LINC 6 CLB Competencies and Essential Skills

The activities in this section represent a sample of possible activities that can improve learners’ note taking and study skills. You can supplement these activities with a range of materials from other sources. Below are the CLB competencies that relate to note taking and study skills for LINC 6.

CLB

雳 CLB 6–II: Take notes from an oral presentation or a page of written information.

ES

These activities can help to develop the following Essential Skills:

• Writing
• Document use
• Continuous learning

The activities in this section focus on the following language skills:

• Using effective note-taking techniques while listening to a presentation or reading a text
• Using symbols and abbreviations to speed up the process of note-taking
• Using pre-reading strategies: posing questions about a text, skimming for gist
• Identifying important information in a text
• Summarizing information using own notes
Introduction to Note Taking and Study Skills.................................33
Note Taking While Reading .................................................................34
Note Taking While Listening ...............................................................35
Note-taking Symbols and Abbreviations ...........................................37
Using Symbols and Abbreviations .....................................................39
Note-taking Formats ........................................................................41
Study Strategies: Cornell Notes .......................................................44

Instructor Notes ..................................................................................47
Introduction to Note Taking and Study Skills

1. **With a partner or in a small group, discuss the following.**

   1. In what situations do you take notes?
   2. Do you take notes in your English class? If so, how do you use them?
   3. When you read in English, do you take notes? If so, how? (For example, on a separate piece of paper, in the margins of the book, by highlighting important words and ideas.)
   4. Describe how you studied or prepared for exams in your past school or study situations.
   5. What study habits do you find effective when studying English?

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**How do you study?**

Some people need complete silence when studying. Others need heavy metal music blaring in the background. Some people read their lecture notes to their pets to help them remember. Others insist they remember better when they put their textbook under their pillow and sleep on it the night before an exam. Some people study lying down, others while sitting down and still others while moving around from one place to another.

In the end, it doesn’t really matter how unusual your study habits are as long as they work for you.
When reading for study purposes, it is common to take notes. People take notes for different reasons: to stay focused on what they are reading or listening to, to remember information better, or to deepen their understanding of the information. Here are some steps for note-taking:

1. Define your purpose for reading. Is it to get a general understanding of the text? To find specific information for a class assignment? Or to be able to recall information during an exam? Thinking about the purpose will help you stay focused on the information in the text that is relevant to your needs.

2. Preview the text to get a general sense of its content and how the information is organized. For example, skim headings, sub-headings, chapter summaries and charts. Getting a sense of how the entire text is organized and what the main ideas are will help you organize your notes. For example, the headings in the text (or table of contents) can be used as headings for your own notes.

3. While reading the text, try to differentiate between the main points and supporting details. It is helpful to read the introduction to the text and topic sentence of each paragraph for the main points. Take notes of the main points and supporting details.

Skim the following text to find out what it is about. Highlight the information you think you need to take notes on. Compare and discuss with a partner. Read the text again and take notes on the key information. Use your notes to write a summary of the text.

In today's economy, more and more workers are being laid off and relying on the employment insurance program. Today we're featuring the history of Canada's Employment Insurance program. When did it start? Why did it start? What's it like today?

The Employment Insurance program was launched in response to severe economic conditions during the Great Depression. The Depression lasted from 1929 right up until the Second World War in 1939. During that time, millions of Canadians were out of work. With no government aid, families were forced to rely on whatever community aid was available. Many Canadians lost their homes, and many more were unable to provide for their families.

There was a lot of discussion about the pros and cons of an unemployment insurance program (as it was then called). People who were in favour of unemployment insurance said it would give families enough income to keep food on the table and a roof over their heads. But others felt that such a program would encourage people to stay unemployed.

Despite the debate, the Unemployment Insurance Act came into effect in 1941. In 1971, the program expanded, and began to cover maternity and sickness benefits. In 1996, the program changed its name to Employment Insurance. Today, EI places an emphasis on skills training. The program encourages laid-off workers who receive benefits to attend training programs before re-entering the workforce.

Employment Insurance operates like any insurance program: workers pay into a fund, and can apply for benefits under certain conditions. Workers most commonly receive benefits when they are laid off. However, they can also receive benefits when caring for a newborn or newly adopted child (maternity, parental and adoption benefits), when suffering from a long-term illness (sickness benefits), or when caring for a family member who is seriously ill (compassionate care benefits). Not all workers are eligible for benefits. Eligibility depends on how long workers have been employed and what type of work they have been doing.

