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**ABSTRACT**

Summarizing and note-taking are techniques which enhance learners' ability to synthesize and organize information by focusing on the main ideas and supporting details. Both summarizing and note-taking help students process information in a deep way.

Summarizing is mainly about distilling information, finding patterns, filling in the missing parts, and synthesizing the information into a condensed form. There are several generalizations and recommendations to develop summarizing skills. The generalizations help learners engage in three activities: deleting information, substituting information, and keeping information.

Note-taking asks learners to identify key information and restate that information in their own words. There are several generalizations and recommendations to develop note-taking skills. These generalizations include: the most effective way to take note is verbatim, and notes should be used as study guides for tests, and the more notes that are taken the better.

These techniques were applied to forty eight students of tenth level "A" and "B" in "Julio Maria Matovelle" high school. The results of the application were positive because they learned more and better the contents, and they raised their grades.

**KEY WORDS**

Summarizing, Note-taking, Graphic Organizers, Note-taking Formats, Text Patterns, Summary Frames.



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**“SUMMARIZING AND NOTE-TAKING AS STRATEGIES FOR LANGUAGE  
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All the content of this thesis is the exclusive responsibility of its authors.

Sincerely,

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Fanny Medina Z.

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The present work is dedicated to:

My beloved mother, Rosita for her love, comprehension and support of me, to my sisters, brothers, nephews, and my dear students who have given me strength and worth so I can triumph in my university career.

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My dear and loving husband who supported me constantly while doing this project.

My beloved daughter, Sophia who brings light into my life.

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## **Introduction**

Nine categories of strategies have been identified: Setting objectives and providing feedback, Non linguistic representations, cues, questions, and advance organizers, cooperative learning, Homework and practice, Reinforcing effort and providing recognition, Generating and testing hypotheses, Identifying similarities and differences, and Summarization and note-taking, have a high probably of enhancing students' achievement. Although all identified strategies are effective, none works equally well in all situations. So we must use them purposefully, intentionally, and explicitly.

Thus, we have chosen summarizing and note-taking because they are very useful, and all students need to develop them since they take notes everyday in the classroom. Summarizing and note-taking help to improve student's ability to synthesize information and organize the most important ideas of what they are learning by using different types of graphic organizers and note-taking formats. These strategies fall under study skills and can be used in any area for increasing comprehension of content.

Also these two skills can assist students further than their classes in their chosen professions. It is very important that students decide what information needs to be deleted or substituted and what information to be kept. But to do this, they must choose which parts of what they read or listen are the most important and which parts are insignificant and monotonous. Thus they can be able to organize



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some concepts, topics and details. A variety of research on both summarization and note-taking has shown that by providing students with both, we can give them two of the most important tools for understanding what they need to learn (Marzano, Pickering, & Pollock, 2001).



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**CHAPTER ONE**

### **1.1. Definition of Summarizing and Note-taking strategies**

**Summarizing and note-taking** strategies enhance student ability to synthesize information and organize it in a way that captures the main ideas and key supporting details (Hill and Bjork, 2008).

**Summarizing** enhances a student's ability to synthesize information. Summarizing is something we do naturally as we read, see, or hear information. For example, when we retell the events of our day, we pick and choose the information that is most important and restate it in a concise way (Hill and Bjork, 2008).

**Note –taking** is closely related to summarizing because it requires that students take information and synthesize it using their own words. The purpose of note-taking is to help students acquire and integrate knowledge. It is a way to organize and process information. Because English language learners (ELLs) are extracting new knowledge in a new language, they will need explicit instruction in the art of note-taking (Hill and Flynn, 2006).

According Marzano **Summarizing** is to restate a segment of text in as few words as possible that it accurately conveys the key points of the text in order to improve student comprehension. Students can recognize how information is structured; and it helps them summarize what they read or hear. In this way students can successfully summarize, learn to synthesize information, which includes analyzing information, identifying key concepts, and defining irrelevant information.



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Summarizing is often quite difficult for many students. Teachers should use clear, concise language to communicate the real meaning of the information, and thus they can use summarizing to support their reading and learning.

According Marzano Note-taking is an important skill for students, especially at college level. This strategy enhances students` ability to organize information in order to take out the main idea and supporting details. However, many students simply write down words or phrases word by word, without analysis, including and excess of information, and they spend too much time, reviewing through notes does not make sense. It is necessary to use their own words, to take notes that briefly summarize the most important points of each source. Students should try to be as clear and concise as possible in their note-taking and try to omit details that are not relevant to their topic. So, students should critically evaluate the texts or articles they are reading and making reasonable choices about what will and will not be useful for their papers or exams, etc.

The most specific type of note-taking is the practice of writing in shorthand, which can allow large amounts of information to be written on paper very quickly. Students also benefit from using their notes as a document for their learning, particularly when it is time to prepare for an exam.

*Summarizing and note-taking* are important activities throughout the investigation process. According to research, this requires substituting, deleting, and keeping information and having an awareness of the basic structure of the information presented. Thus summarizing and note-taking is one of nine key instructional strategies, which are: Setting objectives and providing feedback, Non linguistic



representations, Cues, question, and advance organizers, Cooperative learning, Homework and practice, Reinforcing effort and providing recognition, Generating and testing hypotheses and Identifying similarities and differences according to McREL researchers.

### **Contribution Research results on summarizing and note-taking**

- ✓ Students have to analyze information at a deep level in order to decide what information to delete, what to substitute, and what to keep when they are asked to give a summary (Anderson, V., & Hidi, 1988/1989; Hidi & Anderson, 1987).
- ✓ Reading comprehension increases when students learn how to incorporate "summary frames" which are a series of questions created by the teacher and designed to highlight critical passages of text, as a tool for summarizing (Meyer & Freedle, 1984). When students use this strategy, they are better able to understand what they are reading, identify key information, and provide a summary that helps them retain the information (Armbruster, Anderson, & Ostertag, 1987).
- ✓ Teacher-prepared notes show students what is important and how ideas relate, and offer a model for how students should take notes themselves (Marzano et al., 2001).
- ✓ Notes should be in both linguistic and nonlinguistic forms, including idea webs, sketches, informal outlines, and combinations of words and schematics because, the more notes, the better (Nye, Crooks, Powlie, & Tripp, 1984).



- ✓ When students review and revise their own notes, the notes become more meaningful and useful (Anderson & Armbruster, 1986; Denner, 1986; Einstein, Morris, & Smith, 1985).

## 1.2 Theory of summarizing strategy

It is important to develop reading comprehension ability because it is the key to students' academic success. This ability is not a passive state, but it is an active mental process which to be nurtured and improved.

According to Resnick, (1984) it is a process in which one "uses external information" to construct new knowledge. Reading comprehension involves a complicated and combined of skill in which students utilize their understanding of various elements in order to find main ideas and supporting details.

Taking into account this reading skill, teacher must look for the best method to improve students' reading development by using summarization as a strategy. It is important to know that summarization is related with comprehension ability because at time to sum up, we active reading and minimize passive reading. Active readers are involved in processing and manipulated information, using their schema or mental semantic network to organize income information. Summarizing allows students to differentiate main ideas from unimportant ideas in order to construct logical ideas between them.

On the other hand, most teachers do not like to teach how to write summaries because they consider boring and tedious task. However, if teacher become aware of advantage of students, to teacher this strategy, they might be persuade to use summarization as an important skill that their students should practice.



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Consequently, we have realized that many students, even at high school and university level have difficulty writing effective summaries. Also few students receive instruction in summary-writing even though the task giving them.

Many English teacher and other subjects assume that students know how to summarize do not teach summarization though many of reading activities students are benefit from summarization skill. For instance, when students do research papers tend to copy from sources verbatim because they do not know other method.

### **1.3 Theory of Note-taking Strategy**

Note taking has been a useful activity in academic life of students and teachers. Researches o note-taking indicates that taking-notes in class have a positive impact on students learning since students who take notes score higher that student who does not take notes. Moreover, the more students record, the more they remember and the better they perform on exams.

Also researches indicates that students find to record 40% of important points in a typical lecture with the first year students recording on overage only, 11%. Material written on the blackboard makes into students' notes in a higher rate that material communicates verbally. Unfortunately students' notes are often inaccurate.

Experts reports that inaccuracies in student notes occur most frequently when students are copying diagrams, numerical figures, and items of which is essential material. Further, correction to notes that are identified during seldom incorporated into notes once they are written.



## **Support student note-taking**

Note-taking involves listening to new and often familiar information, transcribing that information quickly enough to keep pace with the lecture, and deciding how to organize the material to reflect the relationships stated by the speaker. Several studies indicate that students have difficulty organizing lecture material and identifying main points (Davies, 1976; Jackson & Bilton, 1990a-1990b).

For this reason students benefit from outlines during class because outlines provide a scaffold for note-taking. Students benefit from graphic organizers during review because they facilitate understanding of class material. The advantage of graphic organizers is that they offer students a meaningful way to think through the information in their notes. Graphic organizers are important tools for note-taking for students because they show relation across categories, concepts, or ideas by organizing information.

### **1.4 Definition and theory of graphic organizers by Joseph Novak**

Graphic organizers are visual ways to represent information in an easy way, clear and organized. They help students when they are learning new information, and they are precise to measure students' learning evolution. They originate concept maps using their own words when students make graphic organizers. Graphic organizers are also known as concept maps, story maps, knowledge maps, cognitive organizers, advance organizers, or concept diagrams.

Concept maps have their origin in the learning movement called **constructivism** that means constructivists hold that learners construct knowledge





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actively. In consequence Novak's work is based on theories of David Ausubel assimilation theory, who worried the importance of prior knowledge in being able to learn new concepts.

Dr. Joseph Novak created this idea in the 1960s; it is a kind of graphic organizer that allows an individual to connect prior knowledge with newly learned information. To Novak and Gowin, concept maps are efficient tools and do not pretend to present a complete list evaluation, displaying students' prior knowledge, summarizing what has been learned, note-taking, supporting study, planning for understanding, consolidating educational experiences, improving affective conditions for learning, teaching critical thinking, supporting cooperation and collaboration, and organizing. Concept maps identify the way we think, the way we see relationships between knowledge.

Besides, Novak and Gowin developed different graphic organizers, called concept maps. The concept map is actually a type of graphic organizer that Novak and his research team the first time established for summarizing their interview materials. In this way they proposed linking personal insight, ability to explain meaning, ability of transferring concepts with creativity by means of producing concept maps. He argued that producing concept maps provided four basic purposes: 1) challenging personal assumptions, 2) knowing new thinking model, 3) build up new relationship and 4) imagine an unknown world.

### **Theory of graphic organizers**

According to Ausebel's theory of meaningful learning, the purpose of teaching is to emphasize on the linking of new knowledge and existed experiences to produce



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another new knowledge (Ausebel, 1968; Novak & Gowin, 1984). Graphic organizers are based on the theory of meaningful learning in which it advances students' learning by graphic organizers on the basis of their existed background knowledge. Therefore, this study attempts to integrate graphic organizers into the instructional activities and guide students in their learning of creative design.

Research has demonstrated that the use of graphic organizers in the classroom helps students improve reading and comprehension skills, retention of information, and thinking and learning.

The organizer helps the student in brainstorming and organizing information to make it easier to understand how ideas connect.

According to Novak, meaningful learning requires three conditions:

1. **The material to be learned must be conceptually clear** and presented with language and examples to the learner's prior knowledge.
2. **The learner must possess relevant prior knowledge.** Teachers must be careful and explicit in the modeling of the overall knowledge framework.
3. **The learner must choose to learn meaningfully.** The students must choose the most important ideas of what they are learning.

There is an example of Novak's map of concept maps in order to know how meaningful learning occurs.





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**CHAPTER TWO**

## **2.1 Characteristics of Note-taking strategy**

Note-taking is a rapid method to record information by using a few abbreviating techniques, such as shortened words and substitution signs, in order to help students' comprehension. According to the research, it is approved in the fields of cognitive psychology, linguistics and teaching science relevant to this focused form of writing.

There are four aspects of note-taking:

- 1) The functions of note-taking
- 2) Note-taking strategies used by students
- 3) Comprehension and learning of knowledge through note-taking
- 4) Effective note-taking: "learning to write."

### **1. The functions of note-taking**

Through note-taking, students can complete two functions: recording information and supporting manifestation. You can draw up a recollection aid, such as important actions, a shopping list, etc., with the purpose of avoiding forgetting something. Besides, note-taking allows students to gather important information from lectures, books, a class, and conferences that let them use efficiently to complete their academic program. Currently, note-taking is used in most subjects and in many professions since it contributes to making judgments, resolving problems, and making decisions.



## **2. Note-taking strategies used by students**

When teachers make a presentation to their classes, they do not speak slowly enough for students to write down everything that is said, and for that reason students develop exceptional skills, they increase processes and methods that allow them to record the content of lessons such as the use of abbreviations, cutting long words, and using symbols. Also students must realize when a teacher wants such information to be taken down as notes he/she used to say “pay attention, this is important!”

## **3. Comprehension and learning of knowledge through note-taking**

One of the ways students can learn content is to re-read their notes as many times as necessary. When you the student listen to your teacher or you read a text, you must focus on the access, classifying, and coding of the essential information. Furthermore, it is important to review again the notes that you have taken in order to reinforce the integration of the knowledge and its storage in the lasting memory. Notes allow short-term pieces of information to be “stabilized” for use at a later stage in the task, in that way easing the fill on the working memory, thus the students who took notes developed more effective memories.

## **4. Effective note-taking: “learning to write.”**

Note-taking needs three skills to be effective: comprehension through note-taking, note production, and awareness management of the activity as a whole.

A. *Comprehension through note taking.* – there is very little work that has been done on learning conditions and measuring the development of the knowledge, and skills used in note-taking; for instance, at school level, some exercises that focus on



specially psycholinguistic treatments may be done, but comprehension is most commonly taught through the creation of *summaries*, and it has to be combining and generalizing the important pieces of information that have been extracted from a text.

B. *Producing notes.*-, students do not follow the same conventions as for the production of standard text when they are taking notes; spelling, syntax, and the explanation of information on the page are subject to significant changes. Some studies have placed the emphasis on the use of note-taking methods, such as tables, diagrams, and concept mapping, which are largely based on the use of key words.

There are four difficulties on the pedagogical orientations making it possible to deal with them:

- How to speed it up, how to schematize, how to reword, and how to classify it.

C. *The conscious management of the activity as a whole* .- The complexity of the cognitive operations and the knowledge involved in a process such as note-taking require note takers to actively control what they are doing and to master the way they work. This meta-cognitive knowledge helps them to plan their activity, to evaluate it and regulate it (Stahl, King & Henk, 1991).

