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All materials created and recorded by Rebecca Everley, Ph.D. except for the following:
Listening for definitions and key words practice, exercises 2 and 3 written by Jolene McConnell
Listing practice exercise 1 written by Emily Elliott
Cover designed by Eric Everley

Answer Keys and Scripts

If you are an instructor and are interested in using this book for a class, email the Kansas State University English Language Program at elp@k-state.edu to get a copy of the answer keys and audio file scripts.
Chapter 1 - Topics and Main Ideas

How to determine the topic and main ideas

Topics
Just as in reading, the topic is the one word or short phrase that can describe what the entire talk, lecture, presentation, etc. is about. The topic might also be the title of the presentation. Often before telling you the topic, the speaker will tell a short story or ask some leading questions to get you to begin thinking about the topic. This is similar to a hook you would find in a well-written essay. There are some phrases that the speaker will use to let you know what the topic is. Here are a few examples:

- Today we’ll look at . . .
- I’m going to talk about ...
- Let’s discuss . . .
- Today’s topic is . . .

Add some other phrases that you know:

- ______________________________________________________________________
- ______________________________________________________________________
- ______________________________________________________________________
- ______________________________________________________________________

Main Ideas
Unlike in reading, main ideas in listening do not need to be complete sentences. This is because we do not always speak in complete sentences. The main ideas are the bigger ideas that the speaker is going to focus on. The speaker may have 2 main ideas or 10 main ideas depending on the length of the talk, lecture, presentation, etc. Finding the main ideas in listening is similar to finding them in reading or in writing. They are found between the introduction and the conclusion. There are some phrases that the speaker will use to let you know what the main ideas are and in what order they will be presented. Here are a few examples:

- First, we’ll look at . . .
- Then, I’m going to talk about ...
- Finally, we’ll discuss . . .
- The next point I’ll make is that is . . .

Add some other phrases that you know:

- ______________________________________________________________________
- ______________________________________________________________________
- ______________________________________________________________________
- ______________________________________________________________________
Topics and Main Ideas Activity

Name: ________________________________

Vocabulary

<table>
<thead>
<tr>
<th>science-fiction</th>
<th>habit</th>
<th>narwhals</th>
<th>blue whales</th>
</tr>
</thead>
<tbody>
<tr>
<td>belugas</td>
<td>orcas</td>
<td>Roosevelt</td>
<td></td>
</tr>
</tbody>
</table>

**Directions:** For each introduction, listen for the topic and main ideas.

**Exercise 1** – [click for Exercise 1 audio]

topic: _______________________________________________________________________

main idea #1: __________________________________________________________________

main idea #2: __________________________________________________________________

main idea #3: __________________________________________________________________

**Exercise 2** – [click for Exercise 2 audio]


topic: _______________________________________________________________________

main idea #1: __________________________________________________________________

main idea #2: __________________________________________________________________

**Exercise 3** – [click for Exercise 3 audio]


topic: _______________________________________________________________________

main idea #1: __________________________________________________________________

main idea #2: __________________________________________________________________

main idea #3: __________________________________________________________________

main idea #4: __________________________________________________________________

**Exercise 4** – [click for Exercise 4 audio]


topic: _______________________________________________________________________

main idea #1: __________________________________________________________________

main idea #2: __________________________________________________________________

main idea #3: __________________________________________________________________

What do you think that chronological means? Why do you think that? ________________________________

**Vocabulary**

- science-fiction
- habit
- narwhals
- blue whales
- belugas
- orcas
- Roosevelt

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Chapter 2 - Using an Outline

How to use an outline

One of the most common and easiest ways to take notes is to use an outline. An outline is when you write a new idea on a new line and then write all the details and examples indented below them. These “new ideas” do not have to be the main ideas but simply a new idea or point that the speaker is making. Indenting can help you to find information in your notes easier when you are studying them later. It also helps to group pieces of information together making their connection more obvious.

**Formal Outline**

A formal outline is very structured. The first level uses Roman numerals (I, IV, X etc.). The second level uses upper case letters (A, B, C, etc.). The third level uses numbers (1, 2, 3, etc.). The fourth level uses lower case letters (a, b, c, etc.). Each level is indented in farther than the one before it. It must also be parallel and grammatically correct. This means that if there is an A, then there must be a B; if 1 is an adjective, then 2 must also be an adjective; etc.

Here is a short example:

I. Main Idea #1
   A. detail for MI#1
      1. example
      2. example
   B. detail for MI#1
II. Main Idea #2

A formal outline is a good way to start a speech or an essay but is not as helpful when taking notes in a lecture. This is because it is too structured, and most speakers are not very structured. There are times when a lecturer will provide a formal outline of their notes or agenda.

**Informal Outline**

An informal outline also uses levels and indenting, but it is less structured and does not need to be parallel or grammatically correct. It doesn’t need numbers or letters. Each time there is new idea, you start a new section. Here is a short example:

- Idea
  - detail for ideas
    - examples
- New idea
Practice Making an Outline

Name: _______________________

Exercise 1 – click for Exercise 1 audio

Directions: Listen to the short talk and fill in the outline.