Adapted from information on [www.hrsdc.gc.ca](http://www.hrsdc.gc.ca)
Note Taking While Listening

Most of the strategies for note taking while reading also apply to note-taking while listening: you need to think about your purpose for listening, recognize the main ideas, and make decisions about what information is relevant to your purpose. But there are two important differences. First, your note-taking must keep up with the speaker, so you have to take notes quickly. And second, your initial notes will follow the order and outline of the speaker’s talk, so you may need to review and re-organize your notes later so that they make sense to you.

Here are some tips for effective note taking while listening:

1. Listen carefully to the introduction of the presentation because most presenters will give an overview of their talk in the introduction.

2. Use symbols and abbreviations to speed up the process of taking notes. You can develop your own system of symbols and abbreviations, but make sure you use them consistently so that you always remember what they mean.

3. Listen for phrases (signposts) that indicate how the presentation is organized and signal different parts of a presentation/lecture. For example:
   - Introducing the topic: The topic of my presentation today is ...; I intend to show that ...
   - Indicating the organization: First, I'd like to talk about ...; In the second place ...; And finally ...
   - Reviewing information: As I mentioned previously ...; It's clear that ...; You probably remember that ...
   - Emphasizing information: I'd like to stress that ...; The main point is that ...
   - Starting a new point: I'd like to move on to ...; Now let's turn to ...

4. Listen for logical connectors that express the relationship between ideas. For example, as a result of, in contrast to, although.

Audio 1.1: Listen to the introduction of a presentation. Write the main topics that the presentation will address. Prepare to take notes by writing headings for your notes. Compare with a partner and discuss differences.

Listen to the next part of the presentation. Take notes on key information. Compare your notes and discuss the strategies you used (listening for key words, using abbreviations, using a chart).

Listen to the rest of the presentation and take notes on the information so you can re-tell it. Compare your notes and discuss the strategies you used (listening for key words, using abbreviations, using a chart).

Listen to the entire presentation again. Review your notes for organization and accuracy. Revise where necessary. Compare with others in the class and discuss any challenges you faced.
Working with a partner, take turns giving a presentation and taking notes. Use the instructions below.

**Student A**

Prepare and give a two-minute talk to your partner on any topic that you know a lot about. Your presentation must include some information that will be new and interesting to your partner. Some possible topics are:

- an interesting place you have visited in your community
- how to do one of the main tasks in your job or profession
- a review of your favourite movie, including the main points of the story and why you liked it

Prepare some notes to help you make your talk. Your notes should only be 20 words. When you give your presentation, speak clearly and at a normal pace. Clarify or repeat words if your partner asks for confirmation of understanding, but do not repeat the entire presentation.

**Student B**

Listen to your partner’s presentation and take notes on the most important information and ideas. Read over the notes you took while listening to your partner’s presentation, and select the 20 most important words. Compare these 20 words with your partner’s original 20 words. How close are they? Have you captured the most important ideas and information?

Discuss the following questions.

1. How did you decide what to write down while your partner was speaking?
2. When you were selecting your final 20 words, how did you decide which words to select?
3. What tips or advice can you give on taking notes while someone is speaking? (E.g., what abbreviations or symbols you could use)
Match the following symbols and abbreviations with the correct meanings. Add additional symbols to the list.

1. ____ ∴ a. approximately, similar to
2. ____ # b. and others (people)
3. ____ @ c. per
4. ____ K d. per cent
5. ____ p.m. e. money
6. ____ ≈ f. correct
7. ____ < g. versus
8. ____ vs. h. not the same as, does not equal
9. ____ re: i. woman, female
10. ____ i.e. j. rises, increases
11. ____ ≠ k. causes, leads to
12. ____ $ l. in other words
13. ____ √ m. number
14. ____ et al. n. man, male
15. ____ / o. at, with
16. ____ → p. afternoon and evening
17. ____ % q. less than
18. ____ ♀ r. therefore
19. ____ ↑ s. concerning, with regard to
20. ____ ♂ t. thousand
2 Abbreviate the following words. Compare your abbreviations with a partner and discuss differences.

