


Student name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

In *C21 English for the 21<sup>st</sup> Century*, Level 5, you worked on taking suitable notes. This Worksheet will help you to turn notes like those into sentences and paragraphs.

## Practice

- 1**  Look at the notes below and, with a partner, find as many different ways as possible to write them up. You should only write one sentence each time.

**a** George Soros: Hungarian-American investor/philanthropist. b. 1930

\_\_\_\_\_

**b** Plants in space: metabolize CO<sub>2</sub> → oxygen; stabilize humidity

\_\_\_\_\_

**c** School marks poor (illiterate)

\_\_\_\_\_

**d** LSE (London School of Economics) – 1980–1983

\_\_\_\_\_

**e** 1990 – Berlin (favourite city)

\_\_\_\_\_

**f** Beijing Olympics (2008), swimming Michael Phelps 8 gold medals, incl 7 w. records

\_\_\_\_\_

- 2** Look at the notes below that an art student has taken about the life of an artist. The notes have been written up, but there are gaps. Suggest ways to fill in the gaps. There is often more than one answer.

George Chapman, painter and printmaker, b. 1908  
 problems in early education (deaf)  
 1924 Gravesend School of Art  
 1928 trainee commercial designer  
 1930s worked in advertising  
 1937 became painter (studied under Gilbert Spencer)  
 WWII, taught Worcester School of Art  
 1945 → advertising/teaching  
 1953 rented studio in Wales (most inspired here)  
 20+ one-man exhibitions  
 paintings: relationship between people/environment  
 1957 Gold Medal for Fine Art  
 1964 gave up painting  
 1980 resumed painting  
 d. 1993

George Chapman, \_\_\_\_\_<sup>a</sup> painter and printmaker, \_\_\_\_\_<sup>b</sup> 1908. After having problems in his early education \_\_\_\_\_<sup>c</sup> his deafness, \_\_\_\_\_<sup>d</sup> Gravesend School of Art in 1924. In 1928, he \_\_\_\_\_<sup>e</sup> a trainee commercial designer, and in the 1930s, he worked in advertising, eventually becoming a painter and \_\_\_\_\_<sup>f</sup> Gilbert Spencer in 1937. During the Second World War, he taught at Worcester School of Art.

From 1945 \_\_\_\_\_<sup>g</sup>, he \_\_\_\_\_<sup>h</sup> jobs in advertising and teaching, until 1953, when he rented a studio in Wales, \_\_\_\_\_<sup>i</sup> he felt most inspired to paint.

In total, he had \_\_\_\_\_<sup>j</sup> 20 one-man exhibitions, \_\_\_\_\_<sup>k</sup> the relationship between people and their environment. He \_\_\_\_\_<sup>l</sup> the Gold Medal for Fine Art in 1957, but in 1964, he gave up painting altogether, \_\_\_\_\_<sup>m</sup> in 1980. Chapman died in 1993.

### 3 Read the notes and discuss what they mean. Then write them up into a paragraph.

MOOCs (Massive Open Online Courses)

Past: 'distance learning' / 'correspondence courses' (materials sent by post)

Present: 'online courses'

Main benefits: greater access for more people; more affordable education

Main drawbacks: can be disorganized / computer knowledge required / online access required / students motivate themselves

Two main types:

1: cMOOCs: connect learners / collaborate / joint projects. cMOOCs evolve (a good thing)

Chomsky: 'If you're teaching today what you were teaching five years ago, either the field is dead or you are'

2: xMOOCs: more traditional / fixed syllabus / instructor as 'expert'. Future in doubt.

## Reflect

### 4 Look at the checklist below. Which of the points did you practise when you wrote up Exercise 3? Would any of the others have helped?

When writing from notes, remember:

- |   |  |                          |
|---|--|--------------------------|
| a | Decide on the order in which you will present things.  | <input type="checkbox"/> |
| b | Don't add information that is not in your notes unless you know it to be true.               | <input type="checkbox"/> |
| c | Think about adding relative clauses to avoid too many simple sentences.                      | <input type="checkbox"/> |
| d | Vary your sentence structure.  | <input type="checkbox"/> |
| e | Choose the correct tenses for your writing.  | <input type="checkbox"/> |
| f | Mention who said what ( <i>According to Walter A Smith</i> , etc.).                          | <input type="checkbox"/> |
| g | Write out any abbreviations in full (for an acronym, write it out in full the first time).   | <input type="checkbox"/> |
| h | Link your ideas using suitable words or phrases.   | <input type="checkbox"/> |
| i | Notes don't usually contain articles or pronouns – remember to put them back in.             | <input type="checkbox"/> |
| j | Don't forget other words like auxiliary verbs that were left out in the note-taking process. | <input type="checkbox"/> |