJL2IG LKSDFJ SFJLS/JL KJSDL

LONDON/HEATHROW  
LHR  
LOS ANGELES  
LAX

VALID ON EUROPEAN CARRIER ONLY RESTRICTIONS APPLY  
OPHJ/435/FS

NOFARE LDV489938KW KWDJ000GX  
JJJLJJK.BG89 1254861561354434  
KWDL8,909

SKY FERRET CASH OFFER 200J 7 3213841131 313 2613

PASSENGER TICKET AND BAGGAGE CHECK

LKSDFJ SFJLS/JL KJSDL

LONDON/HEATHROW  
LHR  
LOS ANGELES  
LAX

1254861561354434

6



7

**Tourist destination regions (2006)**

Country	Total visitors (million)	% change 06/05
1. France	79.1	4.2
2. Spain	58.5	4.5
3. USA	51.1	3.8
4. China	49.6	6.0
5. Italy	41.1	12.4
6. UK	30.7	9.3
7. Germany	23.6	9.6
8. Mexico	21.4	-2.6
9. Austria	20.3	1.5
10. Russian Federation	20.2	1.5


Source: World Tourism Organization


## 1.2 Listening


preparing for a lecture • predicting lecture content • making notes


- A** You are a student in the School of Tourism and Hospitality Management of Hadford University.
- 1 The title of your first lecture is *What is tourism?* Write a definition of tourism.
  - 2 What other ideas will be in this lecture? Make some notes.


See **Skills bank**

- B**  Listen to Part 1 of the lecture.
- 1 What is the lecturer going to talk about? Make a list.
  - 2 The lecturer mentions some reasons for studying tourism. Make a list.

- C** In Part 2, the lecturer talks about the impacts of tourism.
- 1 What are the main impacts of tourism? Make a list.
  - 2  Listen to Part 2 of the lecture. Tick any points on your list. Add any extra points.

- D** In Part 3, the lecturer talks about some aspects of tourism.
- 1 Copy Table 1 into your notebook. You will need space for 12 aspects.
  - 2  Listen to Part 3 of the lecture. Take notes and complete Table 1 with five aspects of tourism.
  - 3 Add examples of each aspect from your own experience.

- E** In Part 4 of the talk, the lecturer describes two more aspects of tourism.
- 1  Listen to Part 4 and add these aspects to your table. Add examples.
  - 2 What three branches of tourism are mentioned? (Clue: look at the pictures!)

- F** In the final part of the talk, the lecturer discusses five more aspects of tourism.
- 1  Listen to Part 5 and add these aspects to your table. Add examples.

- G** Rewrite your definition of tourism from Exercise A. Use words and ideas from Table 1.

- H** Look back at your notes from Exercise A. Did you predict:
- the main ideas?
  - most of the special vocabulary?



Table 1:  
*Aspects of tourism (according to Leiper)*

	Aspect	Example
1		
2		
3		
4		
5		

## 1.3 Extending skills

choosing the right kind of notes

**A** In tourism, what can you ...

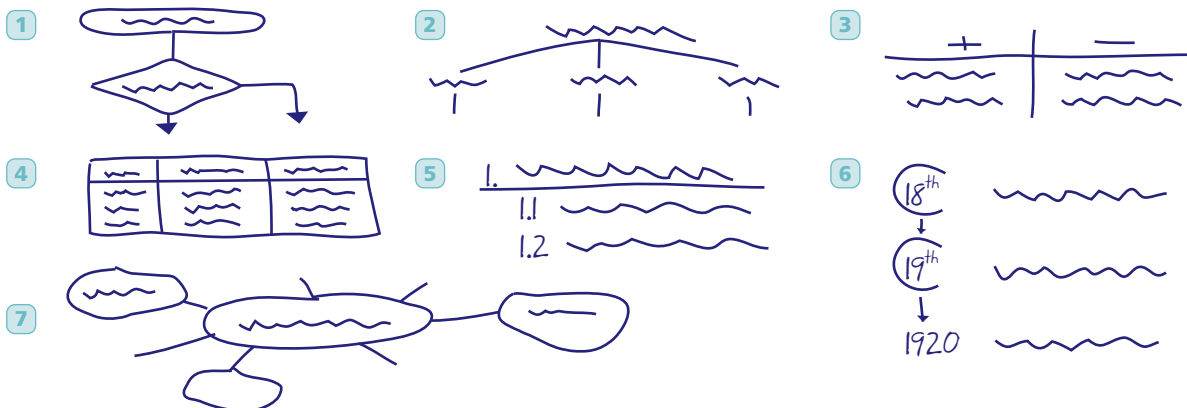
- |            |              |              |
|------------|--------------|--------------|
| 1 satisfy? | 4 book?      | 7 foster?    |
| 2 change?  | 5 pollute?   | 8 engage in? |
| 3 spend?   | 6 embark on? | 9 tolerate?  |