## **2.2 GENERALIZATIONS AND RECOMMENDATIONS TO INCORPORATE SUMMARIZATION INTO THE CLASSROOM.**

As we know, summarizing is a learning strategy that teaches students to take out the most important ideas of a reading and to understand text patterns, and at the same time it helps to improve writing skills. There are some generalizations from the summarizing research that we have to take into account.



## GENERALIZATIONS

1. - When students summarize, they must delete, substitute, and keep some information.

It is important that the teacher models the steps one at a time for students in order to show them the differences of each step. Explaining to them which information is important and trivial will provide a pattern to follow when they summarize.

2. - Students must analyze the information at a deep level in order to effectively, delete, substitute, and keep information.

In this step the students need time to discuss and analyze what they are learning because most of them do not understand what is important in the contents and what is not. It of course depends on the student's level because it could be more difficult for beginners than advanced students.

3. - Being aware of the explicit structure of information helps students to summarize.

We make sure that our students understand text patterns because most of the texts are usually presented according to certain structures or patterns. The more they understand them, the better they will be able to summarize. So for a better comprehension, teachers can offer visual examples of text patterns like graphic organizers, and also they can use eye contact, body movements, pantomime, facial expressions, gestures, clear expression and clear articulation when explaining.



On the other hand here we have some recommendations for classroom practice when summarizing.

## RECOMMENDATIONS

### 1. - Use reciprocal teaching with your students

It engages students in other thinking process because reciprocal teaching is a type of dialogue that students use to create meaning from text (Palincsar & Brown, 1984). Reciprocal teaching involves the following steps:

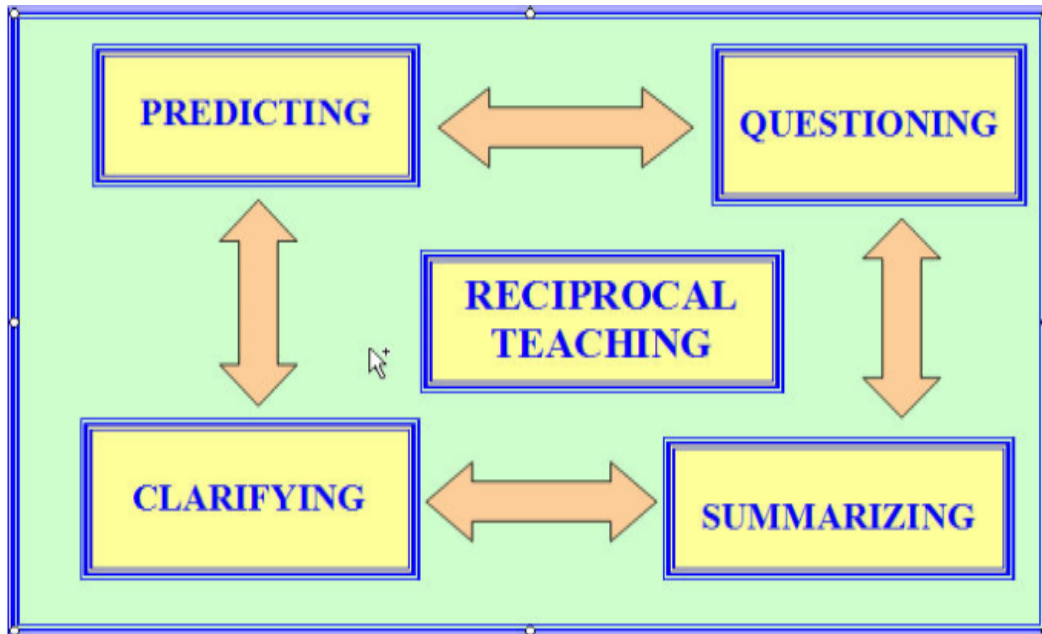
**Step 1: Summarizing.** After students have silently or orally read a short selection, the other previously named leader student summarizes what had been read, heard, or seen. Other students may add to the summary at this time. If students have any trouble summarizing the teacher might help them by pointing out clues.

**Step2: Questioning.** The student leader asks some questions that are designed to help them to identify important information in the passage while the rest of the group responds to the questions based on what they have learned.

**Step 3: Clarifying.** The student leader tries to clarify confusing points in the passage. Other students may also point them out as well.

**Step 4: Predicting.** The student leader asks for predictions about what will happen in the next segment of the passage. The student leader can write the predictions on the blackboard, chart paper, or notebook and give them back for verifying after reading.





2. - Teach students rule-based summarizing

As we said above, students must follow some steps to produce a summary. For example, keeping, deleting, and substituting information. So teachers need to model this step again and again for the students.

◎ **Steps to follow:**

1. Take out material that is not important for your understanding.
2. Take out words that repeat information.
3. Replace a list of things with the word that describes the things in the list.
4. Find a topic sentence.



3. - Teach students about text patterns and graphic organizers

**A) Text pattern definition**

Text patterns are important parts of any type of writing and are especially important for expository text. These structures are the forms of writing that authors use when they want to define a topic or subject.

In addition, text patterns were demonstrated to students by means of utilizing reading passages so as to make them realize the different styles in which a writer can organize his/her ideas. However, it is necessary not only to demonstrate textual patterns, but also the signaling vocabulary related to each pattern used in each kind of writing. Consequently, they become faster and more quick-witted readers, which lead them to become more aware of the way they could write a text based upon a given topic.

There are six common **patterns**, each with a respective graphic organizer (Jones, Palincsar, Ogle, & Carr, 1987; Marzano & Pickering, 1997).

1. **Chronological sequence:** Organizes information in a time sequence.
2. **Compare/Contrast:** Organizes information about two or more topics according to their similarities and differences.
3. **Concept/definition:** Organizes information about a word or phrase that represents a generalized idea of a class of person, places, things, and events. It defines a concept by presenting its characteristics or attributes and sometimes examples of each.
4. **Description:** Organizes facts that describe the characteristics of specific persons, places, things, and events.



5. **Episode:** Organizes a large body of information about specific events, including time and place, specific people, specific duration, specific sequence of incidents that occur, and the events particular cause and effect.
6. **Generalization/principle:** Organizes information into general statements with supporting examples.

### **B) Graphic Organizers definition**

Graphic organizers are visual ways to represent information in an easy, clear and organized way. They help students when they are learning new information, and they precisely measure students' learning evolution. Graphic organizers are also known as concept maps, story maps, knowledge maps, cognitive organizers, advance organizers, or concept diagrams.

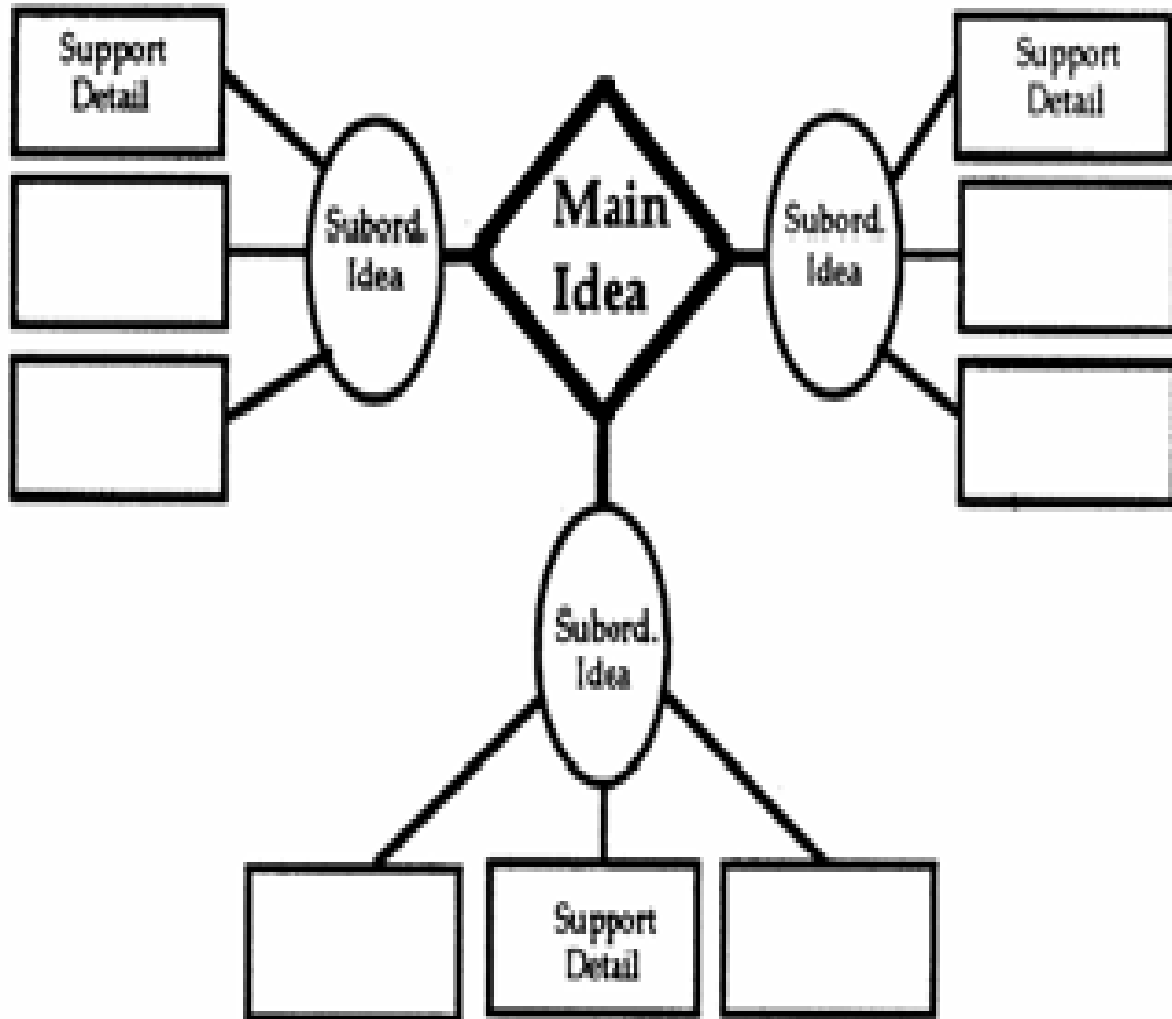
There are different forms of **graphic organizers**, each one suited in a particular type of information. Here we have some samples of the different types and uses of graphic organizers.

#### ❖ **A Descriptive Map**

A descriptive map is a teaching tool that helps to students to visualize the existing relationships amongst multiple ideas. This diagram has a descending hierarchy and consists of one main box placed at the top of the structure with several lines of subordinated boxes which are situated below. The boxes contain brief information specifying a particular concept. There are also linking phrases which are used to determine the different types of relationships.



## *Descriptive or Thematic Map*



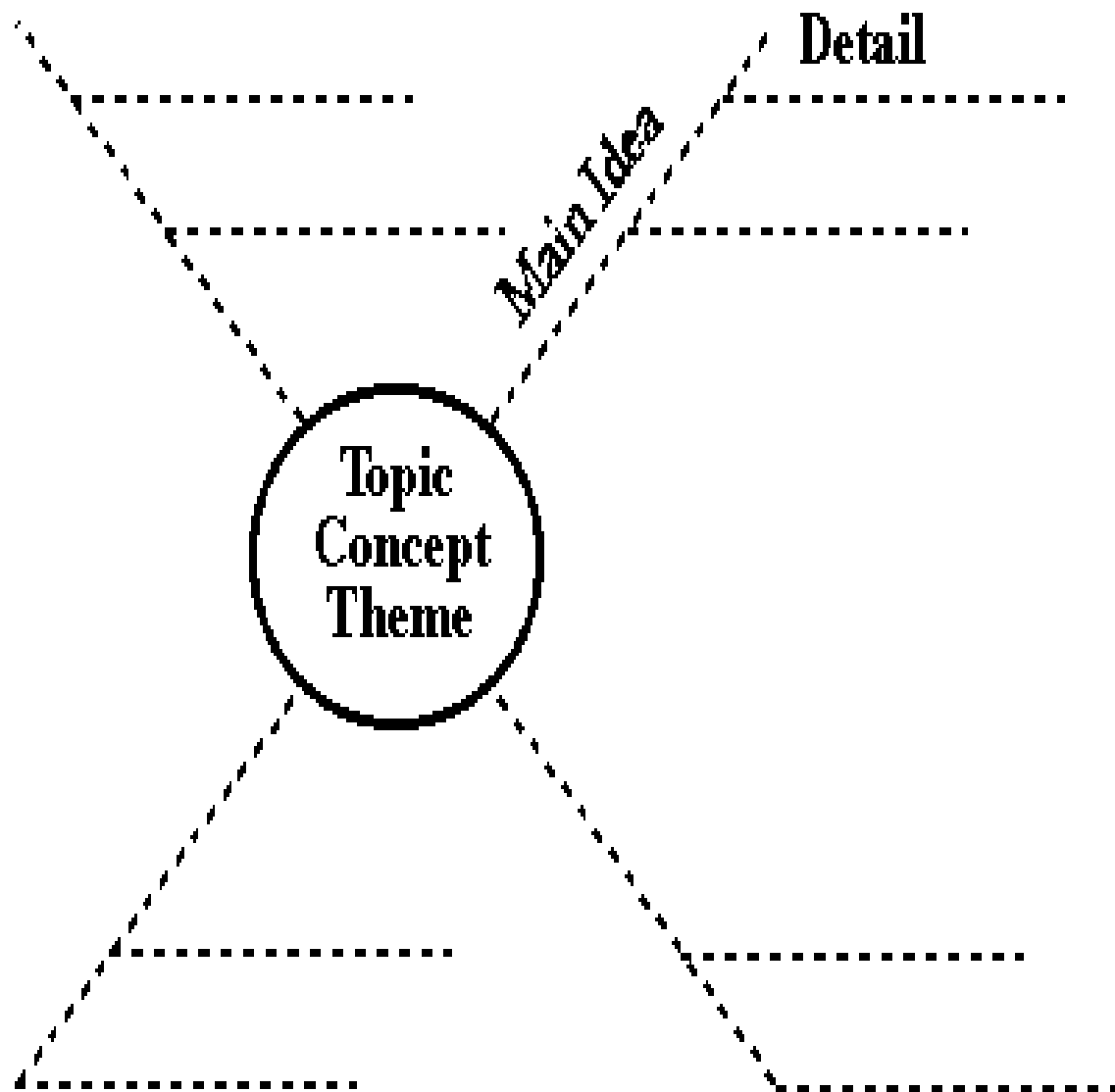
❖ Spider Map



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The spider map is used to describe a central idea and details. Key frame questions: What is the central idea? What are its attributes? What are its functions?