- Canadian
- experience
- employment
- equipment
- not available
- university
- altitude
- language
- report
- difficult
- document
- information
- year, month, day
- millennium
- required
- minimum

3 Work with a partner to figure out what each abbreviation means. Add any additional abbreviations you know and share them with the class.

1. pp. ________________ 3. b/c ________________
   Q & A ___________________ w/ ___________________
   FYI ___________________ w/o ___________________

2. poss. ________________ 4. dept. ________________
   prob. __________________ impt. ________________
   gov. __________________ intl. ________________
   cont. __________________ avg. ________________
   approx. ________________ acct. ________________
   ea. __________________ wgt. ________________
   max. __________________ hgt. ________________
   cent. __________________ mgmt. ________________

4 With a partner, discuss how the abbreviations in sets 1 to 4, above, have been formed.

5 Search the Internet for lists of abbreviations that can be used while taking notes.
   Possible search term: abbreviations for note-taking
Using Symbols and Abbreviations

1. Look at the following notes about an article you are going to read. Discuss with a partner what the abbreviations might refer to. Predict the content of the article based on the notes.

   Learning & Remembering Vocab – Notes
   
   Ways to Learn
   
   1. Reading
   - guess from contxt – must know 95% other wds.
   - must see new words ≈ 16x
   - sts. dev. vocab thru reading > 1 – 2 books / term
   
   2. Borrowed wds
   - (e.g. ‘T-shirt’)

   3. Cognates
   - (e.g. governmmt, gobierno), but b/ware ‘false friends’

   4. Remembering:
   - brain ≠ organize wds. like a dictionary, i.e. alphabetical
   - words org. in brain activity. to meaning, not spelling
   - some memry thru pronunc. & spell
   - best memry thru using words for a task not just study list

2. Read the article on the next page. Do the following.

   1. Locate the words in the article that are abbreviated or symbolized in the notes.
   2. In each paragraph of the article, highlight the information that was included in the notes.
   3. Discuss which information was not included in the notes and why.

3. Read the article again and take notes using your own style. Include the information you think is important. Compare your notes to the notes above and to your partner’s notes.

   1. How do your notes differ?
   2. What information that was not in the sample notes or your partner’s notes, did you include? Why did you take notes of this information?
LEARNING AND REMEMBERING VOCABULARY

What is a good way to learn words, and how do we remember them? Many researchers have conducted experiments with learners of languages to try to find answers to these questions.

It is often assumed that the best way to acquire a large vocabulary in a foreign language is by reading. This assumes that a reader will be able to learn new words by guessing the meaning of them from the context, the meaning of the other words in the sentence. Some researchers, however, have found that to correctly guess a meaning of a new word from the context, the reader needs to know 95% or more of the other words. Also, researchers estimate that, to learn a new word, most people need to see, hear and understand it up to 16 times, and even more before it is possible to use the word automatically in fluent speech or understand it in a new context. A researcher in Montreal studied how well adult ESL students learned new words by reading simplified novels: literary classics, biographies, romances, mysteries. Students signed books out of their class library, and read them on their own time over 6 weeks. The researcher tested them on their vocabulary before and after this time, based on the books they had read. She found that the reading did benefit the students' vocabulary if the students read frequently, i.e. more than just one or two books per semester.

Many people have learned a lot of English words through frequent exposure to ‘borrowed’ words like hotel, hamburger, and T-shirt, that are common around the world. In some cases, the ‘form’ of a word can help to learn it, especially when the word is similar in both form (spelling or pronunciation) and meaning to a word in another language you know. Such words are called “cognates;” for example, government (English); gouvernement (French) and gobierno (Spanish). Most language learners, however, are familiar with the problem of ‘false friends,’ or words that appear to mean the same thing, but don’t, as in library (English – a place to borrow books) and librairie (French – a place to buy books).

Once we know the meaning of a word, how do we store that meaning in our brain? Researchers have found that the human memory does not seem to organize words like a dictionary, in alphabetical order. Rather, words seem to be organized in categories having to do with their meaning. For example, if people are asked to: (a) Name a fruit that begins with ‘p,’ or (b) name a word beginning with ‘p’ that is a fruit, they could answer (a) more quickly than (b). Once people thought about fruit, they could come up with ‘p’ words more quickly than if they thought about ‘p’ words, then tried to name a fruit. The spelling and pronunciation of a word does contribute to how we remember it; however, many people have the experience of trying to remember a word that is ‘on the tip of their tongue;’ they can remember the first letter, or approximately how long it is. In general, however, we use meaning associations, rather than sound-symbol associations, to find words in our memories.

