

## Developing note-taking skills for listening tasks

**CEFR level:** Any level

**Trinity Qualification(s) type:** ISE

**Skills Focus:** Listening and note taking

**Resources:** Google docs, Independent Listening materials from the Trinity website, (appropriate to the grade).

### Description of the activity

1. Create three Google docs, with one for each of the areas below:
  - a. Thought-shower ideas about why note-taking is an important 21<sup>st</sup> Century skill
  - b. Thought-shower some general Dos and Don'ts for writing effective notes during the Independent phase of the exam
  - c. Thought showering some common abbreviations and symbols for note-taking.
2. Encourage a timed 'carousel' writing task e.g. 3 or 4 small groups of learners working on one of the Google documents and then moving on to the next Google doc. Encourage peer review and upgrading when learners move to another document.
3. Ask learners to research on the Internet three different styles of making notes: a linear style, mind mapping and the Cornell approach. You might find it useful to show learners examples you have made yourself.
4. Ask learners to create their own list of abbreviations and symbols for note taking.
5. Ask learners to choose their own style of organising notes.
6. Play the Independent Listening Task and learners complete their notes under mock exam conditions.
7. Ask learners to compare their different notes and then compare with the answer keys you have pre-prepared. This encourages more autonomy
8. It is essential the learners are given the opportunity to reflect on which style works best for them.

### Some key points to consider:

- There is not a single 'correct' way to take notes, as learners have their own preferences for organising
- Emphasise that accurate grammar and spelling are not required while making notes
- Encourage learners to access authentic listening material on a daily basis
- Scaffold tasks where learners have the opportunity to update their abbreviations and symbols list on a regular basis.
- Provide ample opportunities for learners to practice note-taking

Cue Column	Note-taking column
	<p><b>Summary</b></p>

Use the note-taking column to record during the lesson, audio etc:

- Use bullet points for the main points
- Use diagrams, charts and drawings
- Note repeated or stressed information
- Leave space between topics
- Use abbreviations
- Paraphrase

Use the Cues column straight away after class

- Based on the notes column, formulate questions.
- These questions will help to clarify meaning, reveal relationships, establish continuity and strengthen memory.
- Use key words and headings

Use the Summary column straight after class, then review and study

- Brief summary of highlights and main points on the page. Use this to find more information later.