# Spider Map

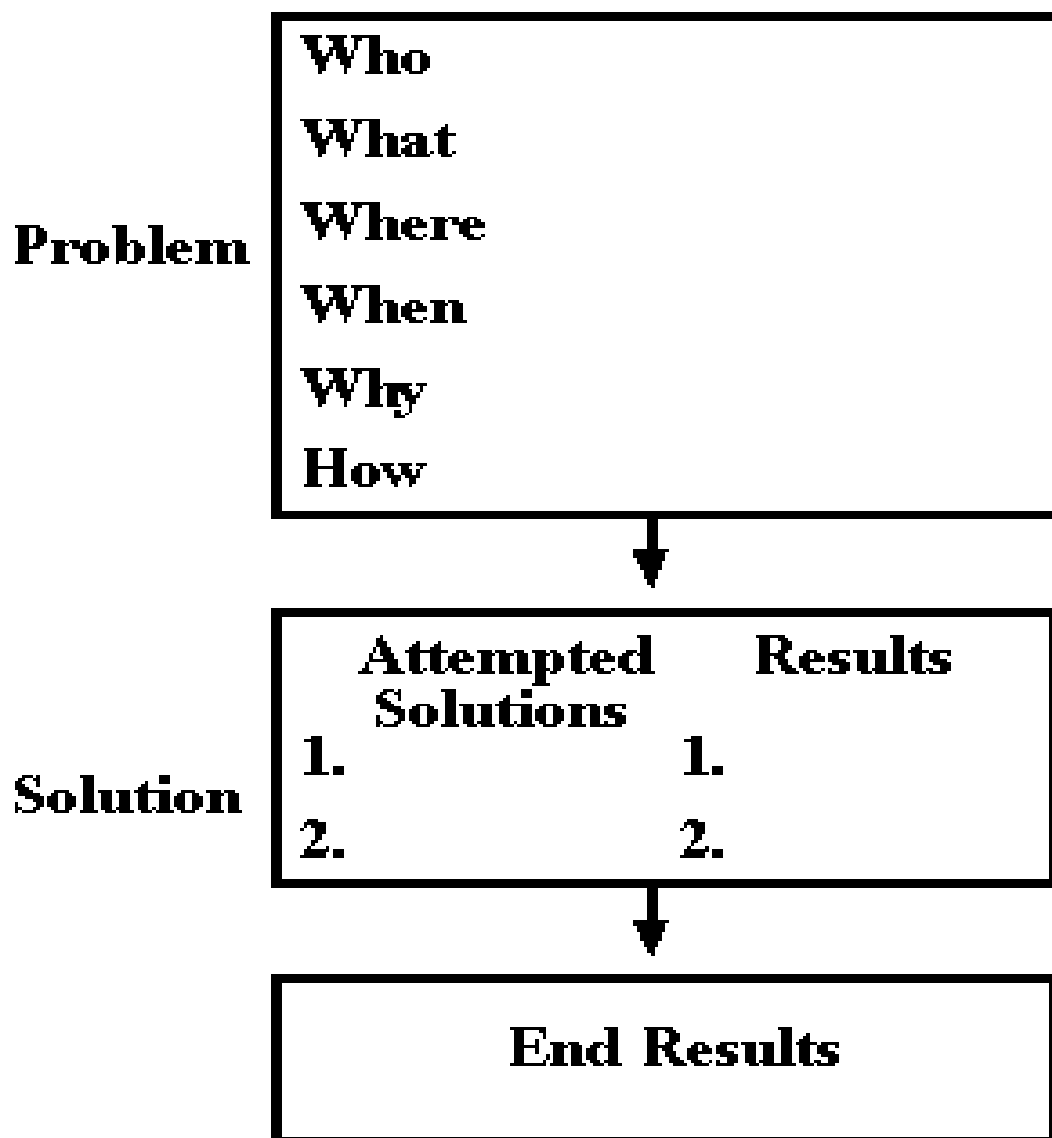


❖ A Problem-Solution Outline



The problem-solution outline helps students compare different solutions to a problem. When information contains cause and effect problems and solutions, a **Problem and Solution Map** can be useful for organizing the material. Key frame questions: What was the problem? Who had the problem? Why was it a problem? What attempts were made to solve the problem?

## Problem/Solution Outline



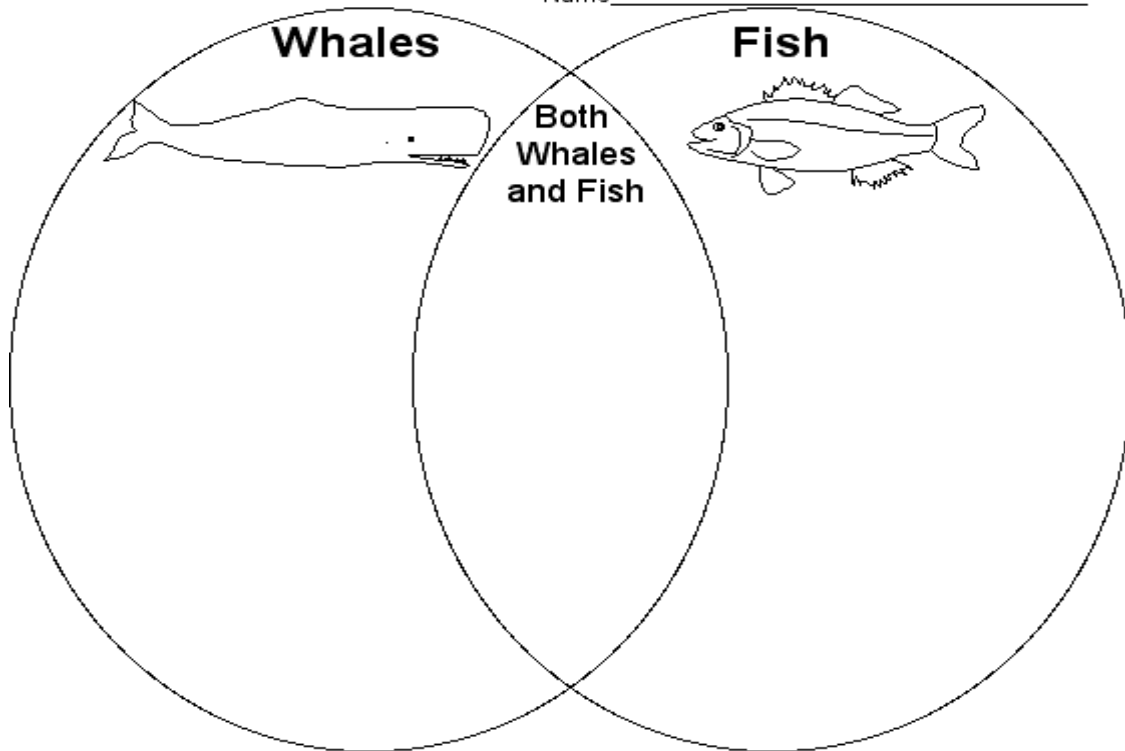
❖ Venn Diagram



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The Venn is made up of two or more circles. It is often used to show similarities and differences in characters, stories, poems, etc. It is frequently used to allow students to organize thought or textual quotations prior to writing a compare and contrast essay.

Name \_\_\_\_\_



Cut out labels below and glue them on the Venn diagram above:

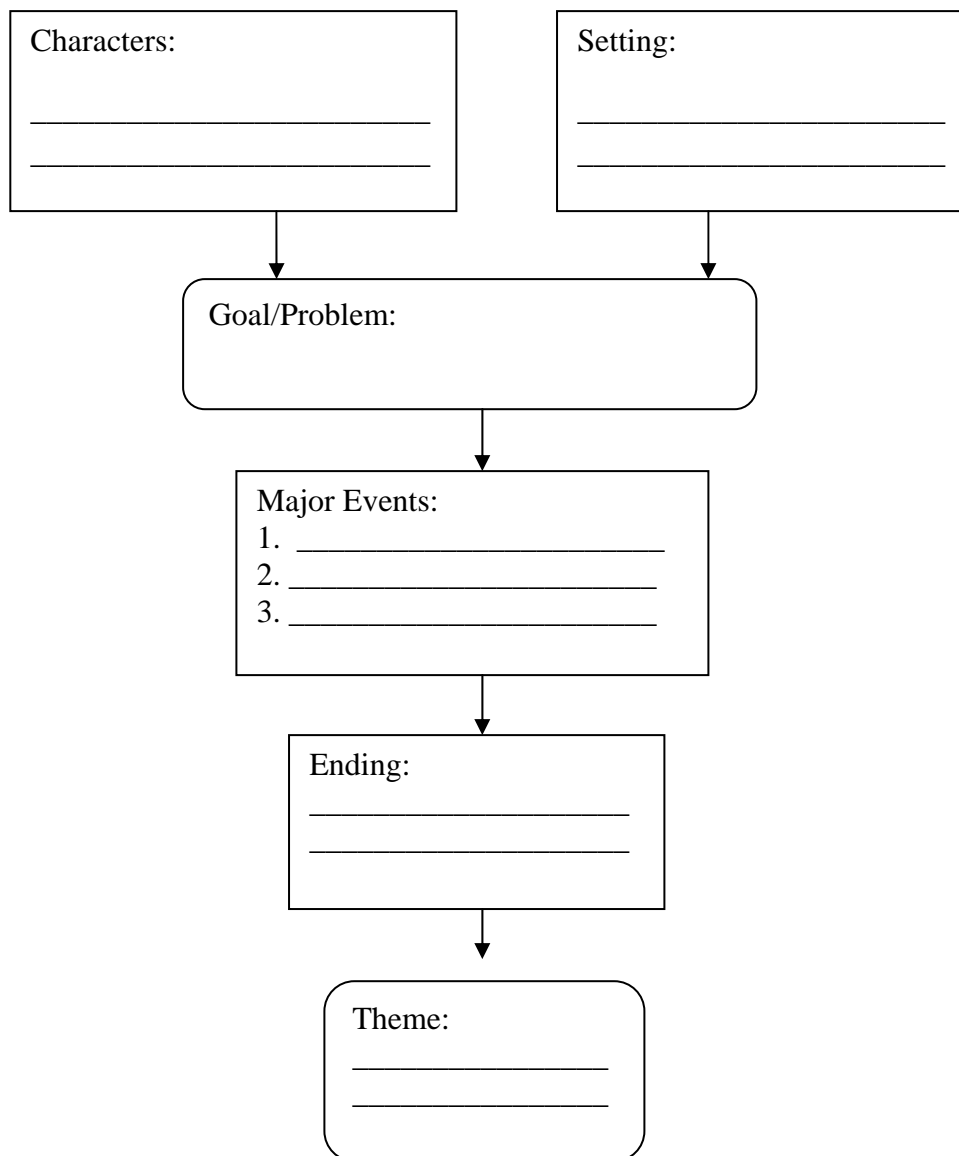
<b>Some hair on skin</b>	<b>Have a brain</b>	<b>Most lay eggs</b>
<b>Swim</b>	<b>Scaly skin</b>	<b>Have a heart</b>
<b>Breathe air with lungs</b>	<b>Move tail left &amp; right</b>	<b>Have a backbone</b>
<b>Breathe with gills</b>	<b>Move tail up &amp; down</b>	<b>Are mammals</b>
<b>Live in water</b>	<b>Warm blooded</b>	<b>Nurse babies</b>
<b>Have fins</b>	<b>Mostly cold blooded</b>	<b>Do not care for young</b>

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❖ **Story Map**

A story map is a map of characters, main idea, the plot, setting, and questions. Students would usually use a story map if they just got a book and before reading it they make a story map, and throughout that book they can fill in the bubbles, blocks, squares, etc.

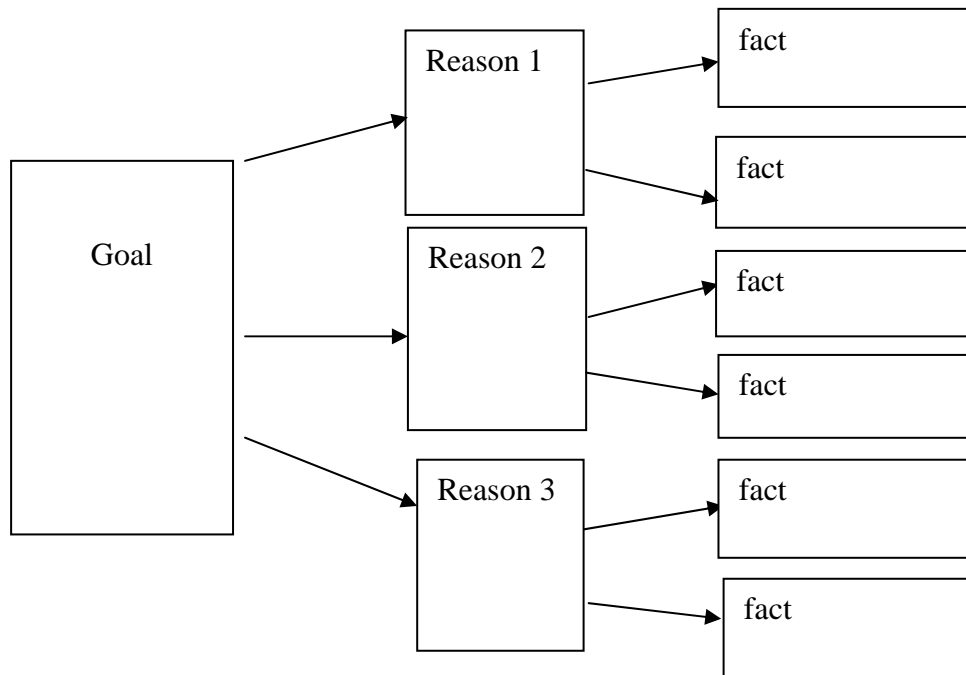






❖ **Persuasion Map**

A persuasion map is a pattern of thinking to help students simplify their thoughts to communicate successfully. Write their goals in the first box. Write three reasons in the next boxes. List facts and examples in the branching boxes.



**1. Use Summary frames**

A summary frame is a series of questions that the teacher provides to students to help them summarize information.

The questions are designed to highlight the important elements of specific patterns commonly found in a variety of texts (e.g. fiction, textbooks, and editorial pieces). The answers to the questions are used to summarize the text. Each style of summary frame captures the basic structure of a different type of text.



There are six types of **summary frames**: The narrative frame, the topic-restriction-illustration frame, the argumentation frame, the problem-solution frame, the conversation frame and the definition frame.