Topic: ____________________________________

Main Idea #1________________________________________________________

• ___________________________________________________________________

• ___________________________________________________________________

• ___________________________________________________________________

• ___________________________________________________________________

• ___________________________________________________________________

• ___________________________________________________________________

Main Idea #2________________________________________________________

• ___________________________________________________________________

• ___________________________________________________________________

• ___________________________________________________________________

• ___________________________________________________________________

• ___________________________________________________________________

• ___________________________________________________________________

Main Idea #3________________________________________________________

• ___________________________________________________________________

• ___________________________________________________________________

• ___________________________________________________________________

• ___________________________________________________________________

• ___________________________________________________________________

• ___________________________________________________________________
Chapter 3 - Details and Examples

How to listen for details and examples

Details are the small pieces of information that are given about a subject. Think about yourself. When we describe ourselves, we often give details. We tell our height, weight, hair color, eye color, and the different things we enjoy or don’t enjoy. We might also include some dates, like our birthday, the year we graduated high school, and when we came to K-State.

These are all details, not examples.

Examples are people or things we add in to help explain a larger idea or as the specifics in a category. When we are giving details about ourselves, we might include that we enjoy Italian food and then give some examples such as spaghetti and chicken alfredo. So, spaghetti and chicken alfredo are examples of Italian food.

Some examples of common words or phrases that are used when giving examples are:

...for example...
Let me give you an example of what I mean.
...such as...
Some examples include...

Add some other phrases that you know:

• ______________________________________________________________________________________

• ______________________________________________________________________________________

• ______________________________________________________________________________________

The speaker may also use a simple “be” sentence:

Some famous fast food restaurants are McDonald’s, Burger King, and KFC. - In this sentence, McDonald’s Burger King, and KFC are examples of famous fast food restaurants.
Details and Examples practice

Name: __________________________

<table>
<thead>
<tr>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>genre</td>
</tr>
<tr>
<td>Seattle</td>
</tr>
<tr>
<td>post-secondary</td>
</tr>
</tbody>
</table>

Exercise 1 – [click for Exercise 1 audio]

Directions: Listen to the excerpt and take notes. Be sure to listen for the details.

1. What are the types of movies listed here? ________________________________

2. Who are two of the actors that were discussed? ________________________________

3. What are two examples of the second type of comedy discussed? ________________________________

4. What are the characteristics of the first type of comedy discussed? ________________________________

5. Which type of movie would you prefer to watch? Why? ________________________________

Exercise 2

Directions: Re-listen to the excerpt from Exercise 1 and determine the following.

- topic: ________________________________

- main idea #1: ________________________________

- main idea #2: ________________________________

- main idea #3: ________________________________
Exercise 3 – click for Exercise 3 audio

Directions: Listen to the excerpt and take notes. Be sure to listen for the examples.

1. What is the topic of this talk? ______________________________________________________________

2. Give four examples of places you go to school after high school. _____________________________
                                                 _____________________________
                                                 _____________________________
                                                 _____________________________

3. What are three things that you could study at a vocational school? ___________________________
                                                 _____________________________
                                                 _____________________________

4. What are two details you heard about cosmetology school? _________________________________
                                                 _____________________________

5. What type of post-secondary school did you choose? Why? _________________________________
                                                 _____________________________
                                                 _____________________________
                                                 _____________________________
Chapter 4 - Symbols and Abbreviations

How to use symbols and abbreviations in note-taking

The average American says 90-150 words a minute when they are talking. So, it would be impossible to write every word being said. Taking notes is about writing as little as possible so that you can keep up with the speaker. One way to do this is by using symbols and abbreviations.

Symbols are when you replace a word with a sign or a drawing. You probably already use some types of symbols. For example, you probably write 5 instead of writing “five”. 5 is a symbol. We use it to replace a word. The most commonly used symbols come from math and science.

Add some other symbols that you know.

- 
- 
- 
- 

Here are a couple of useful symbols to know that you may not be familiar with:

“– ditto marks – Ditto marks are used to indicate that the same thing is being said again,

♀ - woman – This symbol can be drawn to mean woman or women.

♂ - men – This symbol can be drawn to mean man or men.

Example:

6 in 10 ♂ in the USA owns an iPhone.

5 in 10 ♀ “ “ “ “ “ (By using ditto marks, the second part does not need to be written again.)

Abbreviations are words that have been shortened. For example, ELP is the English Language Program. Another common one is Mr. for Mister. As you are studying a subject, you will find that certain words or phrases are often repeated. You can create your own abbreviations to help you in your notes. Remember you are the only one who needs to be able to understand your notes.

Add some other abbreviations that you know.

- 
- 
- 
- 

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Symbols and Abbreviations practice

Name: ___________________________________

Exercise 1
Directions: Write the meaning for the following commonly used symbols.

↑ _____________________________

↓ _____________________________

$ _____________________________

% _____________________________

& _____________________________

Ⅲ _____________________________

# _____________________________

= _____________________________

Exercise 2
Directions: Write the meaning for the following abbreviations.