In another interesting study, researchers used three different groups. Each group was given a list of the same 30 words. The members of group A were told they would be tested on their ability to remember the words. Group B had to rate each word according to whether it had a pleasant or unpleasant meaning; they were not told that there would be a test on the words. Group C was also not told that there would be a test, and they were asked to decide whether the items on the list would be important if they were stranded on a desert island. When all the groups were tested, Groups A and B had similar results. Group C had the best results of all. This study supports the theory that we will learn and remember words best if we are using them in a meaningful way, with a theme or category to help us organize them in our memory.

References:
Note-taking Formats

Two common formats for taking notes when reading or listening to information are outline formats and diagram formats.

1. Outline formats
   Outlining is a way of organizing your notes vertically using indenting (with or without numbering) to show the level of importance. Outline notes are organized in such a way that the main points are aligned on the left margin and supporting details or less important points are below and indented.

2. Diagram formats
   Using a visual representation of information is another way of organizing your notes. Diagram formats show the relationship between ideas by using headings, shapes or lines. Some examples of diagram formats include flow charts, concept maps, Venn diagrams and other graphic organizers.

1. Look at the samples of two types of note-taking formats below. Answer the questions.

   1. Which format is easiest for you to understand? Why?
   2. What do you think are some advantages and disadvantages of each format?

   **Outline Format**
   **Green Energy**
   3 sources: solar, wind, geothermal
   – Solar
     – Pros: renewable source of energy
     – Cons: high cost of solar panels
   – Wind
     – Pros: lessens dependency on fossil fuels
     – Cons: noise complaints
   – Geothermal
     – Pros: clean, no emissions
     – Cons: need large piece of land for underground pipes

   **Diagram Format**
   **Green Energy**
   Solar – Pros: renewable
   Wind – Pros: lessens dependency on fossil fuels
   Geothermal – Pros: clean, no emissions
   Cons: solar panels are expensive
   Cons: noise complaints
   Cons: need large piece of land for underground pipes

2. Search the Internet for information on different note-taking formats. Select one format and write brief notes about the advantages and disadvantages of this format. Present the information in small groups.
   Possible search terms: note-taking formats; graphic organizers; outline notes
Imagine you are studying for the Canadian citizenship test. Choose one of the note-taking formats you researched in Activity 2 and use that format to take notes of the text below.

**ABORIGINAL PEOPLES OF CANADA**

The Aboriginal peoples were the first people to live in Canada. They had many different spiritual beliefs and cultural traditions that have been passed down from generation to generation. Today, they live in every region of the country.

Aboriginal peoples developed a special relationship with nature, since they depended on it for survival. Those who lived on Canada's coasts depended on fishing and hunting. Those who lived in central and eastern Canada hunted and grew vegetable crops.

The *Constitution Act* of 1982 recognizes three main groups of Aboriginal peoples in Canada: the First Nations, the Inuit and the Métis. Today, there are more than 50 different languages spoken by Aboriginal peoples, most of which are spoken only in Canada.

The Aboriginal population is growing almost twice as fast as the rest of the population in Canada. Aboriginal peoples make up about three percent of all Canadians, or roughly 790,000 people. About 69 percent are First Nations, 26 percent are Métis and five percent are Inuit.

**First Nations**

The term “First Nations” has been used since the 1970s instead of “Indian.” First Nations describes all Aboriginal people in Canada who are not Inuit or Métis. Different First Nations communities have different languages, cultures and traditions, depending largely on where they are located.

First Nations people living in eastern North America invented bark canoes to travel on rivers and lakes. Some First Nations people lived on the plains, and moved with the buffalo herds, which they hunted for food, clothing and tools. They made lightweight, solid homes that were easy to move. These homes, called “tepees,” were made of poles arranged in a cone shape and covered with animal skins.

**Inuit**

Inuit are Aboriginal people who live in Canada’s North, which includes Nunavut, the Northwest Territories, Northern Quebec and Labrador. They have a close connection with the land and all the plants and animals that share it. They adjusted to the cold northern weather and lived by hunting seals, whales, caribou and polar bears. Some Inuit people still hunt for food and clothing.

