

English language has become a tool of international communication long time ago. Therefore at the lesson of English language along with teaching students to language we can help them to acquire valuable life and learning skills. The articles suggests incorporating note-taking and listening skills.

There are number of benefits of note-taking skill. According to John Medina, the author of Brain rules, people are able to hold 7 pieces of information for less than 30 seconds. So keeping notes prevents forgetting important part of material.

The mind of the learner will be less occupied with things not related to the lesson when along with listening and watching videos they are assigned the task they need to reproduce or use later in other works. As a result such activity boosts students concentration on the task.

In case of lesson of English language, note-taking will enable students to practice spelling and listening comprehension skills. With the purpose to practice note-taking and master listening skills I incorporated these two skills at lesson about human development study. The system of note-taking was adapted from Cornell University website while listening material was taken from [www.ted.com](http://www.ted.com).

The system requires a little preparation which makes it ideal to practice at school even with middle school students. The page is divided into 3 sections:

1. One block at the top of the page for title
2. Two columns
3. One block at the bottom of the page

**Left side or Cue column:**

On the left side of the page students need to draw a margin where key points, questions that connects points, diagrams, study prompts from the content are written. These bits of information are reviewed while note-taking and after classes for material consolidation. For example, in the listening material about Harvard Human Development Study, the year of research commencement, number of participants, duration of study, key terms like brain development, loneliness would be written. When you place major points in the margin, it helps a reader to quickly pinpoint where required content is.

### **Right side or Note column**

The area of the right side usually almost two or three times wider than the left one. Students write here main lecture notes, therefore they are encouraged to write sentences or phrases in concise and clear manner so later they can easily recall the information they considered at the time of note-taking. One of the ways to keep it clear and brief is applying shorthand symbols and abbreviations (see Attachment 1). So this is a good opportunity to teach students and help them to put into practising using these symbols; you can present some most common used symbols and abbreviations at the beginning of the lesson or place the poster on the wall so it is available and accessible to everyone. Good addition, is teaching students to write things in bullet points, however make sure they leave enough line space, at the stage of while-writing or post-writing they might add something so the space will be needed for this purpose too.

### **Third column or Summary**

The summary section which is at the bottom of the page contains a brief conclusion on the content that features in the margin. The advice given by the Cornell is that summary must be written not only at the end of a class or lecture but at the end of each paragraph. This opinion overlaps with suggestion from Tony Buzan and other experts in speed reading. The summary should always answer the question “why is this important?” or “so what?”.

The way Cornell note-taking system works makes a study more effective in note-taking and helps learners absorb information faster, and easier to revisit content when time times to revise for exams or reproduction. The notes can be taken both in traditional way, pen and paper or digitally.

Some may consider that note-taking a skill that each learner can develop or learn on her/his own. It is partially, true. However, the plethora of work carried out about note-taking confirms its essential role in learning. Hence, it is always good to use certain methods or techniques that were tested by time and experts. Today’s high school students will find it useful already now, and will be able to practice it throughout their university years.

Example of note-taking by Cornell system is given below, see the Image 1

Sample of note-taking paper, see Image 2, alternatively students can take notes in their copybooks as well.

## **Listening part**

The next step is listening material; for the purpose of practicing the Cornell note-taking system and provide students with quality content was selected one of the most watched TED talk videos about adult development that originated in the first half of the 20<sup>th</sup> century.

Items below could be used as a separate lesson plan or incorporated with other lessons. Pre-listening tasks contains prediction by title and short discussion about things that might make people live happy and healthy life. After, provide students with words and expressions they might not know or find new. Make focus on Meaning, Pronunciation and Form, certain words might be a new notion, for better comprehension provide students with examples.

### **Suggested vocabulary:**

1. Millennials (adulthood in year 2000. Born 1981-1997)
2. Hindsight
3. Sophomores (2<sup>nd</sup> year at university)
4. Persistence
5. Nobody moves the ball further down the field
6. Schizophrenia
7. Octogenarian
8. Grudge
9. Magnified
10. A quick fix.

After explaining how to take notes, play the video

[https://www.ted.com/talks/robert\\_waldinger\\_what\\_makes\\_a\\_good\\_life\\_lessons\\_from\\_the\\_longest\\_study\\_on\\_happiness?language=en](https://www.ted.com/talks/robert_waldinger_what_makes_a_good_life_lessons_from_the_longest_study_on_happiness?language=en), you can stop the video after each 5 minutes to check their