Example:

	<p style="text-align: center;"><b><u>The narrative frame</u></b></p> <p>The narrative frame or story frame commonly contains the following elements:</p> <ol style="list-style-type: none"> <li>1. <b>Characters:</b> the characteristics of the main characters in the story</li> <li>2. <b>Setting:</b> the time, place, and context in which the information took place</li> <li>3. <b>Initiating event:</b> the events that starts the action rolling in the story</li> <li>4. <b>Internal response:</b> how the main characters react emotionally to the initiating event</li> <li>5. <b>Goal:</b> what the main characters decide to do as a reaction to the imitating event</li> <li>6. <b>Consequence:</b> how the main character try to accomplish the goal</li> <li>7. <b>Resolution:</b> how the goal turn out.</li> </ol> <p style="text-align: center;"><b><u>Frame questions</u></b></p> <ol style="list-style-type: none"> <li>a. Who are main characters in the story?</li> <li>b. When and where did the story take place? What was the place like?</li> <li>c. What happed at the start of the story?</li> <li>d. Who did the main characters react to that event?</li> <li>e. As result of what happed, what did the main characters decide to do? Did they set a goal? What was it?</li> <li>f. What did the main characters do to try to accomplish their goal?</li> <li>g. How thing turn out?</li> </ol>	
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## **2.3 GENERALIZATIONS AND RECOMMENDATIONS TO INCORPORATE NOTE-TAKING INTO THE CLASSROOM.**

Another important learning strategy that we have to develop in our students is note-taking. It is one of the most effective ways to understand the material being presented in class. So in classes, the teachers will talk about topics that students are studying. The information she/he provides will be important for them to know when they take tests. They must be able to take good written notes from what your teachers says. The purpose of note-taking is to help students acquire and integrate knowledge; it is way to organize and process information for this reason it is important to know some generalizations and recommendations.

### **GENERALIZATIONS**

- ❖ Verbatim note taking is the least effective way to take notes.

Usually students write down every single word they heard, so they are not aware of synthesizing information. Trying to record everything they hear occupies students' working memory, and it does not give them the chance to analyze the incoming information. So as an alternative to having students taking notes, teachers can stop and ask them to draw what they understand after a lesson.



- ❖ Notes should be considered works in progress.

Teachers need to explicitly teach and reinforce the process of taking notes by giving them time to take notes because students always return to their notes and revise them to reproduce their deeper understanding.

- ❖ Notes should be used as study guides for tests.

When students review notes, they are studying the content, so if the notes are clear and organized adequately, they will serve students to prepare for the test preparation.

- ❖ The more notes taken, the better.

This does not mean taking verbatim notes, but rather notes that elaborate on the learning objectives. There is a strong correlation between the amount of notes taken and student achievement on test. For English language learners, the more graphics that are used, the better.

## **RECOMMENDATIONS**

- 1) Give students teacher-prepared notes.

This is a good opportunity to introduce note-taking to students. It is very important that the teacher prepares notes in order to show them how notes might



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be taken, providing a clear example what the teacher considers important. Here we have additional suggestions for using teacher- prepared notes.

- Provide students notes, but ask them to add the graphics.
- Provide notes with missing words, and ask students to supply them.
- Encourage beginner students by asking them to point to teacher prepared graphics.

## 2) Teach students a variety of **note-taking formats**.

It is important to model all the different forms of note -taking because it allows students to select which format they prefer. You can model students the **informal outline** which is characterized by indentations, another model is **webbing format** which provides a visual representation, a third type of format is **combination notes** which used both the informal outline and the web technique, and last format is **Cornell format** which focused on the main ideas and supporting details.

Here you have four types of note-taking formats:



1.- Informal outline

**HUMAN BODY**  
**PART OF THE BODY**

- ❖ SUPERIOR PART
- ❖ MIDDLE PART
- ❖ INFERIOR PART

**SUPERIOR PART**

HEAD  
FACE  
EYES

**MIDDLE PART**

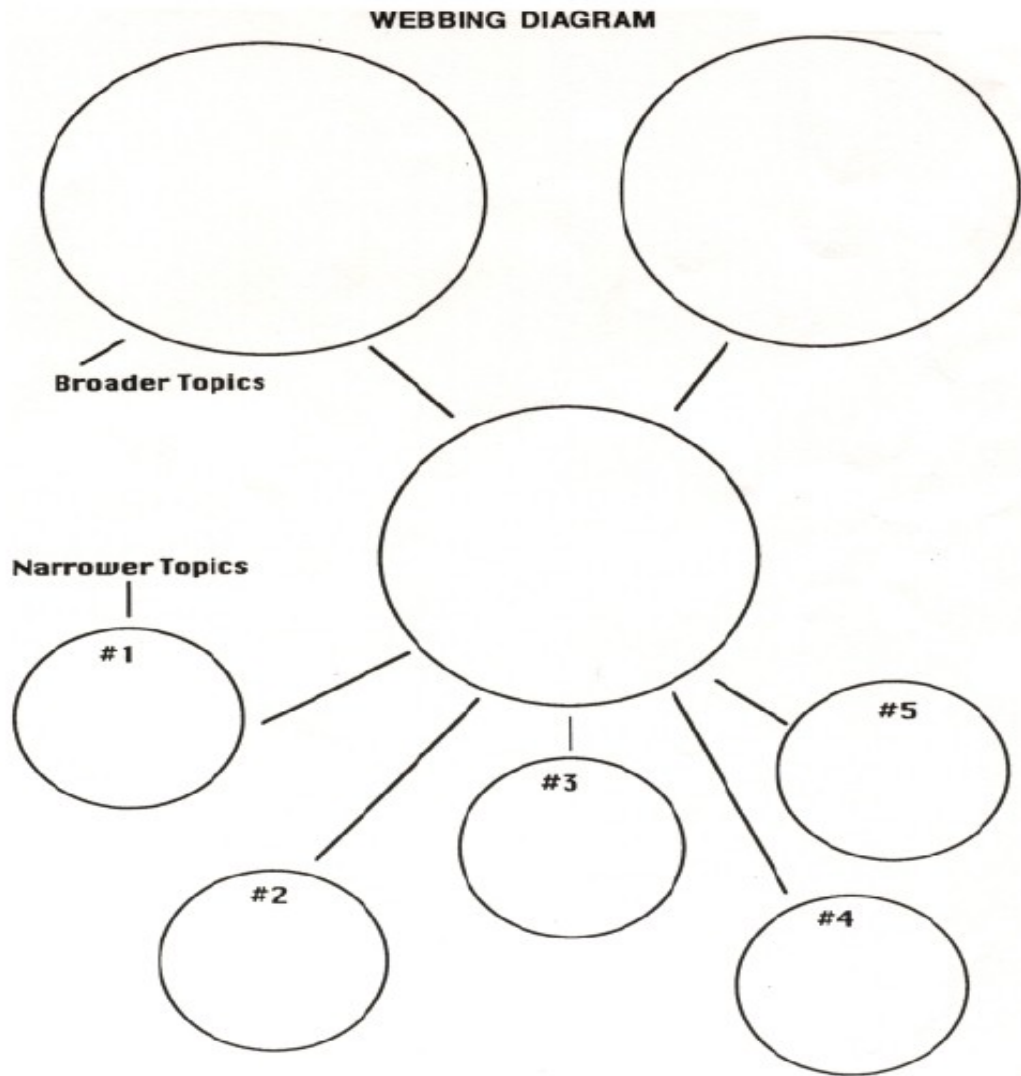
STOMACH  
HANDS  
ARMS

**INFERIOR PART**

LEGS  
FEET  
KNEE



2.- Webbing format





3. - Combination notes

Notes	Graphic
Stay your conclusion here:	





4. - Cornell Note-taking format

**Subject:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>Main Ideas</b>	<b>Details</b>
<b>Summary:</b>	

It combines linguistic and nonlinguistic formats. They are helpful because they allow students to represent the information in a visual way. It also allows students to save the information in a different way without using words. This information answer questions and they are used to do the summary.



The image shows a spiral-bound notebook page with a red horizontal line at the top. On the left side, the word "NOTES" is written in a simple font. Below it, the text "Types of forces" is followed by a bulleted list: "• contact force", "• gravity", and "• friction". A rounded rectangular box labeled "informal outline" is positioned below the list. In the center of the page is a hand-drawn diagram titled "forces on a box being pushed". It depicts a stick figure pushing a rectangular box to the right. Three red arrows represent forces: one pointing right from the figure's hands labeled "contact force", one pointing down from the top center of the box labeled "gravity", and one pointing left from the bottom center of the box labeled "friction". A rounded rectangular box labeled "sketch with labels" is placed to the right of the diagram. On the far right, a larger rounded rectangular box contains the text: "Make flash cards to help you study for a test. Write a concept on one side of each card and draw the sketch that goes with it on the other side. Use the cards to review concepts with a friend."

Finally, these two strategies, Summarizing and Note-taking are effective when the teachers apply them purposefully that means implementing in accordance with recommendations; intentionally with sufficient time and intensity; and explicitly means that consistently until success is achieved for ELLs. The teachers can use them in all levels primary, middle and superior since both techniques help students to organize their ideas and to summarize the information in a motivate way through visual representations in a successful way.



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**CHAPTER THREE**

**3.1 EVALUATION OF THE EXISTING LESSON PLANS.**

These are the contents of the “**Real Time America 2A**” book of tenth level. Real Time America is a series for young adult learners of English. It takes students from elementary to intermediate level. The general objective of the book is to allow students to continue developing their understanding and use of English through complete, flexible and motivating contents. This book is the resource of analysis for our work. In the table below you can see the contents of the book in more detail.



# CONTENTS MAP

	page	GRAMMAR	TOPIC VOCABULARY	PRONUNCIATION	COMMUNICATION FOCUS
<b>UNIT ONE</b> <b>A restaurant</b> A Eating out B People at work C I'd like coffee D A recipe	<b>5</b>	Present verb <i>be</i> <i>There is/are</i> Countable nouns with <i>some</i> and <i>any</i> Definite article: <i>the</i> Plural nouns: regular and irregular	Restaurant Food and drink Location	Vowels: /aɪ/, /ɪ/, /i:/ Word stress Initial consonants: /k/, /p/, /s/, /t/ Intonation for questions Linking and: salt 'n' pepper	Describing places Describing people Reading a menu Asking for food and drink Reading and writing a recipe Conducting a survey
LANGUAGE SUMMARY 1	<b>14</b>				
<b>UNIT TWO</b> <b>A doctor's office</b> A Health problems B An appointment C See the doctor D Health education	<b>15</b>	When clauses Want + infinitive Imperatives: affirmative, negative Countable/Uncountable nouns with <i>many/a few</i> , <i>much/a little</i> , <i>not enough</i>	Health problems Procedures Parts of the body Food and drink	Vowels: /ɪ/, /e/, /æ/ Word stress Intonation for questions	Talking about illness Reading a leaflet Making an appointment Giving and taking advice
LANGUAGE SUMMARY 2	<b>24</b>				
<b>UNIT THREE</b> <b>City life</b> A Big cities B The best C On the left D Edinburgh	<b>25</b>	Comparative adjectives Superlative adjectives Prepositions of place Articles: definite/indefinite/zero	Cities Facilities Entertainment Location	Weak form of <i>than</i> /ðən/ Sentence stress Intonation for questions	Describing cities and events Giving opinions Comparing places and people Asking for and giving locations
LANGUAGE SUMMARY 3	<b>34</b>				
<b>Extension 1</b>	<b>35</b>				
<b>Progress check</b>	<b>37</b>				
<b>UNIT FOUR</b> <b>East meets West</b> A Japan abroad B A conference C Be polite D Mine's a Honda	<b>39</b>	<i>Should/shouldn't</i> for advice about polite behavior <i>Whose ...?</i> Possessive pronouns: <i>mine/yours/his/hers/its/ours/theirs</i>	Business Employment Journalism	Consonants: /g/, /d/, /b/, /p/ Silent letter <i>j</i>	Talking about work Reading a newspaper article Explaining polite behavior Talking about possessions
LANGUAGE SUMMARY 4	<b>48</b>				
<b>UNIT FIVE</b> <b>Sports, sports, sports</b> A What's the score? B Have you ever ...? C Healthy or dangerous D I hate sports	<b>49</b>	Present perfect Indefinite pronouns <i>Should/shouldn't</i> for giving opinions	Sports Sports reports Facilities Television Movies	Vowels Initial consonants: /s/, /sp/, /sk/, /str/ Word stress	Reporting events Talking about experiences Giving opinions Giving and following instructions
LANGUAGE SUMMARY 5	<b>58</b>				
<b>Extension 2</b>	<b>59</b>				
<b>Progress check</b>	<b>61</b>				
<b>GRAMMAR REFERENCE</b>	<b>63</b>				
<b>PHONETIC CHART</b>	<b>69</b>				
<b>IRREGULAR VERBS</b>	<b>70</b>				
<b>KEY VOCABULARY</b>	<b>71</b>				
<b>SONGS</b>	<b>74</b>				
<b>WORKBOOK</b>					



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Unidad Educativa “Julio María Matovelle”

**1. Informative Data:**

Level:	Curricular line:	Area :
Basic	Instrumental	Lenguaje
	Subject:	Level:
	Foreign Language	Tenth
Teacher:	Time Amount:	Group:
Fanny Medina	5	“A” and “B”

**2. Referent to the Unit Competence**

**Specific Competence:**

To use the present simple tense structure, adjectives and articles with coordination and respect.

**3. Competence Elements**

COMPETENCE UNIT # 3	OBJECTIVE	COMPETENCE ELEMENTS	KNOWLEDGE SYSTEM	PERIOD
Uses the simple present and adjectives and articles with responsibility.	To use the present tense using the comparative and superlatives adjectives with respect and coordination.	-Describing cities and events.	-Adjectives: bad, beautiful, ugly, etc.	7
		-Giving opinions	-Comparative adjectives; regular and irregular	
		-Comparing places and people.	-Superlative adjectives; regular and irregular	8
		-Asking for and giving location	-Cities of the USA. -Definite and indefinite article -zero article	

**4. METHODOLOGY:**

Description



- Dialogues
- Games
- Total Physical Response
- Audio Lingual Method
- Role plays
- Songs
- Community Language Learning

**5. RESOURCES:**

- Graphic Material
- Flash Cards
- Teacher´s book
- Student´s book
- Audivisual Material
- Song

**6. EVALUATION:**

Objective of evaluation referent to EC	Criteria of Development	Methodology	and Resources
Reading for specific information Listening dialogues for specific details Speaking and writing about cities of USA Writing a comparison between two cities	Describing cities and events.  -Giving opinions  -Comparing places and people.  -Asking for and giving location	-Listen a comparison about Los Angeles and Athens; and fill in the blanks. -Know about cities of the USA and answer some questions. -Read an article about Edinburgh and complete a chart. -homework	Teacher´s book Students´ book Workbook Postcards Dictionary Graphic Material Realia maps

**7. BIBLIOGRAPHY**

<b>Texts</b>	<b>Web</b>
Real Time America 2A Grammar in Use Chicago Dictionary	-Wwwgeoogle.com - http://www.edingurgh-festivals.com

**8. REVISION AND APROBATION**

<b>Done</b>	<b>Revised</b>	<b>Approved</b>
Fanny Medina Signature: Date:	Lcda. Magdalena M.	Lcda. Esthela P.