**Métis**

Many early French fur traders and some English traders married First Nations women. Their descendants are called the Métis people. The Métis, who developed their own distinct culture on the Prairies, played an important role in the fur trade. Today, the majority of Métis people live in the western regions of Canada.

*(continued on the next page)*
Note-taking Formats (Cont.)

With a partner, compare your notes and discuss the following questions.

1. What information about First Nations people did you take notes on?
2. What information about Inuit people did you take notes on?
3. What information about the Métis people did you take notes on?
4. What information about treaties did you take notes on?
5. Did you use any abbreviations or symbols? What were they?

In pairs, try to re-tell the information using your notes. How effective were your notes for this purpose?

Treaties—past, present and future

The British and Canadian governments made many agreements, or treaties, with the Aboriginal peoples between 1701 and 1923. These treaties granted the Aboriginal peoples certain rights and benefits in exchange for giving up their title to the land. Each treaty is unique and is seen as a solemn promise.

Aboriginal groups and the Canadian government are still negotiating new agreements for land and other rights. These modern agreements are known as land claim settlements. Nunavut, Canada’s newest territory, was created as a result of a land claim settlement.

The Canadian government continues to negotiate with Aboriginal peoples so that they can regain control over decisions that affect them and manage their own affairs. This is known as self-government. Canada is also working with them to improve their economic situation and general quality of life. Aboriginal peoples have unique histories, cultures and languages. They continue to play an active role in Canadian society.

The Cornell System is a way of structuring, summarizing and reviewing notes from a lecture or textbook so that they are most useful for studying and remembering the information.

In the Cornell system, you set up each page of your notes in three sections:

- Two-thirds of the page, on the right-hand side, is for taking notes, usually in outline format.
- One-third of the page, on the left-hand side, is for you to record main ideas, key words, and the most important facts when you review your notes after the lecture or at the end of the day. This is the section you will look at when you study.
- The bottom of the page is where you record a summary of what is important about the information from the notes, how it connects to other information from the course, the significance of this information, and any implications.

Taking notes in this format, and reviewing them systematically, is widely recommended as one of the best ways to make sure that your studying is efficient, and that you are not trying to remember all of the course information in the last week before the final exam.

Cornell Note-taking Page Set-up

**Step 1:** Take notes from a written text or presentation.

**Step 2:** Write a summary of your notes. Make connections to other related information. Reflect on the significance and implications of the information.

**Step 3:** Write main ideas, key words and facts. To study, cover the note-taking column and use the key words to summarize the information from your notes in your own words.

1. **Search the Internet for samples or tools relating to the Cornell note-taking system. Present and discuss them in small groups.**
   
   Possible search terms: Cornell notes; Cornell notes page

2. **Search the Internet for information about other study strategies. Choose one strategy that appeals to you. Prepare a short presentation of this strategy to your classmates.**
   
   Possible search terms: study strategies; reading strategies; study skills
Read the blog posts below from university students. Write a blog post to share information about the study strategy you researched in activity 2.

Posted by Jane Kerney

I’ve heard of SQ3R. The method I use is similar, and is just called the Question Method. I read about it last year and have been using it ever since then. It basically involves asking and answering your own questions about each section of text you read (or listen to) as a way of understanding and remembering information. Often I just turn a statement I read into a question, then answer it. Often I write the question in the margin of the book. It really helps me remember what I read. The types of questions you can ask are divided into four levels, with each level helping you to get a more in-depth understanding of what you are studying.

**Level 1 questions** are factual, usually answered with a specific, exact answer. For example: *What is the definition of ...?; Who did ...?; What does ... mean?; When did ... occur?*

**Level 2 questions** are about relationships between concepts and ideas. For example: *What causes ...? How is ... similar to/different from ...? What is the author's main point and how is it supported?*

**Level 3 questions** ask predictive or hypothetical questions. For example: *If ... occurs, what will happen? If ... changed, what else would change?*

**Level 4 questions** require answers that involve consideration and judgment. For example: *Is (something) good or bad/effective or ineffective/proven or not proven? Why?; What are the advantages/disadvantages of ...?; Do I agree or disagree? Why?*

