

Using the Factsheet

For this **Worksheet**, it is necessary that students see the **Factsheet** beforehand. The initial **Basics** advice is reproduced in note form in the **Worksheet**, and students will need to have the original text. Either:

- 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.

Warm up

Ask the class generally about when and why they have to make notes. They should mention during lectures, seminars and presentations as well as when reading texts. Don't discuss good and poor practice at this point.

Point out that the information in the **Basics** and **The academic context** sections has been reproduced in note form on the **Worksheet**. Read the instructions with the class and check that they understand. Give them five minutes to absorb the notes, think about the advice in the **Factsheet** and how the information has been organized. Then put students in pairs and give pairs at least five minutes to use the notes to discuss the advice in the **Factsheet** (use of columns with headings, bullet points, abbreviations and so on). You might decide to allow use of L1 for this.

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Practice

- 1 With a partner, match a text a–d with a suitable note-making technique 1–4.

- Read the instructions with the class and then allow students to work individually before comparing ideas in pairs. As feedback ask individuals why a certain technique suits each situation.

Answers

a 2 b 4 c 1 d 3

- 2 Read the text below. Then in pairs, discuss the notes that different students made.

- Make sure students understand that they will assess notes made by three students about a text. They will need to read the text themselves first. They might prefer to read it in *C21 English for the 21st Century*, Level 2 Course Book, page 50. If students haven't yet read the text, you could suggest they look only at the first topic sentence and then think in advance about what they want to learn from the text.
- Give them sufficient time to read the text, thinking about the notes they might make themselves. Emphasize that they don't need to make any notes at this point. You could ask the class what techniques would suit certain parts of the text before the assessment phase, but keep it very brief.
- Allow plenty of time for students to read and assess the notes. Point out that Reem has marked the text rather than made her own notes. Monitor to check students are working logically.
- Put students in pairs or groups of three to discuss their assessments. Given that the aim here is to assess rather than practise speaking, and that students might find it difficult to express their assessment at this level, you might choose to allow some use of L1. Where appropriate, give feedback.

Suggested answers

As Reem has simply marked the text, she will have all the work to do when she comes to use it for whatever purpose in the future. Students should be aware that this isn't really note taking at all.

Abdul has made notes, but he has copied too many ideas directly from the text. Putting information in a different order or changing one word in a sentence doesn't really add up to efficient note taking.

Aliyah has been far more active. She has clearly thought about what she wanted from the text and has understood the comparison made in the text. She has sensibly spaced her notes and used abbreviations. When she uses them in future, she will be able to use her own words to form fuller sentences and not repeat what was in the original text.

- 3** Cover the text then look at the three sets of notes in Exercise 2 again. Which are more useful for you if you are going to give a talk on the topic?

Suggested answers

Students will almost certainly agree that Aliyah's notes would be easier to use, but they should be able to explain why now and really understand how notes made efficiently will be far easier to make sense of and put to good use later.

- 4**  **Work with a partner. Use only the notes from Exercise 2 to talk about the topic of the text.**

- The aim is to check that students can use the notes to produce extended language, but also to provide some more productive spoken practice. You can omit this exercise if you feel Exercise 3 is enough.

Students' own answers

- 5** Read the text below and make notes. Use different techniques for different parts of the text.

- The text should be suitable for the students' current level, but to read, absorb and make notes efficiently they will need at least 30 minutes and probably longer. It may be best to set the task for homework and use classroom time to compare notes and assess what students have produced.
- If students do complete the task in class time, they should do so individually; taking notes directly in pairs is not as useful, as students need to develop the techniques that suit their individual learning styles.
- Have a whole-class discussion about the different note-making methods students have used, and encourage them to explain their choices.

Students' own answers

(Make sure students have used different techniques to mark different parts of the text.)

- 6** Compare your notes from Exercise 5 with two classmates. Explain why you have used your techniques. Decide which classmate's notes you like most.

- Have students sit and compare their notes from the exercises in small groups. Ask them to give each other feedback and say whether they think their notes would be easy to use later, and why.
- Monitor the discussions, and give feedback as appropriate.

Reflect

- 7** Look back at the notes you made in Exercise 5 and answer the following questions about them:

- Have a short, whole-class discussion about what students have learnt.
- Answer any questions students might have.
- Encourage students to think about the **Reflect** questions and to share their views. If time is limited, they can think about the **Reflect** questions at home and feed back in the next lesson.