This diagnosis is just based on the chapter three with the topic "BIG CITIES". In the evaluation we take into account the strengths and weaknesses of the teacher`s didactic unit plan by considering the following aspects.

<b>Diagnosis of the work of the teacher</b>	
<b>Strength</b>	<b>Weaknesses</b>
skills	
The teacher develops the following skills in her classes; reading the students read articles about cities; writing the students answer questions; speaking the students talk with their classmates about cities; and listening they listen a comparison between cities.	There are not enough speaking activities such as: dramatizations, dialogues, role plays.  Also it is important to implement reading activities in order to develop reading comprehension by applying summarizing strategy. Another activities that the teacher can use is writing through note-taking about main ideas, supporting details, examples, etc.
Contents	



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<p>The most of the topic show the situation of real life and they are according to students` interest; for example, big cities and comparing them.</p>	<p>However, the contents show the lifestyle of other countries; this makes students lose interest in learning the language. So it is important to context according to our culture and reality; for instance, to compare cities of Ecuador.</p>
<p>Methodology strategies</p>	
<p>The methodology is flexible because it can be changed according the students` needs.</p>	<p>The teacher does not use others strategies and methodologies like summarizing and note-taking strategies by giving some recommendation how to do them, in order to vary and keep the student motivated.</p> <p>Also, the teacher does not show the material in an organized way.</p>
<p>Didactic resources</p>	
<p>The resources used by the teacher are essentials because they help the teacher to facilitate his/her teaching task. These resources are student`s book, teacher`s book, workbook, postcards, dictionary, graphics, realia, and maps.</p>	<p>The effectiveness of teaching resources depends on the correct use of teacher. You can do this through the use of other strategies and resources such as: note - taking formats, graphic organizer, pictures, and teaching how to summarize y take notes.</p>
<p>Evaluation</p>	
<p>The common techniques used by the teacher to evaluate are the following: homework, oral lesson, test, group work and final examination.</p>	<p>However to assess accurately, the teacher should be taken into account the student's opinions and skills; for example, evaluate students` understanding and not only asses knowledge as the traditional teacher did</p>





### 3.2 PROPOSED PLANS

After we have analyzed the teacher`s plan, we propose to use SUMMARIZING AND NOTE-TAKING STRATEGIES in order to improve the students` understanding of the contents. As we could realize, the topics of unit three do not belong to our reality since the examples talk about foreign cities like New York, Los Angeles and Athens. Also there are activities that let students practice more. Therefore, we suggest using note-taking formats such as: listen to everything, but do not try to write down every word that the teacher says; search for the main ideas and important details, use diagrams and pictures where is necessary, etc. Also, to extend and deepen the students` understanding, we advise to use some recommendation on summarizing: use graphic organizers (story maps, spider maps, Venn diagrams, persuasion maps, etc), use text patterns (chronological sequence, concept definition, compare/contrast, etc), and delete unnecessary or redundant material.

On the other hand, the examples in the topics should be based in our reality, for example we propose in the case of **Comparative adjective** to use cities of Ecuador (Cuenca, Guayaquil and Quito), through graphic organizers, photos, pictures, etc. for a better understanding of the topic. In the following proposed teaching unit plan, you can appreciate the suggested strategies of summarizing and note-taking.



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"JULIO MARIA MATOVELLE"  
Religiosas oblatas  
Telf. 2250203**

***Didactic Unit Plan #3***

<b>Skills</b>	<b>Contents</b>	<b>Methodology</b>	<b>Resources</b>	<b>Evaluation</b>
VOCABULARY  Listening & speaking	. Vocabulary: Cities, places.  Grammar: regular /irregular adjectives and simple present tense.	<u>Warm up:</u> the students mime the given adjectives. <u>Presentation:</u> Give some recommendations to take notes. Show students some pictures or photos using adjectives, through a graphic organizer (descriptive map). <u>Practice:</u> The students take notes about the adjectives by using a combination note format. <u>Understanding:</u> Students work in group of three and make simple sentences using the adjective given. <u>Applying:</u> Homework: students make simple affirmative sentences about their house by using adjectives.	-Students -Teacher -Classroom -work sheets - pictures - markers	-Individual students participation
Reading & Writing  -to articulate & pronounce correctly	Grammar: -irregular and regular adjectives. -comparative adjectives.	<u>Warm up:</u> The teacher gives each student a Cornell Note-taking format in order to take out the most important points of comparative adjectives <u>Presentation:</u> the teacher explains the rules of comparative adjectives. <u>Practice:</u> the students read and identify adjectives in a story. <u>Production:</u> give the students some recommendations on how to make a summary.	-Students -Teacher -markers -Classroom -drawings -work sheets - pictures - board	-Individual students participation -Check students` comprehension. -working pairs



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		<p>Students make a summary of the story using a graphic organizer (a story map).  <u>Understanding:</u> students sum up the whole class about the comparative adjectives in a persuasion map.  <u>Applying:</u> students make some extra exercises (homework).</p>		
<p>Listening, and writing</p> <p>-to develop reading comprehension abilities</p>	<p>Grammar:          -irregular and regular adjectives.          -superlative adjectives          Pronunciation.          -Review vocabulary</p>	<p><u>Presentation:</u> teacher show students a graphic organizer (Venn diagram) about cities. Explain the rules of superlative adjectives.  <u>Practice:</u> teacher asks the students some questions using superlative adjectives, and they take notes about the activity in a webbing diagram.  <u>Understanding:</u> give the students some recommendations to summarize. The students are asked to summarize the used of superlative adjectives.</p>	<p>-Teacher          -Students          -board          -marker          -magazines          -pictures          -drawings          -realia</p>	<p>-Check Students' participation          -Check students' comprehension          -Check cooperative learning.</p>

**UNIT TITLE:**  
 City life (Big city and the best)  
**OBJECTIVE:**  
 Be able to talk about cities and places by using the compar

ative and superlative structures

**VALUE:** Respect  
**LENGTH:** 3 WEEKS

**Level:** 10<sup>th</sup> "A" and "B"  
**FROM:** June

Observations:

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**Fanny Medina Z.**  
 Teacher

**Cecilia Niveló**  
 Teacher



### 3.3 DEVELOPING LESSON PLANS

#### LESSON PLAN ONE

The following lesson plan that we proposed is for tenth level, the topic is CITY LIFE and the grammatical point we teach is simple ADJECTIVES. Our objective with this lesson plan is to improve understanding of the topic through note-taking and summarizing strategies.

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“JULIO MARIA MATOVELLE” Religiosas oblatas  
Telf. 2250203**

**Informative data:**

**Unit:** # 3

**Subject:** English (foreign languages)

**Topic:** City life (Adjectives)

**Teachers:** Fanny Medina and Cecilia Niveló

**Value:** Respect  
communication

**Skill:** listening and speaking  
and places.

**Objective:** Be able to talk about cities and places by using the comparative and superlative structures.

**Level:** tenth

**Date:** June 9, 2010

**Area:** Languages and

**Contents:** Describing people

Skill	Contents	Activities	Resources	Evaluation
<p><i>COGNITIVE</i> The students listen the teacher explanation about adjectives. <i>PROCIDIMENTAL</i> -The teacher gives note-taking tips, and teaches through</p>	<p>Vocabulary: Cities, places.</p> <p>Grammar: regular /irregular adjectives and simple present tense.</p>	<p>-Warm up: the students mime the given adjectives. -Give some recommendations to take notes. -Show students some pictures or photos using adjectives, through a graphic organizer (descriptive map). -While the teacher explaining the adjectives, the students take notes about it in a combination note format. -Students work in group of three and make simple sentences with</p>	<ul style="list-style-type: none"> <li>• Teachers and students</li> <li>• Board</li> <li>• markers</li> <li>• Pictures</li> <li>• Work sheets</li> <li>• Graphic organizers.</li> </ul>	<p>-Individual students' participation ; asking and answer questions about adjective. -Check students' comprehension; the students make</p>



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graphic organizer. <i>ATTITUDINAL</i> The students learn to be organized by using graphic organizers.		the five given adjectives. -Homework: students make five affirmative sentences in simple present tense by using adjectives about family.		sentences. -group work; they make sentences.
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Observations:

\_\_\_\_\_

**Fanny Medina Z.**  
Teacher

**Cecilia Niveló**  
Teacher

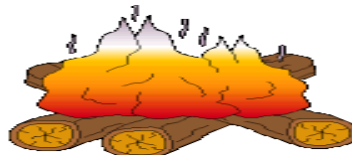
### ELABORATION OF DIDACTIC RESOURCES OF LESSON ONE

- Warm up:** the teacher chooses a student and gives an adjective written, the student does the mime, and the other students guess. The adjectives are the following:

✓ BEAUTIFUL



✓ HOT





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✓ EXPENSIVE

✓ BIG



✓ SMALL



✓ OLD



✓ NEW



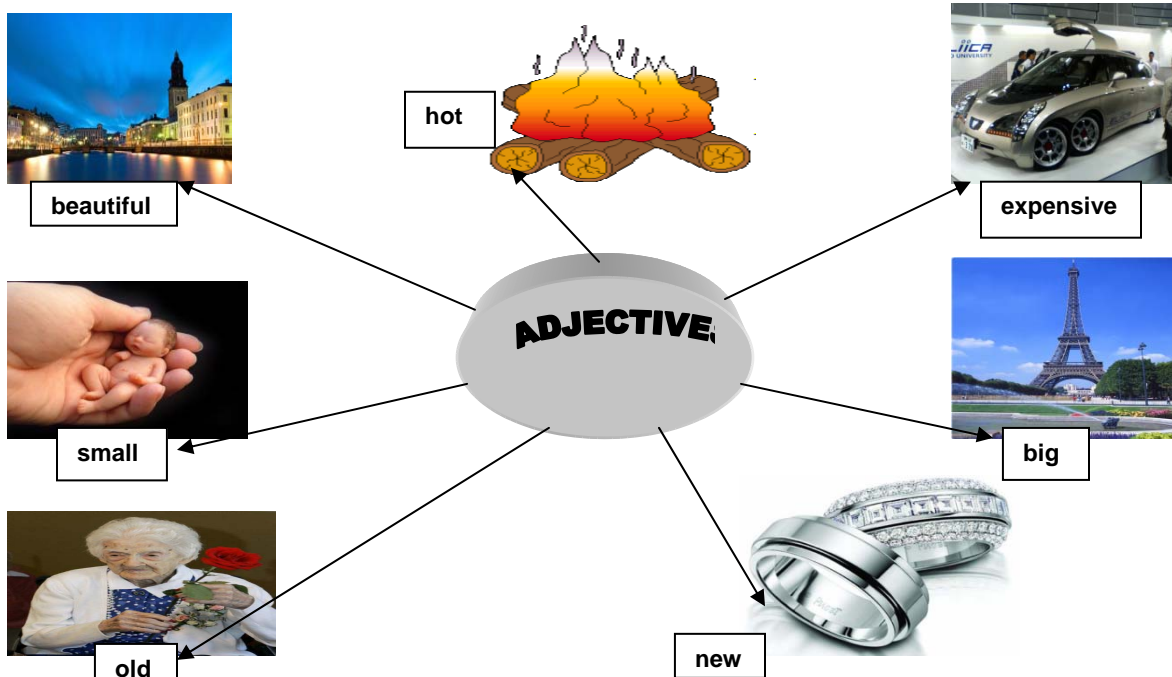
**2. Give some tips to take notes.** The teacher gives students some recommendations to take notes.

#### RECOMMENDATIONS TO TAKE NOTES:

- ❖ Eliminate certain examples: anecdotes and examples that illustrate the same rule.
- ❖ Listen and write the ideas that teacher emphasizes.
- ❖ Write down the big ideas; listen for facts, connections, and main ideas.
- ❖ Write a summary at the end of your notes.



3. Show students some pictures or photos using adjectives, through a graphic organizer (descriptive map).



4. While the teacher is explaining the adjectives, the students take notes about it in a combination note format.



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Big Ideas	Notes	Pictures	Questions

5. Students work in group of three and make simple sentences with the given adjectives.

For example:

- Cuenca is a **beautiful** city.
- Big \_\_\_\_\_
- Small \_\_\_\_\_
- Old \_\_\_\_\_
- Expensive \_\_\_\_\_

6. **Homework:** students make five affirmative sentences in simple present tense about family by using adjectives.

Example: My mother buys an expensive sweater.

\_\_\_\_\_

\_\_\_\_\_

**RESULTS:** The students improved their ability to organize information since they captured the main ideas and supporting details of the topic, by applying the note-taking strategy. Besides the students could supplement their written notes with nonlinguistic representation.





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**LESSON PLAN TWO**

The objective of this lesson is to teach **comparative adjectives** by emphasizing the use of summarizing and note-taking in order to improve students` comprehension.

The topic is CITY LIFE.