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

- |                             |                        |
|-----------------------------|------------------------|
| 1 question and              | contrast               |
| 2 problem and               | definition             |
| 3 classification and        | disadvantages          |
| 4 advantages and            | effect                 |
| 5 comparison and            | events                 |
| 6 cause and                 | supporting information |
| 7 sequence of               | process                |
| 8 stages of a               | solution               |
| 9 theories or opinions then | 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 six lecture introductions. Choose a possible way to take notes from Exercise C in each case.**Example:**

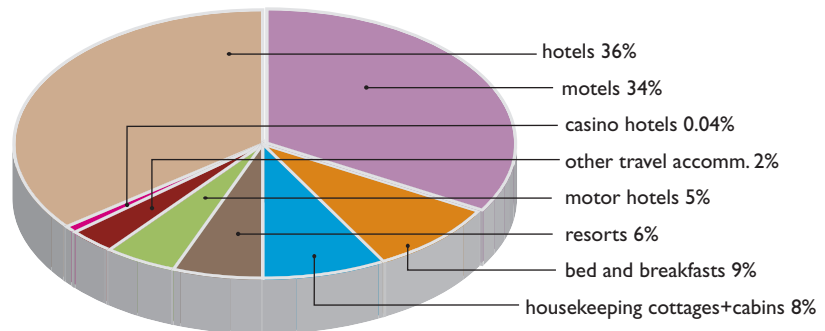
You hear: *I would like to define tourism as travel for the purpose of recreation, and the provision of services for this.*

You choose: *tree diagram* or *spidergram*



- 5 Number of firms**
- hotels 4,485
  - motels 4,235
  - bed and breakfasts 1,064
  - housekeeping cottages and cabins 975
  - resorts 679
  - other travel accommodation 223
  - casino hotels 5

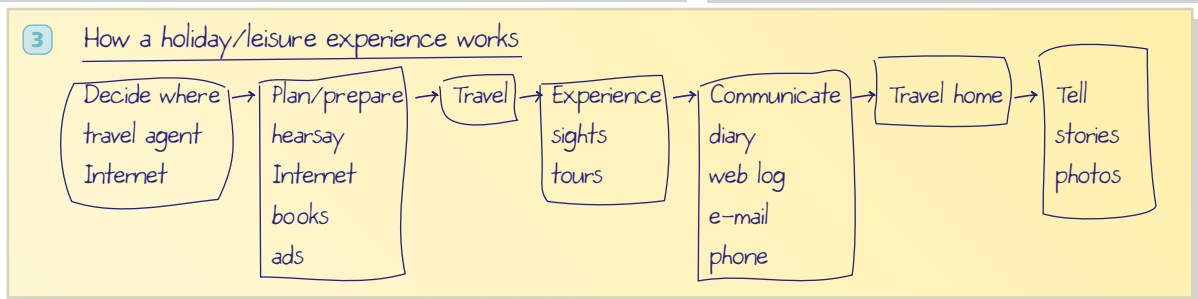
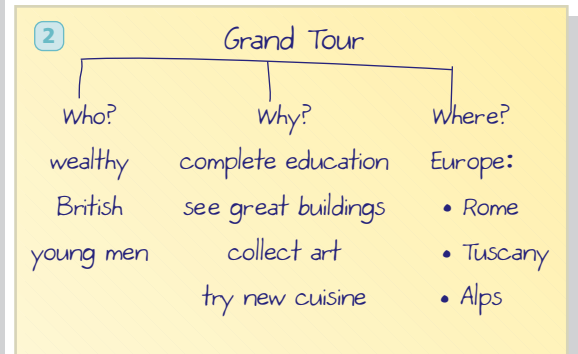
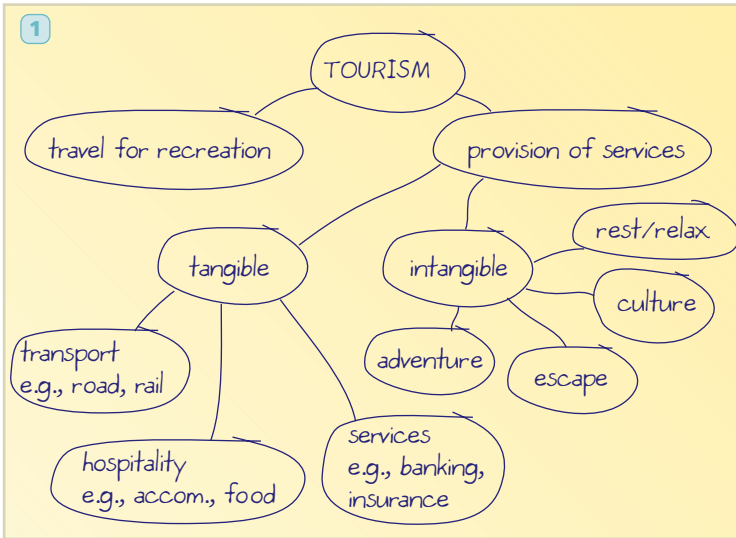
Source: *Tourism Gazette Canada*



