

Warm up

Ask students what the literal meanings are of *signpost* and *signal*. (A signpost gives information like direction and distance; a signal, such as a traffic light, often gives information, an instruction or a warning in a way that everyone agrees on or understands.) Discuss with them how this relates to signposts and signals in listening, especially in the context of lectures, talks, etc.

Using the Factsheet

Get students to complete the Factsheet before starting the Worksheet. There are two possible ways to use the Factsheet:

- 1 Give students the Factsheet before the lesson, so they can read it at home and come to the lesson prepared to do the Worksheet. If you use this approach, start the lesson by checking that all students have read and understood the Factsheet, and answer any questions.
- 2 Give students the Factsheet at the beginning of the lesson and start by working through it with the students.

Theory to practice

Suggested answers

- 1/2 Thank you for inviting me here **today to talk to you about** health at work. Did you know that last year, there were 630,000 injuries at work? It's a big problem, isn't it, both for employers and for employees? I was surprised by that number, and that's why **today I'm going to talk about two things: firstly**, how to avoid accidents, and **secondly**, what to do if there is one. I'm also happy to take any of your questions, but we've got a lot to get through, so let's do that **at the end of my talk**. OK? Anyway, **starting with avoiding accidents** ...
- 3 The highlighted language is used to start the lecture, to give the topic and main sections, to ask the audience not to ask questions until the end, and to introduce the first section.

Transcript



Thank you for inviting me here today to talk to you about health at work. Did you know that last year, there were 630,000 injuries at work? It's a big problem, isn't it, both for employers and for employees? I was surprised by that number, and that's why today I'm going to talk about two things: firstly, how to avoid accidents, and secondly, what to do if there is one. I'm also happy to take any of your questions, but we've got a lot to get through, so let's do that at the end of my talk. OK? Anyway, starting with avoiding accidents ...

Ways to get more practice

- If you have time in the lesson, you could show students an example of a university lecture and work together to identify the signposting.

Using the Worksheet

Practice

- 1 Put the signposting words/phrases in the correct category in the table. There are two in each category.**

- This exercise reviews a few phrases from the Factsheet, but the majority are new. Take this opportunity to exemplify or elicit some usages of the phrases in sentences.

Answers

Comparison	equally, just as
Contrast	although, on the one hand
Explanation	for instance, in other words
Cause	owing to, for this reason
Effect	hence, as a consequence
Emphasis	especially, remember that
Adding a related point	furthermore, moreover

2 Now use one of the words/phrases from Exercise 1 to complete each sentence.

- Several of the items have more than one possible answer. Sometimes this is because more than one phrase from a particular category is grammatically correct – for example, *furthermore* and *moreover* are often syntactically interchangeable. However, sometimes there is also overlap, or ambiguity, between the categories. For example, in item **d**, the second point could be described as an addition or a comparison. It's worth discussing this with your students so that they know there's not always one correct answer.

Suggested answers

- a** As a consequence
- b** Owing to
- c** On the one hand
- d** Equally/Moreover/Furthermore
- e** For instance
- f** For this reason/Moreover/Furthermore
- g** especially

3 ▶ **02** Listen to part of a lecture about the human brain. Make a note of any signposting words you hear.

- A few of the signposting phrases here haven't been covered on the Factsheet or the Worksheet. You might want to write any unfamiliar phrases on the board beforehand and ask students to raise their hands when they hear them. Then elicit the whole sentence/clause, and ask students to categorize the phrases according to the table in Exercise 1.

Possible answers

See the highlighting in the transcript.

Transcript

▶ 02

The human brain is the most complex organ in the body and is made up of many different sections, which each control a number of functions. It is perhaps useful to start with the six main sections. The cerebrum is the largest part of the brain, but that in itself can be divided into four main sections. First, there is the frontal lobe, which deals with high-level thinking – intellectual actions like problem-solving, for example. Then there is the parietal lobe. When the brain receives sensory information like pain or touch, the brain needs to process that information, and this is done in the parietal lobe. In other words, it helps us to make sense of the world. Next, we have the occipital lobe, and this is the visual part of the brain. It deals with information received through the eyes – so shapes, colours and so on. The final part of the cerebrum is the temporal lobe, and this is where the brain processes language – for example, sounds and understanding speech. The temporal lobe also helps us to form memories. Moving away from the cerebrum, we have the cerebellum, or 'little brain'. The cerebellum is in charge of movement, which covers things like physical actions, balance and posture, and so on. Finally, one should not forget the brain stem. This is where basic but absolutely vital body functions are controlled, for example, breathing, swallowing and sleep.

4 ▶ 02 Listen again and see if you can answer these questions.

- The idea of these questions is to give students some practice at noting down key information from a lecture with a focus on comprehending signposting language. Hopefully Exercise 3 has given them enough scaffolding to approach the questions with some confidence – they may have ideas about some of the answers from their first listening. If students are struggling, move on to Exercise 5 and play individual sections of audio with relevant signposting language as students read the transcript, so they can both see and hear how the answers to the questions are signalled.

5 Read the transcript and check your answers to Exercise 4.

- How you use this exercise will depend on how students have coped with Exercise 4 – see the notes there. If students have approached the questions with confidence, this can be a simple class check. Don't focus on the spelling of the various parts of the brain, as the focus here is on noting key information, not precision.

Suggested answers

- a** The main sections of the human brain and their functions
- b** Four (frontal lobe, parietal lobe, occipital lobe, temporal lobe)
- c** Movement, e.g. physical actions, balance, posture
- d** Two – the cerebellum and the brain stem

Reflect

6 How has this class helped you? Did working on signposting language help you to follow the lecture in Exercises 3 and 4? Discuss with your partner, and share your ideas with the class.

- Use this as a chance to hear students' opinions. Hopefully students felt more confident approaching the listening text in Exercise 4 – which is potentially quite intimidating – after the focused work on signposting language.

Learning outcome

By the end of the lesson, students should:

- be able to recognize some common signposting language in listening texts
- be able to use signposting language to help them listen effectively

Ending the lesson

If you have time, finish up by brainstorming signposting language students could hear in a lecture. You could record the phrases on the board in categories.