| NAME                       | FORM  | DATE                         |
|----------------------------|---|------------------------------|
|                            | Guided Tours  |                              |
| Goal:<br>Input:<br>Output: | Can you make accurate and complete notes while listening to a tour guide? Informing peers about places of interest Audio tour guide commentary Notes and an oral summary Note-taking and using Information Units [IU's] |                              |
| LESSON                     | 1.  |                              |
| Introduction               | on  |                              |
| Pair-work                  | Look at the photo.  Talk to the partner   |                              |
| 1. Wha                     | t is it a photo of?   |                              |
| 2. Wha                     | t do you know about it?   |                              |
| 3. Wha                     | t do you think we are going to do today?  |                              |
| Listening                  | and note-taking   |                              |
| 1. Liste                   | n to the tour guide giving a commentary. Don't  | take notes yet.              |
| Group-work                 | What do you remember? Work individually remember. In groups of 3-4, share what you remember.  | to write down everything you |
| 2. Liste                   | n again and fill in any missing gaps.   |                              |
| Notes:                     |   |                              |
|                            |   |                              |
|                            |   |                              |
|                            |   |                              |



## Information Units (I.U.s)

An information unit [I.U.] is a single piece of information, a single unit of knowledge. I.U.s include, for example, the name of a person, place or concept. An I.U. could also be a fact, a definition, or an example.

### 1. Identifying I.U.s:

a. Chunk this sentence: put a slash [/] on the transcript to indicate the I.U.s.

OK. I want us to imagine that we've just walked past Fitzbilies cake shop and we're walking towards Corpus Christi College, and we'll stop here for a minute.

- b. Chunk the whole transcript (Appendix 1a): put a slash [/] on the transcript to indicate I.U.s.
- c. Mark the main and supporting ideas, transitions, redundancies, etc. in the text.

### 2. Using I.U.s

your group.

This tour guide's commentary contains 14 I.U.s. Return to your notes and score yourself on the Guided Tour of Corpus Christi College. [see Appendix 2]

| +1 for including the information |  | 0 if the information is missing | -1 if the information is wrong |  |
|----------------------------------|--|---------------------------------|--------------------------------|--|
|                                  |  |                                 |                                |  |
|                                  |  |                                 |                                |  |

Divide your score by 14 and multiply it by 5. What's your score out of 5? Compare with others in

# Review and reflections on note-taking

Discuss with a partner

a) Chunking a text is easy agree / neutral / disagree

b) Taking notes as a list of I.U.s is easy agree / neutral / disagree

c) Collaborating helps to fill in the gaps agree / neutral / disagree

d) It's better to write more, not less, when note-taking agree / neutral / disagree



### LESSON 2.

Can-do: Can you make accurate and complete notes

while listening to a tour guide and summarise the information?

**Goal**: Informing peers about places of interest

Input: Audio tour guide commentary

Output: Notes and an oral / written summary Focus: Note-taking and using *Information Units* 

[IU's] to summarise the information





#### **SCENARIO**

You've listened to an audio guide about one higher education institution and learned some fascinating details. You took notes while listening and now want to share this information with a friend who may not know much about it. Using your notes, you're ready to explain what makes this institution interesting.

## Discussing notes



- a) Working in groups, compare your notes of the tour guide commentary.
- b) Use the grid of I.U.s and compare it with your notes to score yourself.

Tell your friend what you learnt about one higher education institution. You can only

c) Compare your scores in the group.

## Sharing information using your notes

| Pair-work | use your notes. Take notes while listening to your friend's talk about another institution. |
|-----------|---|
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# Discussing what you learnt from your partner



- a) Working in groups, share what you have just learnt from your friend.
- b) Compare your notes and fill in the gaps.



# **Information Units**

Use the worksheets of Lesson 1 to review information units and their informative value. In what situations do you think notes can be very helpful?

| Criteria of a good summary  |
|---|
| 1. What are the features of a good summary?                       |
|   |
|   |
| 2. Do you agree with 5Cs?   |
| 3. Write a summary of c. 120 words, using your notes to help you. |
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| words   |