I read about this study strategy on the McMaster University website. I’m going to give you the URL because there are a bunch of podcasts (all about three to five minutes) with full transcripts of different study strategies like the ones below. Check them out!! [http://maclife.mcmaster.ca/academicskills/online_resources.cfm](http://maclife.mcmaster.ca/academicskills/online_resources.cfm)

- The Good, the Bad and the Useless
- Notes and More Notes
- Getting Ready for Exams
- Think Like a Professor
- Question Method of Studying
- Under Time Pressure

Posted by Reid Gangley

I want to share a well-known, tried and tested study method called SQ3R. It involves five steps: **Survey, Question, Read, Recite and Review.** I like it because it keeps me active and learning while I’m reading. I find that when I don’t use it, I waste time reading something without making an effort to understand it. Here are the five steps:

**Survey:** Skim the reading or chapter to get an overall sense of what you are going to study. This involves skimming the title, headings, sub-headings, introduction, end-of-chapter summary, diagrams, charts and captions. This will provide you with the scope and main idea of the text.

**Question:** Before reading each section of the text, ask questions about it based on the heading or topic sentence. What do you want to know? These questions give you a purpose for reading.

**Read:** As you read each section of the text, try to answer the questions you posed.

**Recite:** After reading each section of text, tell (orally or in writing) what it was about in your own words. This can involve first taking notes of the main ideas and key details or drawing diagrams and charts for yourself to outline main ideas. Summarize and paraphrase what you read.

**Review:** This step is an ongoing process. It involves looking over your notes (of the key information) then covering them with your hand and trying to recall them. This step can be done right after you read, and again daily until the information is fixed in your memory.
This section includes activities that can help learners develop the skills and background knowledge needed for note taking and studying effectively. These skills include: using note-taking symbols and abbreviations, distinguishing relevant from irrelevant information when taking notes, recognizing signposts in lectures and using common study strategies.

The activities have been guided by the CLB performance conditions relating to LINC 6. If you want to develop your own activities for note-taking, consider the CLB performance conditions below.

**Performance Conditions**

- Text to reproduce is up to one or one-and-a-half pages in legible handwriting or print
- Text could also be a short oral text (10 to 15 minutes)
- Learner can complete a summary grid to aid note-taking or summarizing

You can use all or some of the activities in the order in which they are presented, or choose the activities that are of interest to the learners you teach. For more ideas on possible skills and language functions relating to note-taking, see the *LINC 5–7 Curriculum Guidelines*, Unit 1.

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**p. 33 | Introduction to Note Taking and Study Skills**

Introduces note-taking and study skills

1. Have learners discuss the questions in pairs or small groups, then take them up as a class. You could also use the questions to spark a class discussion. Ask learners to read the information box at the bottom of the page and talk about any study habits they find effective. They can also talk about unusual study habits they may have.

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**p. 34 | Note Taking While Reading**

Provides background information on note-taking steps when reading

1. Begin by asking learners to skim the text about the history of Employment Insurance to get a general sense of what it is about and how the information is organized. You can alert them to the fact that the information is organized around answers to the three questions listed in the first paragraph: *When did it start? Why did it start? What's it like today?* You can also introduce a common skimming strategy – reading the first sentence of each paragraph (usually the topic sentence) to glean the main ideas/key points. You could also ask learners to give the text a title, based on the key points of the text.

Learners can then highlight the information they think is important and compare with a partner. Alternatively, you could have a class discussion about what everyone thinks are the main ideas and supporting details are. Ask learners to write a summary and compare with a partner.

**Extend the Activity:** Practise skimming techniques with other texts to help learners get proficient in identifying the main ideas and supporting details in a text. You can use any of the readings in the Managing Information chapter.
Learners will listen to a presentation comparing Alberta and Saskatchewan. They listen and take notes on different parts of the presentation through the four activities below. During each activity, pause the recording so learners can complete the activity and discuss it.

1. Learners listen to the introduction of the presentation (Part 1) to get a general sense of what it is about and also to set up their page of notes with headings that relate to the main points of the talk. Learners can set up their notes in the form of an outline with headings down the left side of the page, or as a chart, as in the example below. After playing Part 1 of the presentation, pause the recording to give learners a chance to talk about what the presentation will be about and to set up their notes.

