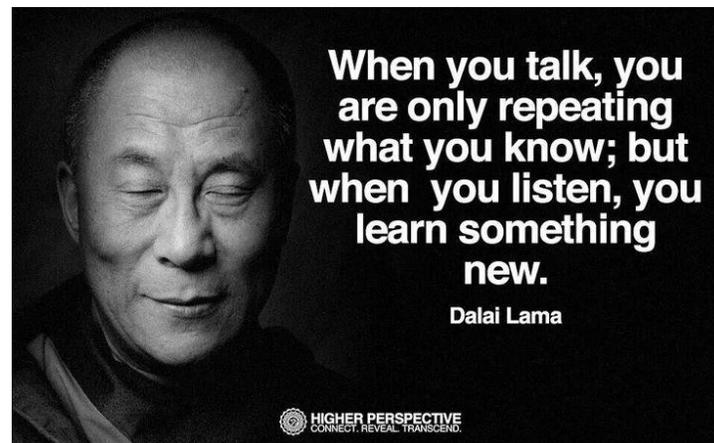
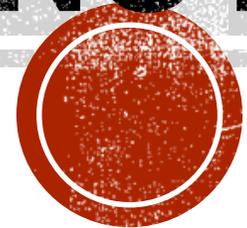


**LEARNING TO LISTEN,  
LISTENING TO LEARN**

**HOW TO TAKE EFFECTIVE NOTES**



**When you talk, you  
are only repeating  
what you know; but  
when you listen, you  
learn something  
new.**

**Dalai Lama**

# In pairs, decide what should go in the blue box

<b>When the teacher is...</b>	<b>The learner should...</b>
Insisting on silence from everyone when an individual is addressing the class	Actively listen and demonstrate appropriate body language
	Make notes
Setting task instructions	Listen and repeat instructions to partner or teacher to confirm understanding
Using success criteria language	
Pausing during verbal explanation	Recap and catch up with notes
Asking individual to repeat a good answer	
Referring to visual aids (SMART boards, posters) to back up verbal explanation	Listen, read and respond

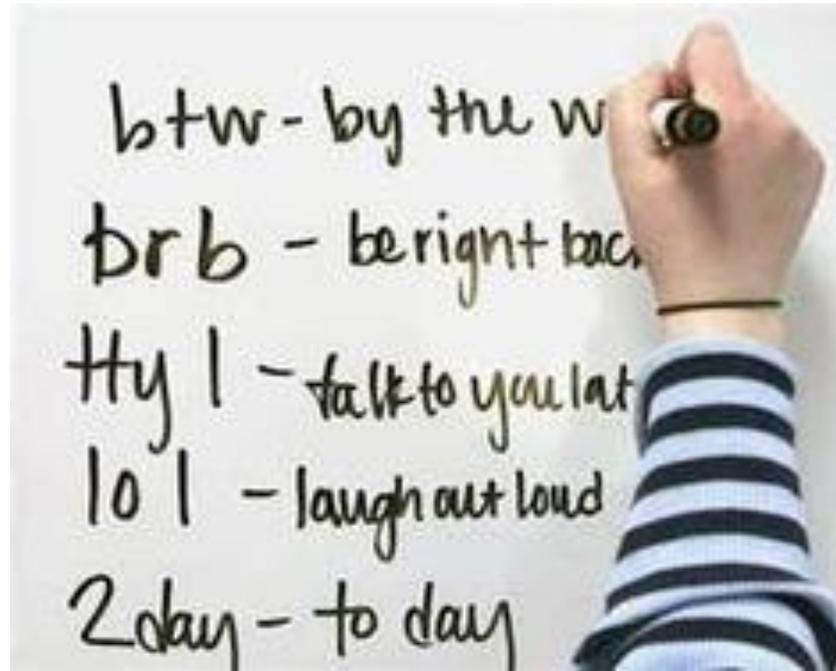


<b>When the teacher is...</b>	<b>The learner should...</b>
Insisting on silence from everyone when an individual is addressing the class	Actively listen and demonstrate appropriate body language
Giving verbal explanation with visual diagrams	Make notes
Setting task instructions	Listen and repeat instructions to partner or teacher to confirm understanding
Using success criteria language	Identify the key phrases and use them when answering questions later in lesson
Pausing during verbal explanation	Recap and catch up with notes
Asking individual to repeat a good answer	Listen and note down key idea
Referring to visual aids (SMART boards, posters) to back up verbal explanation	Listen, read and respond



# WHICH WORDS DO YOU ALREADY ABBREVIATE?

Vs.



etc.

e.g.

i.e.



# NOTE TAKING ABBREVIATIONS

<p><b>&amp; or +</b> = and, plus, with (also w/ = with)</p>	<p><b>-</b> = minus, without (also w/o = without)</p>	<p><b>=</b> = equals, is the same as, results in</p>	<p><b>≠</b> = does not equal, is not the same as, does not result in</p>	<p><b>&lt;</b> = is less than, is smaller than</p>
<p><b>&gt;</b> = is greater than, is larger than</p>	<p><b>↑</b> = increase, rise, growth</p>	<p><b>↓</b> = decrease, fall</p>	<p><b>⇒ or ∴</b> = therefore, thus</p>	<p><b>→</b> = leads on to, produces, causes</p>
<p><b>X</b> = no, not, incorrect</p>	<p><b>?</b> = uncertain, possibly, unproven</p>	<p><b>✓</b> = yes, correct</p>	<p><b>#</b> = number</p>	<p><b>*</b> = special, important, notable</p>
<p><b>/</b> = per (e.g. £50/day)</p>	<p><b>v</b> = very</p>	<p><b>C</b> = century</p>	<p><b>imp</b> = important</p>	<p><b>approx</b> = approximately</p>
<p>Use the <b>first few letters</b> of the word e.g. info = information</p>	<p><b>Remove</b> all (or most) <b>vowels</b> from word e.g. dvpt = development</p>	<p><b><u>Underline</u></b> important sections for emphasis</p>	<p>Write term, phrase, or name in full then substitute with <b>initials</b> e.g. Scottish Parliament = SP</p>	<p><b>Omit</b> 'a', 'the' and unimportant verbs</p>



**IMAGINE YOU WERE TO LISTEN TO OR READ THIS PASSAGE IN CLASS.  
HOW WOULD TAKE NOTES ON IT?**

*At the end of the twentieth century the United Kingdom's population, at around sixty million, was similar to that of Italy, but Italy's population was shrinking because its birth rate had fallen below its death rate. The UK's population was still growing, albeit very slowly – at a rate of 0.09% between 1995 and 2000.*



# YOUR NOTES MIGHT LOOK SOMETHING LIKE THIS:

end (20 UK pop c60m  $\approx$  I. BUT I.  $\downarrow$  due BR < DR - cf. UK  $\uparrow$  slow ie 0.09% 95-2K

or...

@ end 20<sup>th</sup> C., UK's popn = approx. 60 mill, Italy=similar. BUT  
It popn  $\downarrow\downarrow$  - birth < death rate. UK popn  $\uparrow\uparrow$  (= 0.09% 1995-  
2000)



# SUBJECT-SPECIFIC NOTE-TAKING

- Think about the subjects you are taking this year. Which abbreviations could you use to save time when taking notes?