**A** Describe pictures 1–5 above. Use words from the box.

hospitality    Grand Tour    mass travel    information    reservation    transport

- B** Cover the opposite page. Listen to the lecture introductions from Lesson 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 rest of 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.



4 MASS TRAVEL

- Two important factors
  - Improvements in technology
  - More leisure time
- First examples
  - Thomas Cook - first package tour
- Target groups
  - Victorians - upper + middle classes
  - C20th - most people in dev. countries

5 UK TOURIST MARKET

Value tourism/hosp. industry	£74 bn
GDP	4.5%
Employees	2.1 m
Overseas tourists spend	£11 bn
Domestic spend	£59 bn
Tourism earnings league	7
Top five overseas markets	USA, France, Germany, Irish Rep., Netherlands
UK residents:	
vacations of one night or more	101 m
overnight business trips	23 m
overnight trips to friends and relatives	37 m

6 SPACE TOURISM - key developments

Date	Event
1950s	interest in rocket designs, space stations, moon bases
1985	passenger spacecraft designed: Phoenix
1989	space hotel design
1993	first market research survey on space tourism
1998	'X Prize' launched
2001	Dennis Tito - first paying space tourist
2004	Richard Branson plans hotel in space and regular space travel
2007	NASA and Branson's Virgin Galactic agree to collaborate in future manned space flight technology
2008	first space terminal built in New Mexico

## Guessing words in context

### Using related words

Sometimes a word in general English has a special meaning in tourism.

#### Examples:

*package, book, promotion*

If you recognize a word but don't understand it in context, think:

*What is the basic meaning of the word? Does that help me understand the special meaning?*

#### Example:

A **package** is something you wrap up. A **package holiday** must mean a holiday which is wrapped up in some way. (It does – it is a holiday which has flights and accommodation and perhaps car hire all in one.)

### Removing prefixes

A **prefix** = letters at the **start of a word**.

A prefix changes the meaning of a word.

#### Examples:

*reconfirm* – confirm again

*dissatisfaction* – opposite of satisfaction

If you don't recognize a word, think:

*Is there is a prefix? Remove it. Do you recognize the word now?*

*What does that prefix mean? Add it to the meaning of the word.*

### Removing suffixes

A **suffix** = letters at the **end of a word**.

A suffix sometimes changes the **part of speech** of the word.

#### Examples:

*accommodate* → *accommodation* = verb → noun

*promotion* → *promotional* = noun → adjective

A suffix sometimes changes the meaning in a **predictable way**.

#### Examples:

*summar(y) + ize* – make or make into

*broad + en* – make or make more

*stress + ful* – full of

If you don't recognize a word, think:

*Is there a suffix? Remove it. Do you recognize the word now?*

*What does that suffix mean? Add it to the meaning of the word.*

## Skills bank

**Making the most of lectures****Before a lecture ...****Plan**

- Find out the topic of the lecture.
- Research the topic.
- Check the pronunciation of names and key words in English.

**Prepare**

- Get to the lecture room early.
- Sit where you can see and hear clearly.
- Bring any equipment you may need.
- Write the date, topic and name of the lecturer at the top of a sheet of paper.

**During a lecture ...****Predict**

- Listen carefully to the introduction. Think: *What kind of lecture is this?*
- Write an outline. Leave space for notes.
- Think of possible answers/solutions/effects, etc., while the lecturer is speaking.

**Produce**

- Write notes/copy from the board.
- Don't try to copy everything – you need time to look, listen, process what the lecturer is saying and write at the same time.
- Record sources – books/websites/names.
- At the end, ask the lecturer/other students for missing information.

**Making perfect lecture notes**

Choose the best way to record information from a lecture.

advantages and disadvantages	→	two-column table
cause and effect	→	spidergram
classification and definition	→	tree diagram/spidergram
comparison and contrast	→	table
facts and figures	→	table
sequence of events	→	timeline
stages of a process	→	flowchart
question and answer	→	headings and notes

**Speaking from notes**

Sometimes you have to give a short talk in a seminar on research you have done.

- Prepare the listeners with an introduction.
- Match the introduction to the type of information/notes.