<table>
<thead>
<tr>
<th>Alberta</th>
<th>Saskatchewan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td></td>
</tr>
<tr>
<td>Climate</td>
<td></td>
</tr>
<tr>
<td>Demographics</td>
<td></td>
</tr>
<tr>
<td>Economy</td>
<td></td>
</tr>
</tbody>
</table>

2. Introduce this note-taking activity by talking about how to listen for key words that alert the listener to important information. Remind learners not to write down all the details they hear. This activity allows learners to practise note-taking with a part of the text. Play Part 2 of the presentation and have learners take notes. They can compare information they noted with others in the class and discuss any note-taking strategies they used and challenges they faced.

3. Have learners listen to Part 3 of the presentation and take notes. You could have everyone take notes on the same topic, or ask one group of learners to take notes about the economy and another about the population.

4. Play the entire presentation again so that learners can review their notes and make any changes.

**Extend the Activity:** Ask learners to write a summary of the presentation using their notes.

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**Audio 1.1: Transcript**

**Presentation comparing Alberta and Saskatchewan**

**Part 1** Hello everyone, and welcome to my presentation about two Canadian provinces: Alberta and Saskatchewan. You may wonder, why these two provinces? Well, both of them are prairie provinces; they have a lot in common because of their geographical proximity, yet there are also many differences between them. So, that’s what I’ll tell you about today. I’ll compare different features of Alberta and Saskatchewan. I’ll talk about their geography, climate, demographics and economies. If you have any questions or comments, please feel free to ask me any time. Don’t be afraid to interrupt me. Now, let’s start. **Note: Pause the recording.**

**Part 2** First, I’ll tell you a bit about the geographical locations of these provinces. If you look at the map here, you can see that both provinces are landlocked, which means they don’t have access to a large body of water, such as an ocean or sea. Also, both of them border the United States. Notice here that the border line corresponds with the line of latitude and is almost straight.
Let’s compare the climate in both provinces. Because they are next to each other geographically, their climates are similar in many ways. In Saskatchewan, the central and eastern parts of the province have a humid continental climate, which changes to a drier climate to the west. In the northern parts of the province, the climate is subarctic. Winds in Saskatchewan are usually dry. Warm winds blowing from the west, called Chinooks, bring periods of mild weather, even in winter. The same winds blow in Alberta. As mentioned, Alberta’s climate is in many ways similar to that of Saskatchewan’s. The major difference is caused by the Rocky Mountains, which make Alberta’s climate drier and cooler than Saskatchewan’s. Note: Pause the recording.

Part 3 Now, let me tell you a bit about the economy and natural resources in both provinces. Alberta and Saskatchewan are the two largest oil-producing provinces in Canada, with Alberta first and Saskatchewan a distant second. Saskatchewan, meanwhile, is the world leader in potash and uranium exports. An emphasis on agriculture and farming are other similarities; Alberta and Saskatchewan produce many of the same agricultural crops, including wheat, canola, flax, rye and oats. They are also the two largest producers of beef cattle in the country, again with Alberta in the lead. Alberta also produces large quantities of softwood lumber, wood pulp and newsprint. Forestry is also significant in Saskatchewan, but to a lesser extent. And here's an interesting tidbit for you: did you know that Alberta is the leading beekeeping province in Canada? And it's also the leading producer of plains buffalo, or bison, for the consumer market!

Overall, the major difference between the two economies is that Alberta’s is much larger. Alberta’s GDP, or gross domestic product, is about five times larger than Saskatchewan’s. Alberta is the richest province in Canada on a per capita basis, largely because of its oil and natural gas production. But one final note on something important that these two provinces have in common: even though Alberta’s economy is much larger, the economies of Alberta and Saskatchewan have both been growing faster in recent years than that of any other Canadian province.

Now, let’s move on to population. From statistical data you can tell that Saskatchewan is less populated than Alberta. It has about one million people, while Alberta's population is about 3.5 million (that's another reason why Alberta's economy is larger!). In recent years, Alberta and Saskatchewan have enjoyed the highest rates of population growth in Canadian history. If we look at the ethnic diversity of both provinces, Saskatchewan’s largest ethnic group is German, followed by English, Scottish, Irish and Ukrainian. Likewise, in Alberta the immigrant population is predominantly English, Scottish, Irish, German and Ukrainian.