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**Telf. 2250203**

**Informative data:**

**Unit:** # 3

**Subject:** English (foreign languages)

**Topic:** City life (Comparative adjectives)

**Level:** tenth

**Teachers:** Fanny Medina and Cecilia Niveló

**Date:** June 9, 2010

**Value:** Respect  
communication

**Area:** Languages and

**Skill:** reading and writing  
and places.

**Contents:** Describing people

**Objective:** Be able to talk about cities and places by using the comparative and superlative structures

Skill	Contents	Activities	Resources	Evaluation
<p><i>COGNITIVE</i> The students take notes about comparatives in a note-taking format.</p> <p><i>PROCIDIMENTAL</i> The students summarize a story in a story map.</p> <p><i>ATTITUDINAL</i></p>	<p>Vocabulary: Cities, places.</p> <p>Grammar: simple present tense, and adjectives.</p> <p>Pronunciation: adjectives and cities</p>	<p>-Teacher gives each student a note-taking format (Cornell notes). Students are asked to write on it the most important points of the whole class using comparative adjective.</p> <p>-Show students some pictures or photos by explaining the comparative adjectives in a descriptive map about cities, and teacher models pronunciations.</p> <p>-Students listen and repeat the pronunciation of some adjectives like small, big, expensive, etc.</p> <p>- Give the students some recommendations how to make a summary.</p> <p>-the students make a summary of the story “The killers” using a graphic</p>	<ul style="list-style-type: none"> <li>• Teacher s and students</li> <li>• Board</li> <li>• markers</li> <li>• Pictures</li> <li>• Work sheets</li> <li>• Graphic organize rs</li> </ul>	<p>-Individual students` pronunciatio n; they repeat pronunciatio n of adjectives.</p> <p>-Check students` comprehens ion; they summarize the comparative adjective class.</p>



<p>The students learn to summarize with neatness.</p>		<p>organizer (a story map).          -Students compare the story map with their classmates, and then they read it aloud.          -Students summarize in a persuasion map about comparative adjectives in order to check their comprehension.          -Homework: students make some extra exercises; 1. Write the comparative form of ten adjective, 2. Find eight adjectives in the puzzle.</p>	<p>-Check homework; each student write the exercises on the board.</p>
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Observations:

\_\_\_\_\_

\_\_\_\_\_  
Fanny Medina Z.  
Teacher

Cecilia Niveló  
Teacher

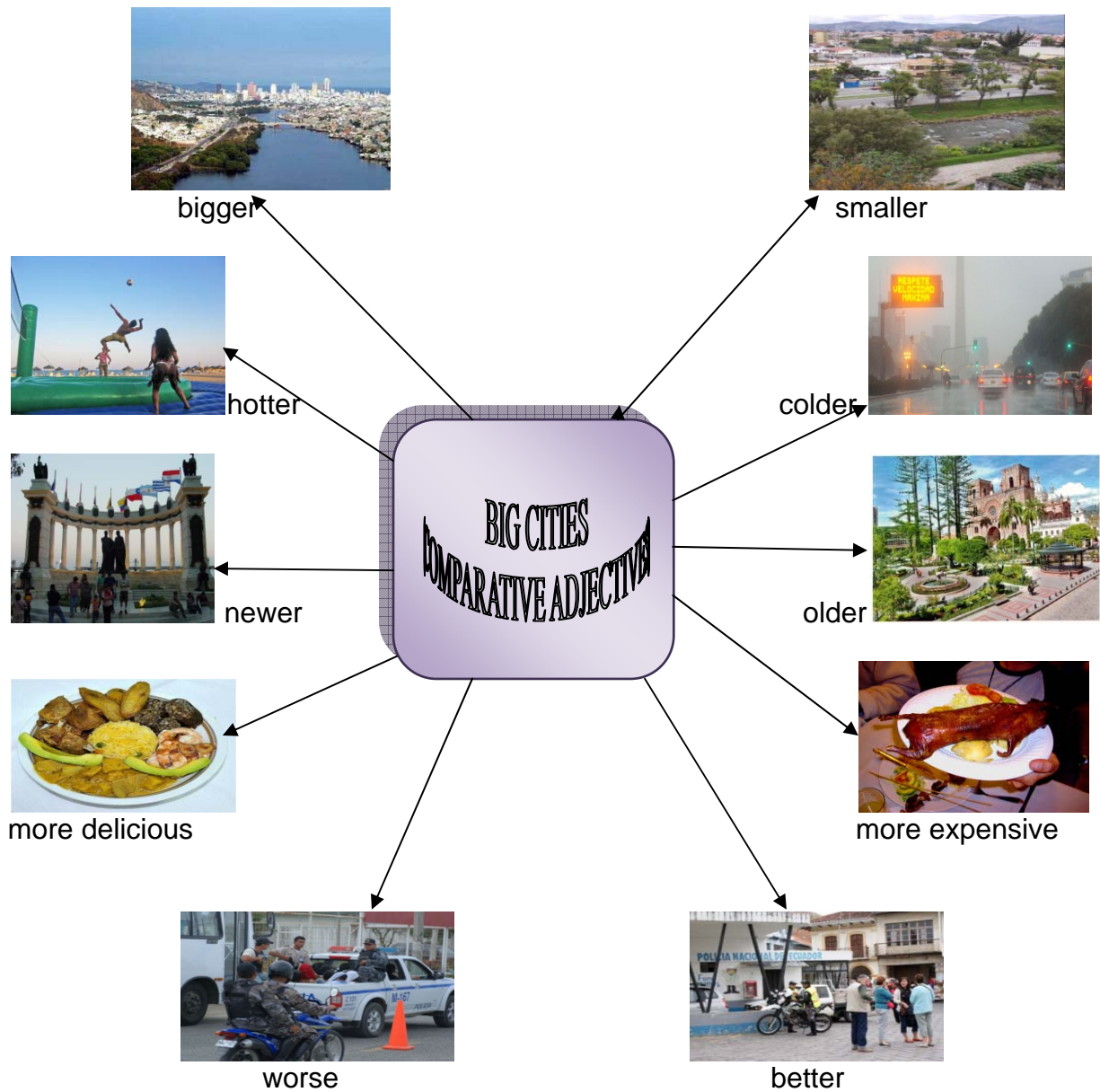
**ELABORATION OF DIDACTIC RESOURCES OF LESSON TWO**

1. Teacher gives each student a note-taking format (**Cornell notes**). Students are asked to write on it the most important points of the whole class of comparative adjectives.





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**Descriptive Map**



3. Students listen and repeat the pronunciation of the following adjectives: bigger, smaller, hotter, colder, newer, older, more delicious, more expensive, worse and



better. First the teacher models the pronunciation, and then the students repeat.

Next, the teacher asks the students to participate by pronouncing correctly.

4. Give the students some recommendations how to make a summary.

**HOW TO SUMMARIZE**

- Find a topic sentence
- Headings, subheadings, and topic sentences can help you to recognize the main ideas.
- Use clear and concise, ideas.

5. The students are asked to make a summary based on the following story "The killers".

**"The Killers"**  
By Ernest Hemingway

One winter evening, while he is sitting at the end of a counter and talking to George, the manager of a restaurant in Summit, Illinois, a small town south of Chicago, Nick Adams watches two strangers in black clothes (Al and Max) enter to the restaurant. After complaining about the serving schedule, the two men order dinner, joking sarcastically about George and Nick being a couple of dumb country boys.

Finishing his meal, Al orders Nick and Sam (the Black cook), to the kitchen, where Al ties them up. Meanwhile, Max says to George that he and Al have been paid to kill Ole Andreson, an old boxer. When the boxer fails to show up in the restaurant, Al and Max leave, and George hurries to untie Nick and Sam. George then suggests that Nick says to Andreson, who lives in a nearby boarding house. When the boxer hears about Al and Max's plan to kill him, he's indifferent; he's tired, he says, of running. Nick leaves and returns to the restaurant, where he tells George and Sam that he's leaving Summit because he can't allow to think about a man waiting, passively, to be killed by a couple of hired killers.

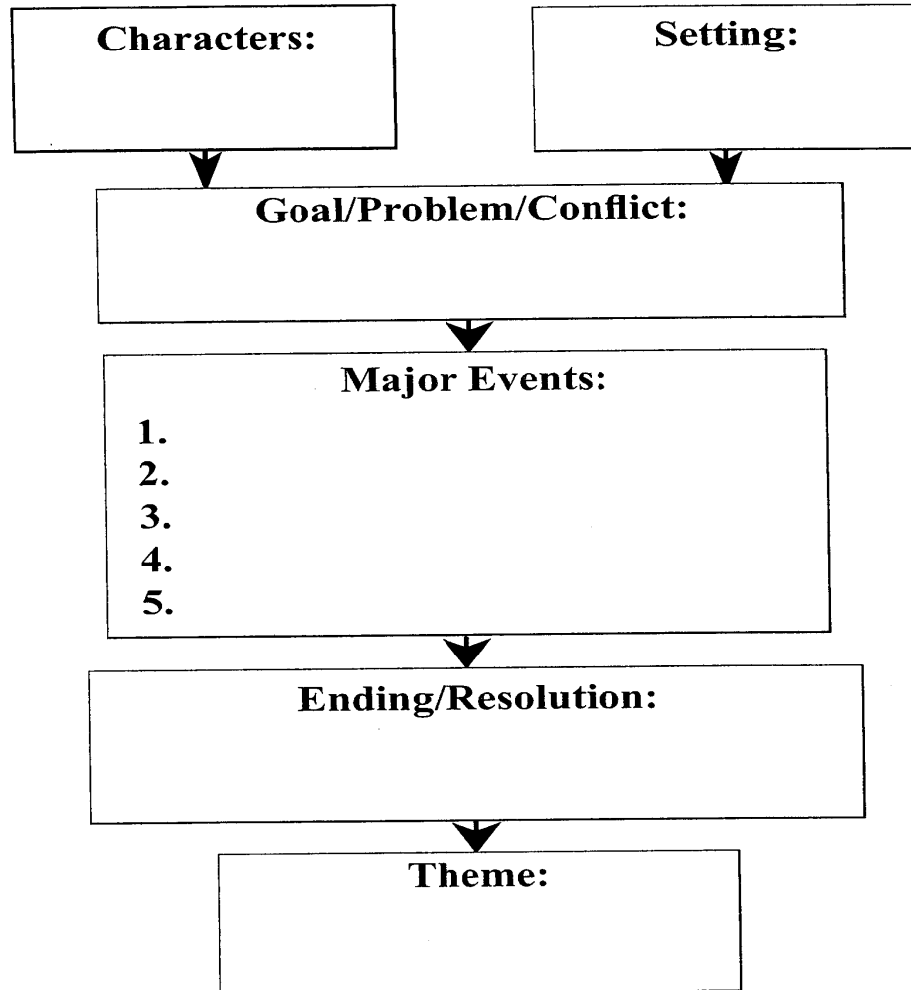
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ganizer



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# Story Map



*Note.* Basic format only from *Classroom Strategies for Interactive Learning*, Second Edition by D. Buehl, 2001, Newark, DE: International Reading Association. Copyright 2001 by the International Reading Association.

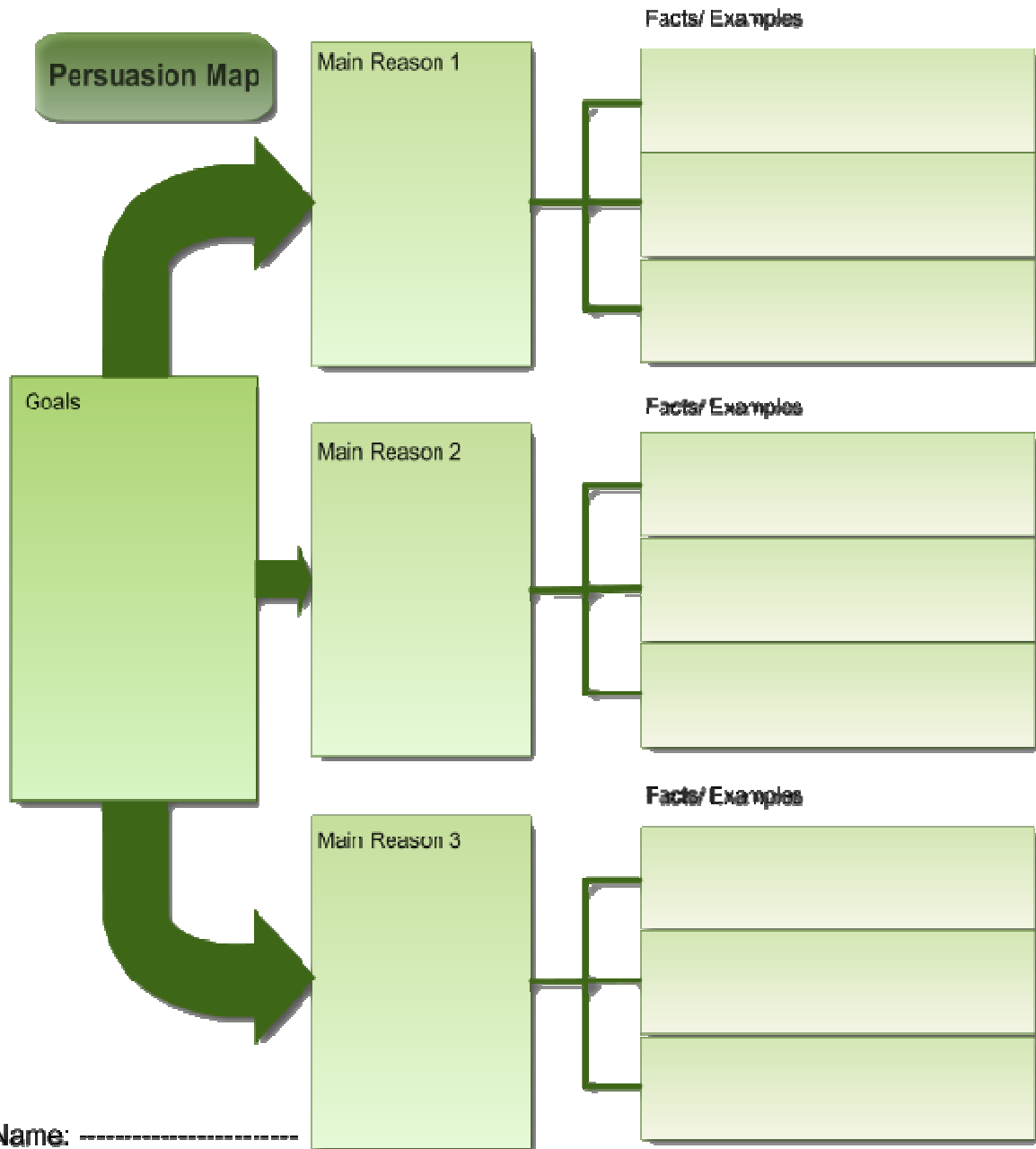
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*Blackline Masters* 75

7. Students compare the story map with their classmates, and then they read it aloud.



8. Students use in a **persuasion map** to **summarize** the comparative adjectives (in order to check their comprehension).

