

Warm up

Refer students to *C21 English for the 21st Century*, Level 5, page 18. Remind them of the note-taking process, and explain that this Worksheet will show them what to do with those notes.

Ask the class to suggest sentences that could be formed from the notes on the page. (Note that this was a gap-fill task, and some students might not have filled the gaps in. What is important is that students can turn the notes into continuous prose.)

Elicit something like the following, making sure that students include the highlighted information:

The Itaipu Dam is the second most powerful hydroelectric dam in the world, after the Three Gorges (Dam) in China.

It is/was built on the Paraná River on the border of Brazil and Paraguay.

Continue in the same way with the notes on Construction and Benefits. However, you should stop before Drawbacks because this is the focus of the Theory to practice exercise below.

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 the 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

Suggested answers

Students' actual answers may vary – simply make sure they are on the right lines.

- 1
 - a drawbacks/disadvantages
 - b social
 - c (who were) living by the
 - d environment
 - e which is/are/were a
 - f will be/were
- 2
 - a Some
 - b downer with
 - c in
 - d need being
 - e appearance
 - f lovely
 - g until
- 3 The writer has used exaggerated/personal/emotional language, and has introduced new information which is not in the notes. Specifically:
 - *riddled with problems* (too dramatic, informal and subjective)
 - *huge* (too dramatic, informal and subjective)
 - *over 10,000 poor families* (we don't know it's more than 10,000 and we don't know they're poor)
 - *where are they expected to get the money to do that? Will they be compensated? Of course not.* (this is too personal, sensationalist and subjective)
 - *damage to the environment that creating electricity will cause* (we don't know that this is true)
 - *beautiful Guaira Falls* (subjective)
 - *many forests* (only one is mentioned in the notes)
 - *The area will be destroyed completely* (no evidence to support this)

Using the Worksheet

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.**

- You might like to do the first item with the class. Elicit a variety of suggestions if possible (see suggested answers below). Correct any mistakes in the suggestions, making sure they contain all the relevant information. As they come up, make sure students are aware that they are inserting relative pronouns, verbs, articles and auxiliaries.
- For the remainder of the items, ask students to work in pairs or small groups at first so that they can help each other understand the meanings. Give help if necessary. They can then work alone to attempt to write up the notes.

Suggested answers

The answers below are suggestions. Allow your students to offer different suggestions. Accept any logical answers. Where appropriate, point out what has been done to turn the notes into prose (word order changed, relative pronoun, auxiliary verb, article, linking word added, etc.).

- a** George Soros, who is/was a Hungarian-American investor and philanthropist, was born in 1930.
- b** Plants in space metabolize carbon dioxide into/producing oxygen, and also stabilize the humidity.
- c** Her school marks were poor due to her illiteracy.
- d** She went to / attended / studied at the London School of Economics (LSE) between 1980 and 1983 / from 1980 to 1983.
- e** In 1990, she lived in / moved to Berlin, which was her favourite city.
- f** In the swimming at the Beijing Olympics in 2008, Michael Phelps won / was awarded / got eight gold medals, seven of which set new world 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.**

- Here, students have the chance to write up a completely unseen set of notes. Spend a few minutes with the class, making sure they understand any abbreviations or obscure-sounding information.
- Ask students to work alone to fill in the gaps. If you wish, you can let them compare notes with a partner after they have attempted the task.

Suggested answers

Again, allow your students to offer different suggestions, and accept ideas that work in the context of the piece.

- a** who was a
- b** was born in
- c** due to
- d** he went to / attended / studied at
- e** became/was
- f** studying under
- g** on/onwards
- h** had a variety of / held a number of / did
- i** (which was) where
- j** over / more than
- k** his/with paintings showing/depicting
- l** was awarded / won / was given
- m** (only) resuming / to resume / starting again

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

- Explain that, since these are not notes that your students have made, they need to understand them before they can write them up.
- Spend up to five minutes guiding students so that they understand the relevance of the notes. When they are satisfied that they understand, they can begin writing them up.

Possible answer

Expect a great deal of variety in the way students express these notes. You might want to go round the class checking to make sure they are on the right lines. Gently correct any students who are having difficulty. In checking the answers, you might want to build up a paragraph (or 2–3 separate paragraphs) on the board one sentence at a time as students tell you their suggestions. The paragraph could look something like this:

MOOCs (Massive Open Online Courses)

In the past, these were known as 'distance learning' or 'correspondence courses', and the materials were sent by post. Today, they are often referred to as 'online courses'.

The main benefits of MOOCs are greater access for more people to more affordable education, while the main drawbacks are that the courses can be disorganized. In addition, computer knowledge is required, as is online access. Furthermore, students need to motivate themselves.

MOOCs fall into two main types. Firstly, cMOOCs connect learners and allow them to collaborate and work on joint projects. In this way, cMOOCs evolve over time, which is a good thing. As Chomsky said: *'If you're teaching today what you were teaching five years ago, either the field is dead or you are.'*

On the other hand, xMOOCs are more traditional, with a fixed syllabus. They work on the principle that the instructor is the 'expert'. The future of this kind of MOOC is 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?

- Encourage students to look back at Exercise 3 and tick the points that they used in writing up the notes. Ask individual students if their writing would have benefited from any of the points that they didn't use.
- Remind students to use the checklist when they have to write up their own notes.