

Warm up

Students have had practice in writing notes, and depending on their preferred method, they will already have ideas about how to just record the most important information. Elicit from students why it is best to summarize their notes.

Summarizing allows students to:

- focus on what is important
- check their knowledge and understanding of a subject
- prepare for tests, exams, assignments, etc.

Also ask for ideas about what makes a good summary of notes.

Possible answers

- subject broken down into headings and keywords
- a system that helps the student, such as making cards or using colour-coding
- a focused approach – towards exam questions, an assignment, a presentation, etc.
- use of time- and space-saving methods such as symbols and abbreviations

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

- 1 Give examples of how the summary leaves out information but keeps the main points.

Possible answers

Title is shortened. Information is collected together, e.g. the religion of each monarch with their name. Words are abbreviated. Symbols are used. Choices are made about information which can be omitted, such as the dates the monarchs ruled. Keywords like *reformation* are given with minimal information as memory triggers.

- 2 Say what you think is good and bad about the summary. Would you summarize your notes like this?

Students' own answers

Ways to get more practice

- 1 Look at the notes on the Tudor period above. With your partner, come up with another way you could have summarized it.
 - Get students to suggest their own abbreviations or preferred methods, such as using a spidergram.
- 2 Look at notes you have made previously and see if you can sum them up effectively on one card.
 - This can be done in class or as homework.

Using the Worksheet

- 1** When summarizing notes, you will want to use the quickest way to write. Abbreviations and symbols help with this. You have already seen this in C21 English for the 21st Century, Level 3. Here are some useful abbreviations and symbols. Write the abbreviations/symbols in the box next to their meanings.

Answers

∴ = because	e.g. = for example	w/o = without
ppl = people	min = minimum	cf = compared with
# = number	max = maximum	b4 = before
vs = versus	etc. = et cetera	yr = year
N.B. = remember this	w/ = with	i.e. = in other words

Practice

- 2** Collective nouns can sum up a list. Can you match these collective nouns with their meanings?

Answers

- a 2
- b 3
- c 5
- d 1
- e 7
- f 6
- g 4


- 3** Now use one of the collective nouns to finish these sentences.

Answers

- a bouquet
- b choir
- c class
- d crew
- e collection
- f army
- g team

- 4** Using a spidergram or a table can be a good way to summarize notes. Read these notes and then fill in the spidergram and table with a summary of them. Remember to use symbols, abbreviations and collective nouns where possible.

- Accept all good attempts by students. Write examples on the board. Point out they can use *youngsters* as a collective noun for young people.

- 5**  Which method do you prefer and why? Is there a better way for you to summarize notes? What is it? Discuss with your partner.

- If you have time, you can walk round the class to gauge how student discussions are going and help if necessary.

6 Share your ideas about what is the best way to summarize notes with the rest of the class.

- Elicit a few ideas students have covered in the lesson.

Learning outcome

By the end of the lesson, students should:

- know how to summarize their notes
- know why it is a good idea to summarize notes

Ending the lesson

Students have discussed the complexities of summarizing in detail. If a few minutes remain, you or a student could write a sentence on the board using abbreviations and symbols and see if the other students can read it. Possible example: *4 cheese sndwch use brd + c w/ butter + pckl. (For a cheese sandwich use bread and cheese with butter and pickle.)*