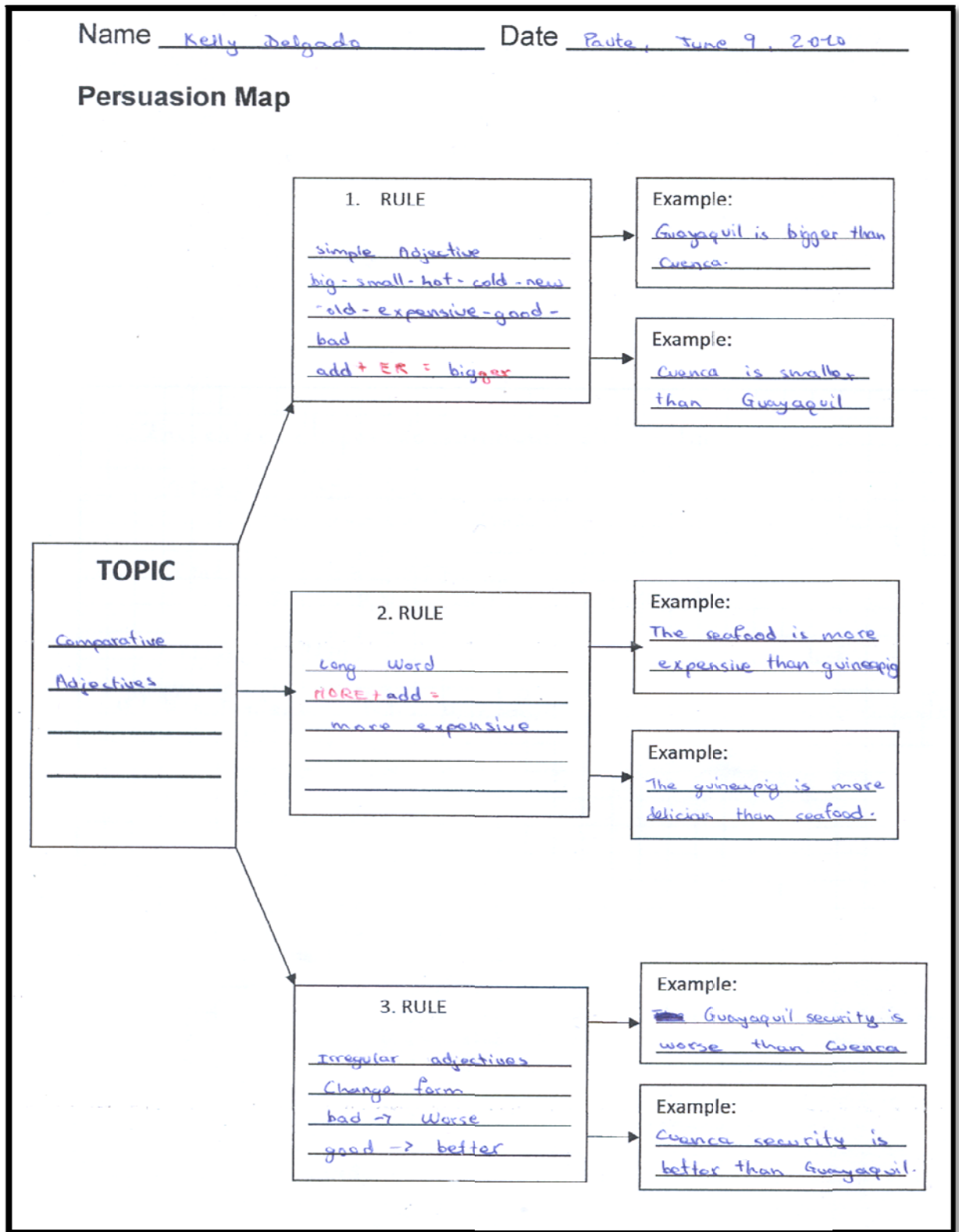


Name: .....

Title: .....



A student' example:







9. - Homework: The students do the following exercises.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Level: \_\_\_\_\_

Exercise # 1

✓ Write the comparative form of each adjective.

<u>ADJECTIVES</u>	<u>COMPARATIVE</u>
1. Hot	1. -----
2. Interesting	2. -----
3. Big	3. -----
4. Tall	4. -----
5. Beautiful	5. -----
6. Near	6. -----
7. Good	7. -----
8. Long	8. -----
9. Fat	9. -----
10. bad	10. -----

Exercise # 2

✓ Find the eighth given adjectives in the following puzzle. You can find across and down.

B	E	T	T	E	R	C	L	T	F
D	F	J	L	S	H	W	O	A	A
J	G	J	Ñ	S	T	O	G	L	T
N	E	A	R	E	R	R	E	E	T
G	G	R	A	S	G	S	R	R	E
H	O	T	T	E	R	E	C	R	R
J	F	D	D	H	Y	U	F	D	R
B	I	G	G	E	R	J	H	F	D

BETTER  
FATTER  
BIGGER  
WORSE

NEARER  
LONGER  
HOTTER  
TALLER

**RESULTS:** These strategies, summarizing and note-taking helped the students learn how to analyze information at a reasonably deep level. Since they could take note and



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organize information in a clear and concise way. Also notes served as a written document that helped students during review and preparation for exams.

### LESSON THREE

The objective of this lesson three is to teach ***superlative adjectives*** by applying the summarizing and note-taking strategies in order to improve students' understanding of the topic "CITY LIFE".

**UNIDAD EDUCATIVA PARTICULAR MIXTA  
"JULIO MARIA MATOVELLE" Religiosas oblatas  
Telf. 2250203**

**Informative data:**

**Unit:** # 3

**Subject:** English (foreign languages)

**Topic:** City life (Superlative adjectives)

**Level:** tenth

**Teachers:** Fanny Medina and Cecilia Niveló

**Date:** June 9, 2010

**Value:** Respect  
communication

**Area:** Languages and

**Skill:** listening and writing  
and places.

**Contents:** Describing people

**Objective:** Be able to talk about cities and places by using the comparative and superlative structures



Skill	Contents	Activities	Resources	Evaluation
<p><b>COGNITIVE.</b> The students make use of superlative with real examples.</p> <p><b>PROCIDIMENTAL.</b> The students develop the activities in a graphic organizer.</p> <p><b>ATTITUDINAL.</b> The students see the usefulness of graphic organizers.</p>	<p>Grammar: -irregular and regular adjectives.</p> <p>- superlative adjectives Pronunciation.</p> <p>- Vocabulary review</p>	<p>-Teacher shows students a graphic organizer (Venn diagram) about cities. The teacher explains the rules of superlative adjectives.</p> <p>-Teacher asks the students some questions using superlative adjectives; for example, which city is the hottest in Ecuador?</p> <p>-Give the students some recommendations to summarize in order to that they can make a summary about the superlative adjectives.</p> <p>-Homework: The students prepare a summary; they present it to the class by using any graphic organizer about the superlative adjectives to know what they have learned.</p>	<ul style="list-style-type: none"> <li>• Teachers and students</li> <li>• Board</li> <li>• markers</li> <li>• Pictures</li> <li>• Work sheets</li> <li>• Graphic organizers</li> </ul>	<p>-Individual students' participation</p> <p>-Check students' comprehension; the students answers question.</p> <p>-Check homework; the students make a summary.</p>

Observations:

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**Fanny Medina Z.**  
Teacher

**Cecilia Niveló**  
Teacher

### ELABORATION OF DIDACTIC RESOURCES OF LESSON THREE

1. Teacher shows students a graphic organizer (Venn diagram) about cities. The teacher explains the rules of superlative adjectives.



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2. Teacher asks the students some questions using superlative adjectives.

- A. Which city is the hottest in Ecuador?
- B. Which is the most expensive city in Ecuador?
- C. Which city has the highest population?

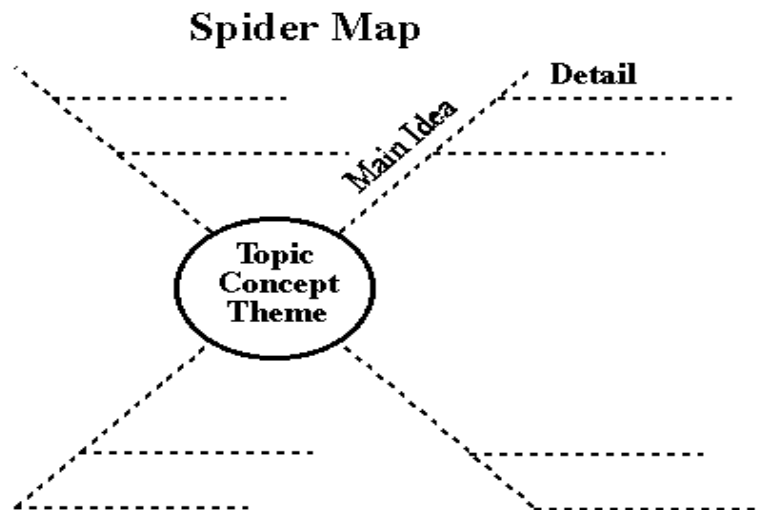


3. Give the students some recommendations to summarize.

RECOMMENDATIONS TO SUMMARIZE

- You should attend to the main ideas and notice how the writing is organized time order or some other strategy.
- Take out material that is not important to understanding.
- Replace a list of things with a word that describes the things in the list.

4. The students are asked to summarize the *superlative adjectives* by using **the spider map**.





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5. Homework: The students prepare a summary. They present it to the class by using any graphic organizer about the superlative adjectives to know what they have learned.



## CONCLUSION

- Summarizing is necessary to teach students to synthesize any topic they are learning.
- Summarizing pushes students to read consciously in order to take out the main ideas and supporting details, through the use of alternative tools like graphic organizer, summary frames and text patterns.
- These resources offer students a meaningful way to capture the information about what they are learning. By using these tools can construct a visual representation of the relationship between ideas or concept presented in a given lectures.
- Note-taking is closely related to summarizing because it requires that students extract information and restate it using their own words through adequate use of note-taking formats; for example, combination notes.
- Note-taking can be use as a guide to study for test or examination.
- Both note-taking and summarizing facilitates students to take out and synthesize more relevant information from a text or a class. Also both strategies help students to develop critical thinking when they read or listen new information.
- Finally, during the develop process of our work we have seen that summarizing and not-taking have a positive impact on the students' learning because they understand better the content.



## RECOMMENDATIONS

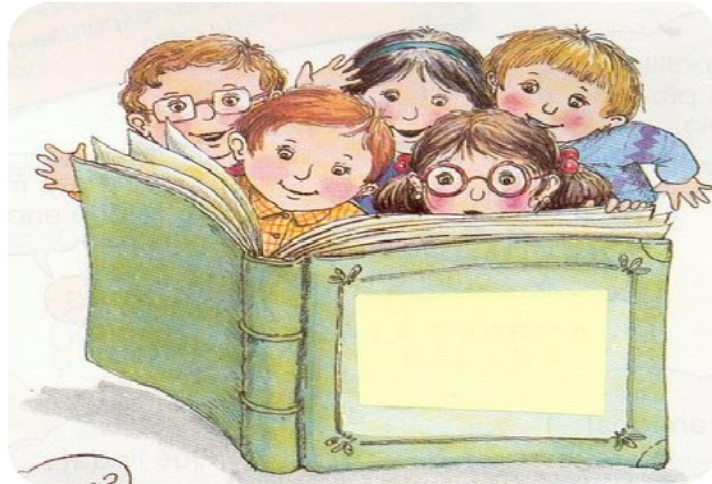
- Learners should always use these strategies because they help them to learn more efficiently.
- Teachers should always encourage their students to use these techniques because they are very useful to learn almost any subject.
- We suggest to teachers and instructors to use these essential strategies in order to improve the teaching learning process since these methods are strongly linked with basic for skills; reading, writing, listening and speaking.
- We advice teachers to use summarizing and note-taking to develop critical thinking and a deep comprehension in their students.
- Consequently, we invite all teachers to innovate their teaching methods through the application of new strategies or method like summarizing and note-taking in order to improve the teaching of English language in particular.





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# APPENDIX





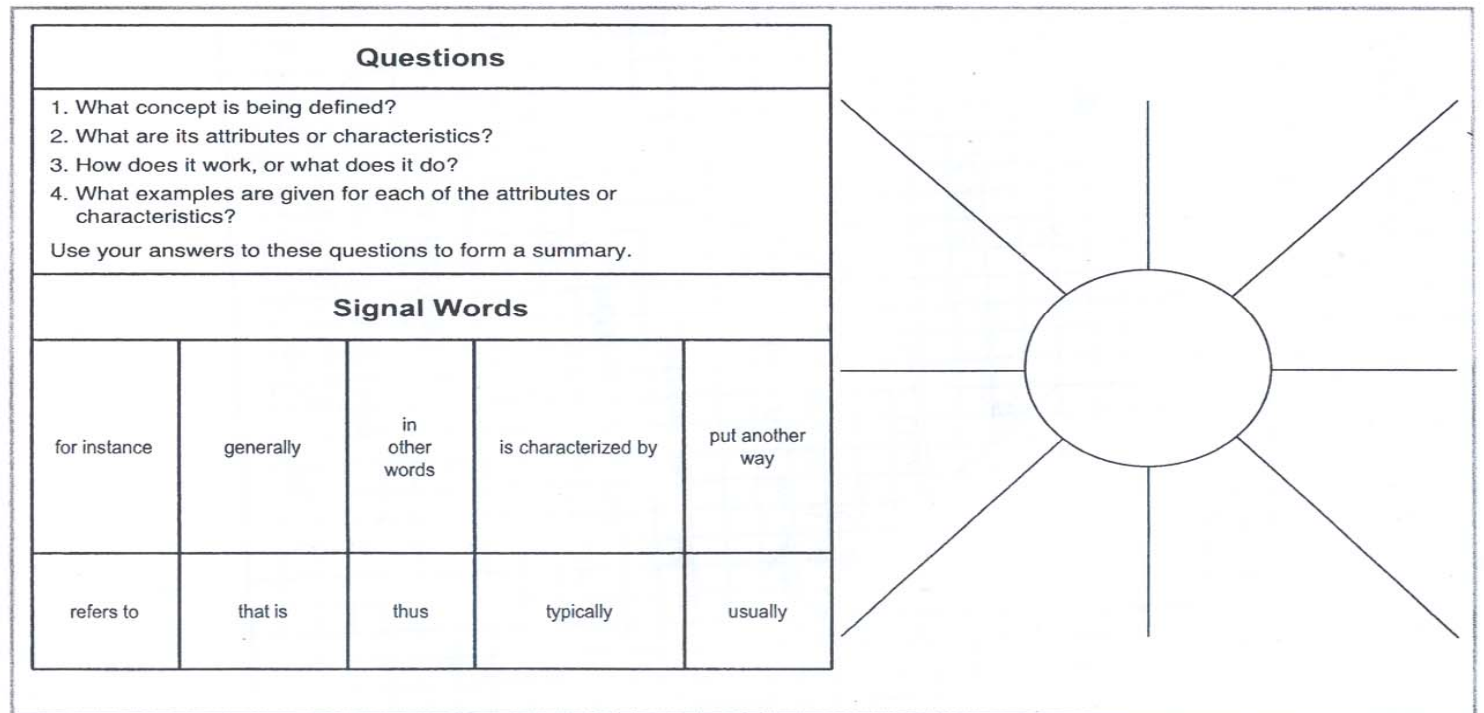
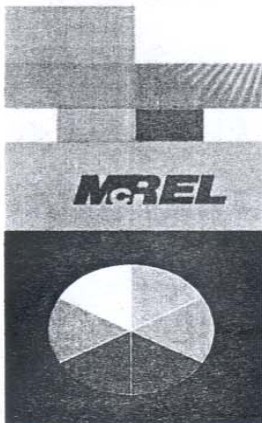
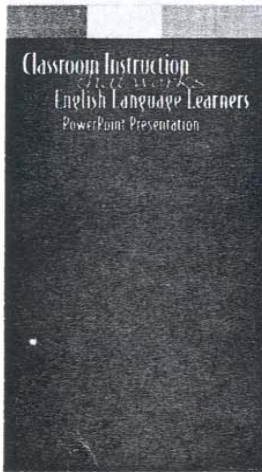
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APPENDIX A