As my presentation comes to an end here, I would like to do a quick review. I talked about similarities and differences between Alberta and Saskatchewan in the areas of geographical location, climate, natural resources, economy and population. I also pointed out factors that shaped those similarities. Now, is there anything that I missed, or that you are particularly interested in and would like to know more about? Does anyone have any questions? Note: Replay the recording for Activity 4.

6 Extend the Activity: Ask learners to create a list of tips on effective note-taking strategies.

p. 37 | Note-taking Symbols and Abbreviations
Provides practice identifying common note-taking symbols and abbreviations

Answers
1. r 5. p 9. s 13. f 17. d
2. m 6. a 10. l 14. b 18. i
3. o 7. q 11. h 15. c 19. j
4. t 8. g 12. e 16. k 20. n

Extend the Activity: Ask learners to search the Internet for additional symbols and abbreviations they could use when taking notes. They can share their findings with the class and create a comprehensive list for their own use.
Possible Answers

- Canadian: Cdn.
- experience: exp.
- employment: emp.
- equipment: equip.
- not available: n/a
- university: univ.
- altitude: alt.
- language: lang.
- report: rpt.
- difficult: diffclt.
- document: doc.
- information: info.
- year, month, day: y,m,d
- millennium: m
- required: req’d
- minimum: min

### Answers

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<thead>
<tr>
<th>1. pp.</th>
<th>pages</th>
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<tr>
<td>Q &amp; A</td>
<td>question and answer</td>
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<td>FYI</td>
<td>for your information</td>
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<td>2. poss.</td>
<td>possible, possibly</td>
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<td>prob.</td>
<td>probable, problem</td>
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<td>continue</td>
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<td>3. b/c</td>
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<td>4. dept.</td>
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<td>mgmt.</td>
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### Answers

Common ways of forming abbreviations for note-taking:

1. Use the first initial of very common words or expressions
2. Use the first three or four letters of the word – enough to indicate which word it is
3. Use a slash symbol (/) to show phrasal verbs or compound words
4. Use the first, last, and some middle consonants of long, common words

**Extend the Activity:** Have learners dictate short paragraphs to each other and practise using symbols and abbreviations to take notes. They can then compare their notes with the original text.

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**Using Symbols and Abbreviations**

Provides practice identifying important information when taking notes

1. Ask learners to read the notes and give an oral summary of the information they think will be in the reading. They can then compare their ideas to the actual text.
Note-taking Formats

Provides background information on different note-taking formats

2 Have learners research various note-taking formats or graphic organizers, present one to the class and discuss its advantages and disadvantages.

**Extend the Activity:** Have learners listen to a podcast (e.g., on the CBC website) or a television documentary and take notes on what they hear. In a class discussion, talk about the information they noted, any abbreviations or symbols they used in their notes, and the format they used to organize their notes.

CBC podcasts can be downloaded at [www.cbc.ca/podcasting/index.html](http://www.cbc.ca/podcasting/index.html) to a computer or MP3 player, then played for the class. A variety of podcasts are available, such as:
- Between the Covers: podcasts featuring Canadian literature; stories are narrated by actors.
- The Current: features different perspectives on issues that affect Canadians.
- Editor’s Choice: daily podcast of a highlight of what was broadcasted that day on CBC radio.

Study Strategies: Cornell Notes

Provides background information on study strategies (Cornell Notes, SQ3R, and the Question Method)

1 Before discussing the Cornell Notes study strategy, you could ask learners to describe study strategies they have used in that past, and to think about how they could apply good study habits to their current learning of English. You could also introduce/review common terms and idioms related to studying for exams, such as the terms below.

**Idioms:** cramming, pulling an all-nighter, hitting the books, plugging away, burning the midnight oil

**Terms related to exams:** final exam, mid-term exam, take-home exam, open-book exam, multiple-choice, essay, true/false, short answer

**Extend the Activity:** Have learners practise the Cornell note-taking system using a written or oral text of your choice. Ask them to follow the three steps to study the information in the text. Then test their knowledge of the information by giving them a short-answer or multiple-choice test.

3 You can introduce this activity by explaining what a blog post is (if learners are not familiar with the term). After reading the blog posts, learners can write a blog post to describe a study strategy, and provide an Internet link for more information about the strategy. Learners can post their description on a class blog or wiki, or on an online forum about study strategies.