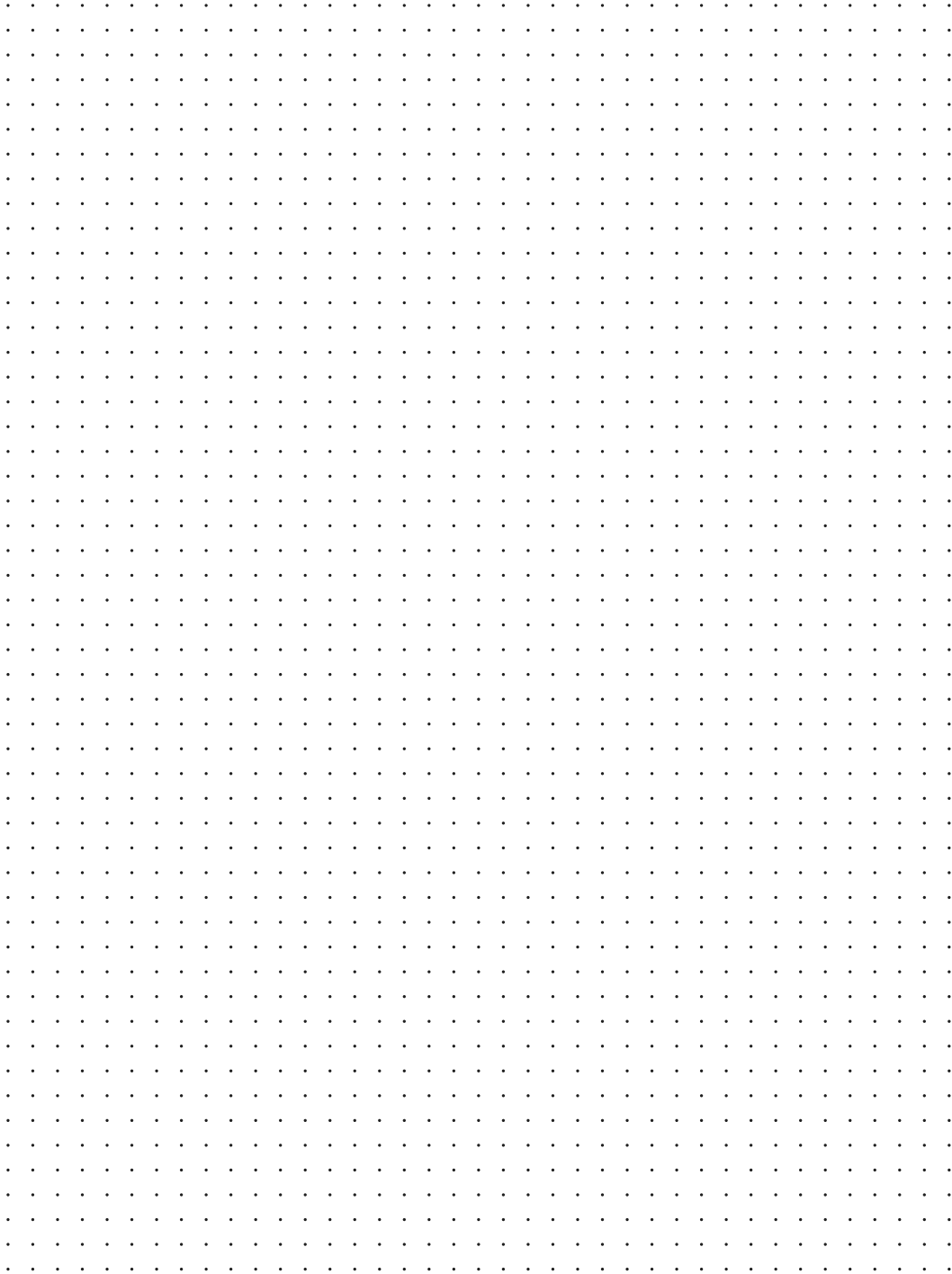
comprehension. Post-watching activity includes exchanging notes and comparing them, and adding new notes that students learnt from groupmates. Students are given additional time to revisit their notes and get ready to play Kahoot for knowledge consolidation: Kahoot:

[https://quizizz.com/admin/quiz/63e2122256b5ae001eb4e1c7?source=quiz\\_share](https://quizizz.com/admin/quiz/63e2122256b5ae001eb4e1c7?source=quiz_share) (find pdf version of kahoot attached below).

Image 1

Title	Harvard study of Adult Development
<p>5 cm</p> <p>75 year lasted 4 directors 724 participants/male 60 alive today</p> <p>Affluent families poor neighbourhoods</p> <p>3 main areas: work hans health</p> <p>3 biggest lessons</p> <p>1/5 Americans lonely poorest different direction young</p>	<p>14 cm</p> <p>Lineage of intellectuals: 50% wealth, 50% fame Team contacted participants every 2 y.s Took blood pressure, scan brain, interviewed in living rooms Women weren't allowed to the study Those who weren't socialise developed bad habits &amp; acquired health problems</p> <p><u>Lesson 1</u>: Loneliness kills, better social connections happier &amp; healthier people, isolated health declines in middle life, brain function quality declines</p> <p><u>L: 2</u>: Quality of Relationship: Conflict r: ship toxic, warm protective</p> <p><u>L: 3</u>: Healthy R-ship protect our brains Ppl in positive R-ship had sharper memories in their 80s Improve R-ship: Replace screen time with ppl time, reach to family members, do new things</p>
<p>3 cm</p> <p>Summary</p>	<p>Close r-ships are good for our health &amp; well-being Building r-ships is a lifelong challenge</p>

**Image 2**



## Attachment 1

### Symbols for note taking

$=$	equals/is equal to/is the same as
$\neq$	is not equal to/is not the same as
$\equiv$	is equivalent to
$\therefore$	therefore, thus, so
$\because$	because
$+$	and, more, plus
$>$	more than, greater than
$<$	less than
$-$	less, minus
$\rightarrow$	gives, causes, produces, leads to, results in, is given by, is produced by, results from, comes from
$\nearrow$	rises, increases by
$\searrow$	falls, decreases by
$\propto$	proportional to
$\not\propto$	not proportional to

Resources:

<https://lsc.cornell.edu/how-to-study/taking-notes/cornell-note-taking-system/>

<https://www.cultofpedagogy.com/note-taking/>

[https://www.ted.com/talks/robert\\_waldinger\\_what\\_makes\\_a\\_good\\_life\\_lessons\\_from\\_the\\_longest\\_study\\_on\\_happiness?language=en](https://www.ted.com/talks/robert_waldinger_what_makes_a_good_life_lessons_from_the_longest_study_on_happiness?language=en)

<https://graduate.unl.edu/professional-development/teaching-development/teaching-resources/notetaking>

<https://www.student.unsw.edu.au/notetaking-tips>