TEXT  
PARTS  
SYSTEMS

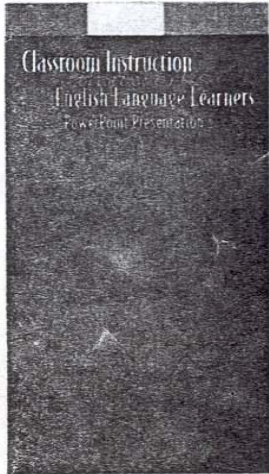


# Concept/Definition Pattern

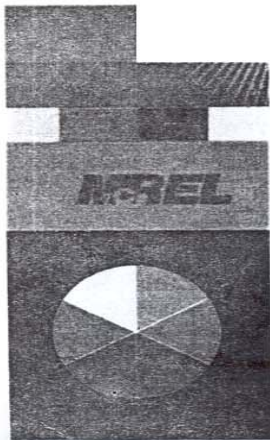




# Description Pattern

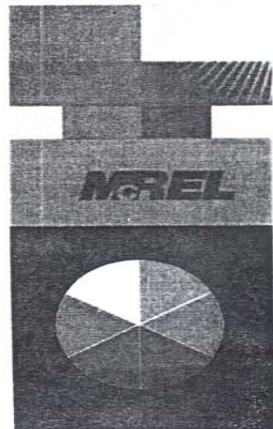
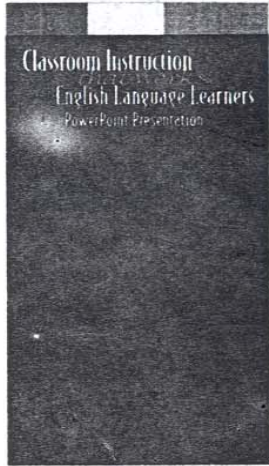


Questions			
1. What specific person, place, thing, or event is being described?			
2. What are the most important attributes or characteristics?			
3. Why are these particular attributes important or significant?			
4. Why is this description important?			
Use your answers to these questions to form a summary.			
Signal Words			
above	across	along	appears to be
as in	behind	below	beside
between	down	in back of	in front of
looks like	near	next to	on top of
onto	outside	over	such as
to the right/left	under	adjectives	adverbs



# Compare/Contrast Pattern

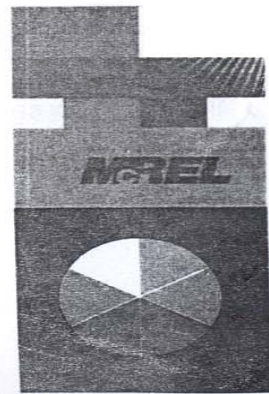


Questions			
1. What items are being compared?			
2. What is it about them that is being compared; what general characteristics of the items form the basis of the comparison?			
3. What characteristics do they have in common; how are these items alike?			
4. In what way(s) are these items different?			
5. What conclusion does the author reach about the degree of similarity or difference between the items?			
Use your answers to these questions to form a summary.			
Signal Words			
although	as well as	as opposed to	both
but	compared with	different from	either...or
even though	however	instead of	in common
in contrast	in the same manner	likewise	on the other hand
otherwise	similar to	similarly	still
whereas	yet	rather than	equivalent

	<b>HOW ALIKE?</b>	
<div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <hr/><hr/><hr/><hr/> </div>		
<b>HOW DIFFERENT?</b>		
	<div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <p style="text-align: center; margin: 0;"><b>WITH REGARD TO</b></p> <div style="display: flex; justify-content: space-between; margin: 5px 0;"> <div style="border: 1px solid black; width: 40%; height: 20px;"></div> <div style="font-size: 20px;">↔</div> <div style="border: 1px solid black; width: 40%; height: 20px;"></div> </div> <div style="display: flex; justify-content: space-between; margin: 5px 0;"> <div style="border: 1px solid black; width: 40%; height: 20px;"></div> <div style="font-size: 20px;">↔</div> <div style="border: 1px solid black; width: 40%; height: 20px;"></div> </div> <div style="display: flex; justify-content: space-between; margin: 5px 0;"> <div style="border: 1px solid black; width: 40%; height: 20px;"></div> <div style="font-size: 20px;">↔</div> <div style="border: 1px solid black; width: 40%; height: 20px;"></div> </div> <div style="display: flex; justify-content: space-between; margin: 5px 0;"> <div style="border: 1px solid black; width: 40%; height: 20px;"></div> <div style="font-size: 20px;">↔</div> <div style="border: 1px solid black; width: 40%; height: 20px;"></div> </div> </div>	



# Chronological Sequence



Questions				
1. What sequence is being described?				
2. What are the major incidents that occur?				
Use your answers to these questions to form a summary.				
Signal Words				
after	afterward	as soon as	before	during
finally	first	following	for (duration)	Immediately
initially	later	meanwhile	next	not long after
now	on (date)	preceding	second	soon
then	third	today	until	when

Topic: \_\_\_\_\_

```

graph LR
  A[ ] --> B[ ]
  B --> C[ ]
  C --> D[ ]
  D --> E[ ]
  
```

Example

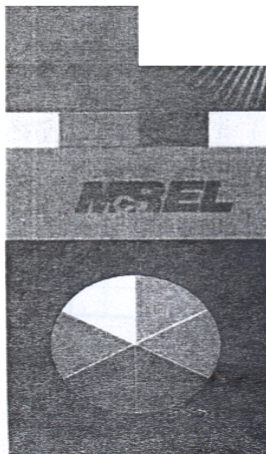
Topic: How to make a peanut butter & jelly sandwich

```

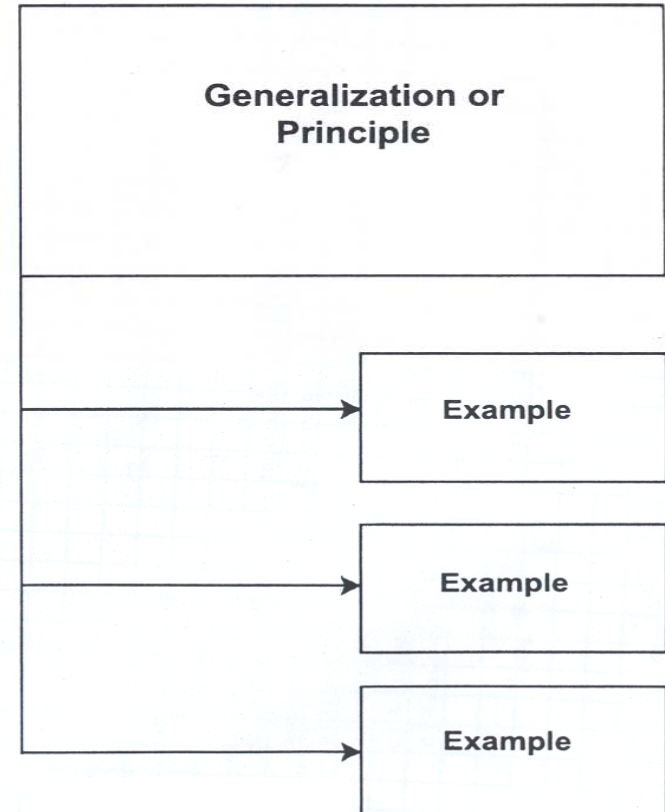
graph LR
  A[Get stuff out] --> B[Open jars]
  B --> C[Spread peanut butter on bread with knife]
  C --> D[Spread jelly on top of peanut butter]
  D --> E[Place both pieces of bread together]
  E --> F[Cut sandwich]
  F --> G[Eat sandwich]
  G --> H[Clean up the mess]
  
```



# Generalization/Principle Pattern



Questions			
1. What generalization is the author making or what principle is being explained? 2. What facts, examples, statistics, and expert opinions are given that support the generalization or that explain the principle? 3. Are these details written in a logical order? Why or why not? 4. Are there enough facts, examples, statistics, and expert opinions to clearly support or explain the generalization/principle? Why or why not? Use your answers to these questions to form a summary.			
additionally	although. . . nevertheless	always	because of
clearly	conclusively	first	for instance
for example	furthermore	generally	however
If. . . then	in fact	it could be argued that	moreover
most convincing	never	not only. . . but also	often
second	therefore	third	truly

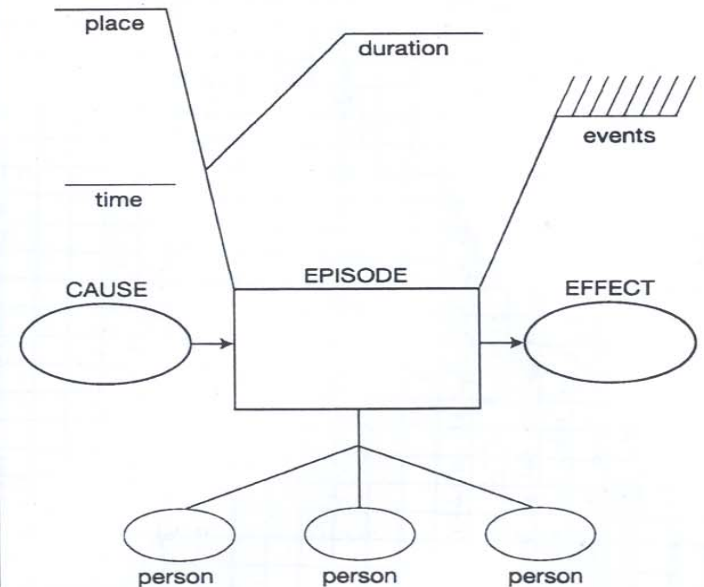




# Episode Pattern



Questions			
1. What event is being explained or described? 2. What is the setting where the event occurs? 3. When did these events occur? 4. Who are the major figures or characters that play a part in this? 5. List, in the order they occur, the specific incidents or events. 6. What caused this event? 7. What effect has this event had on the people involved? 8. What effect has this event had on society in general? Use your answers to these questions to form a summary.			
Signal Words			
a few days/weeks later	around this time	as it is often called	as a result of
because of	began when	consequently	first
for this reason	lasted for	led to	shortly thereafter
since then	subsequently	this led to	when







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APPENDIX B

S  
U  
M  
M  
A  
R  
Y  
  
F  
R  
A  
M  
E  
S



## The Topic-Restriction-Illustration Frame

---

The *topic*, *restriction*, and *illustration* (T-R-I) pattern is commonly found in expository material:

- **Topic (T):** general statement about the information to be discussed
- **Restriction (R):** statement that limits the information in some way
- **Illustration (I):** example of the topic or restriction

Here's an example:

- T: In 1981, the Braves were the best team in baseball.
- R: Their pitching staff was excellent.
- I: Larry Hutchins was 20–2 for the season.
- I: Bob Ewy had the fastest pitch in the majors.
- R: Their hitters were also excellent.
- I: Dave Wallace batted .421.
- I: Walter Zbleman hit 42 homers.

As the example illustrates, the T-R-I frame can have a number of restrictions and accompanying illustrations.

### Frame Questions

- T: What is this story about in general?
- R: What information does the author give that narrows or restricts the general topic?
- I: What examples does the author present to illustrate the restriction?



## The Argumentation Frame

---

*Argumentation* patterns attempt to support a claim. They contain the following elements:

- **Evidence:** information that leads to a claim (e.g., streets filled with violence)
- **Claim:** the assertion that something is true (e.g., “Our city is becoming a haven for crime”)
- **Support:** examples of or explanations for the claim (e.g., “Violent offenders infest our judicial system” [example]; “The violence is a result of poor city management” [explanation])
- **Qualifier:** a restriction on the claim or evidence counter to the claim (e.g., “However, there is a ray of hope”)

### Frame Questions

- What information does the author present that leads her to make a claim?
- What claim does the author make about a problem or situation? What does she assert is so?
- What examples or explanations does the author present to support her claim?
- Does the author present a restriction on the claim?

## The Problem-Solution Frame

---

*Problem-solution* patterns introduce a problem and then identify one or more solutions to the problem:

- **Problem:** There will soon be a worldwide oil shortage.
- **Solution:** One solution might be the development of solar energy.
- **Solution:** Another solution could be to conserve energy by using it less.
- **Solution:** Finally, a tactic might be to replace gasoline with ethanol-based fuel.

### Frame Questions

- What is the problem?
- What is a possible solution?
- What is another possible solution?
- What is yet another possible solution?



## The Conversation Frame

---

A *conversation* is a verbal interchange among two or more people. Conversations commonly have the following components:

- **Greeting:** some acknowledgment that the parties have not seen each other for a while
- **Inquiry:** a question about some general or specific topic
- **Discussion:** an elaboration or analysis of the topic; commonly included in the discussion are the following:
  - *Assertions:* statements of facts by the speaker
  - *Requests:* statements that solicit actions from the listener
  - *Promises:* statements that assert that the speaker will perform certain actions
  - *Demands:* statements that identify specific actions to be taken by the listener
  - *Threats:* statements that specify consequences to the listener if commands are not followed
  - *Congratulations:* statements that indicate the value the speaker puts on something done by the listener

### Frame Questions

- What question or topic was brought up?
- How did the discussion progress? What facts were stated?
- What did the characters say to each other to begin the conversation?
  - Did either person make a request of the other?
  - Did either person demand a specific action from the other?
  - Did either person threaten specific consequences if a demand was not met?
  - Did either person say something that indicated that he or she valued something that the other had done?





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