

Warm up

Ask students why reading texts can be difficult. At least one student will likely say that remembering the content of the text is a problem. Remind students of the importance of making good quality notes when they read.

Using the Factsheet

There are three 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 students.
- 3 Focus on the **Worksheet** in the lesson, then give students the **Factsheet** at the end of the lesson, so they can take it home and keep it as a reference or revision tool.

Theory to practice


Answers

Students' answers will vary; use the discussion to elicit as many different opinions as possible. Students should, however, notice that the notes don't include the following, potentially important, information:

- when Britain needed new maps
- why new maps were needed
- the technology used to transform mapmaking in the 20th century

Using the Worksheet

Practice

- 1 You are going to read a text and make some notes as you read. You will also work with other students to improve your notes.
 - Tell students they are going to read a text and make some notes as they read. Ask them to think for a moment and then shout out key points in note making. Accept all the ideas that are offered.
- 2 The text is below. It is a set of three comments from new students at Adelaide University in Australia. Read the text and write your notes.
 - Ask students to read the text and write their notes. The text is from C21 Level 1, and even if students have already read the text, this activity will be useful consolidation.
- 3 When you have finished your notes, take a look at them again. Make any changes you want to.
 - Monitor students' work and intervene where needed to give support.
- 4  Work in pairs. Compare your notes with your partner. Do you want to make any changes?
 - Ask students to work in pairs and compare their notes with their partner.
 - Ask if they want to make any changes.
- 5 Here is a list of ideas to check in your notes. Read them through – your teacher will answer any questions you may have.
 - Read the list to the class with a short explanation for each item, and answer any questions they may have.

6  In pairs, decide if you want to make any more changes now you have seen the list of ideas.

- Ask students to work in pairs and decide if they want to make any more changes now they have seen the list of ideas.
- Ask some pairs to share their ideas and changes at class level.

7 In the space below, write a checklist of 'golden rules' for note making. We have done one example for you.

- Ask students to complete this task alone. Monitor and provide support as needed.
- Ask some students to share their ideas at class level, and note the best points on the board or flipchart. Encourage students to copy them if they agree.

Reflect

8 Will you use these note-making techniques? What problems do you think you will have?

- Elicit students' ideas. Ask them if they feel the ideas they have encountered have been useful, and see if they want to talk about problems with note making. It's a very difficult art, and they may feel constrained by a lack of time, by the overwhelming volume of text they have to read, or by a lack of clarity about the purpose of their reading. You could refer them back to the list of ideas in the **Key features** section of the **Factsheet** as a prompt for discussion.

Learning outcome

By the end of the lesson, students should be able to demonstrate note-making skills as part of their reading.

Ending the lesson

Tell students that notes are important with all kinds of reading. Suggest that when they read, for example, an article online or even a short story, they construct a note of the key points in their minds. This type of practice helps them to focus their minds as they read.