**Recognizing Cues**

**Topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Mannerism Cues**  **Specific ways of speaking or acting that indicate important information** | **Organizational Cues**  **Words that help the listener understand the order, sequence, or relationship of material in a lecture** | **Emphasis Cues**  **Words that provide cues to what’s important by how they emphasize**  **information** |
| \*Writing information on board  \*Underlining information on board  \*Gesturing  \*Pausing before new main idea  \*Speaking loudly or softly  \*Speaking Slowly | \*Introductory Cues  Can introduce the lecture topic/main ideas  Today we’ll be talking about; Our  topic for today is; Let’s talk about  some of the reasons  \*Big Idea Questions  Can introduce the lecture topic, main purpose of lecture, big idea to learn  How did the U.S. get to such a  point?; Why is reading history  important?; How do you develop a  research paper?  \*Sequential Cues  Can identify main ideas or details  First, Second, Third; The fourth  technique; Next, Then, Finally;  Several, Many, Another;  Specifically; In particular  \*Summarizing Cues  Can repeat the lecture topic, main ideas, or details  To summarize; In conclusion; To  review; To go back over what we  just discussed | \*Repeating/paraphrasing information  Again; So; Let me repeat; In other  words  \*Emphasizing critical information  This is important/key; Let me  emphasize; This will be on the  midterm; You need to  remember/note/understand;  Listen carefully; Write this down;  Amphibian…that’s spelled  a-m-p-h-i-b-i-a-n  \*Clarifying information  Let me clarify/explain; Let me  make this clear |
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