USA: ________________________________________________________________

KSU: ________________________________________________________________

eetc.: ______________________________________________________________

KS: _________________________________________________________________

WWII: _______________________________________________________________

adv: _______________________________________________________________
Chapter 5 - Listening for Definitions and Key Words

How to listen for definitions and key words

When listening to a talk, lecture, presentation, etc., there may be words that we may not know the meaning of. This even happens to native English speakers. If the word is unfamiliar, then you should use the skills that you use when reading. You should use context clues to help you figure it out. The context clues are using the topic, words, and phrases around the unfamiliar word to guess the meaning of the word. Examples are great context clues to help with understanding.

Definitions are meanings of words. Sometimes, if they are introducing a new word or concept, the speaker will define the word for you. To let you know that they are defining the word, they may signal with phrases like:

- let me explain that …
- let me define that…
- that means …
- … is …
- … meaning ...

Add some other phrases that you know:

- _____________________________________________________________
- _____________________________________________________________
- _____________________________________________________________

Key words are words that are important to understand in order to understand the speaker’s ideas. To let you know that a word is important, the speaker may signal that something is important by:

- repeat the word to make sure you heard it
- stop and write it on the board
- point it out in a power point presentation
- spell the word
- slow down
- explain or define the word
- ask if you know the word or the definition of the word

Add some other phrases or things that teachers do that let you know something is important:

- _____________________________________________________________
- _____________________________________________________________
- _____________________________________________________________
Listening for definitions and key words practice

Name: __________________________

Exercise 1 – click for Exercise 1 audio

Directions: Listen to the short talk and answer the following questions.

1. What is the topic of this talk? __________________________

2. How did the speaker signal what the key words are?
______________________________________________________________________________

3. What are perennials?
______________________________________________________________________________

4. What are two examples of perennials? __________________________

5. What is one detail about peonies? __________________________

6. What is one reason that you would want to plant perennials instead of annuals? __________________________

7. What are annuals? __________________________

8. What are two examples of annuals? __________________________

9. What is an advantage of planting annuals? __________________________

______________________________________________________________________________
Exercise 2 – click for Exercise 2 audio

Directions: Listen to the short talk and for each creature, write the description given.

1. ____________________ - ____________________________________________________________
2. Plesiosaur - _________________________________________________________________
3. Masosaur - _________________________________________________________________
4. Claosaurus - _________________________________________________________________

Exercise 3

Directions: Listen to the short talk from Exercise 2 again and answer the following questions.

1. What is the topic? ______________________________________________________________
2. Which was the only dinosaur discovered in Kansas? ______________________________
3. How long ago did the plesiosaur disappear? ______________________________________
Chapter 6 - Numbers

How to understand numbers that sound similar

When listening to numbers, there are two sets of number that sound similar, even to native speakers. These are the
teens (13, 14, 15, 16, 17, 18, and 19) and the tens (30, 40, 50, 60, 70, 80, and 90). Generally, for numbers ending in
“teen”, the last syllable or the “teen” is stressed. It also usually has a clear “t” sound in the middle. For the tens, the
first syllable is usually stressed, and the “t” is pronounced as a “d”. For example, 60 sounds like “sixdy”.

Exercise 1 – click for Exercise 1 audio

Directions: Circle the number that you hear.

1. 13               30
2. 114            140
3. 15               50
4. 616            660
5. 117            170
6. 18              80
7. 219            290

Exercise 2 – click for Exercise 2 audio

Directions: Circle the number that you hear.

1. 13 30 33
2. 14 40 4
3. 414 440 444
4. 515 550 55
5. 16 60 6
6. 16 60 66
7. 17 70 7
8. 18 80 8
9. 718 780 788
10. 19 90 91
Exercise 3 – click for Exercise 3 audio

Directions: Write in the numbers that you hear.

Kansas became a state on January ____________, 1861. There are _____________ states in the United States and Kansas was the 34th state. Kansas is divided into _____________ counties and has _____________ cities. Mt. Sunflower is the highest point in Kansas. It is _____________ meters above sea level. Kansas has several state animals. The state mammal is the American Bison, commonly called a buffalo. Before Kansas was settled, there were over _____________ million buffalo roaming Kansas. By the 1900’s there were only about _____________ buffalo left because they had been hunted. After this, the U.S. government began a program to protect and breed buffalo. The state bird is the western meadowlark. There are _____________ other states that have the same bird: Wyoming and Nebraska. The state also has a state insect: the honeybee. In 1976, Kansas schoolchildren collected over _____________ signatures to make the honeybee the state insect. There are _____________ species of amphibians in Kansas, but only _____________ are found throughout Kansas. The barred tiger salamander is one of them and was latest animal to be made a state animal.
How to listen to fractions

Name: _______________________________

When you hear a fraction, you hear a whole number and an ordinal number; for example, one-third (1/3). When the whole number is larger than 1, an “s” is added to the ordinal number; for example, two-thirds (2/3). A larger amount like 2 ¼ is read “two and one-fourth”. Make sure to listen for the word “and.” It’s very important because it separates the whole number from the fraction.

1/2 = one half  
1/3 = one-third  
1/4 = one-fourth  
1/5 = one-fifth  
1/4 = one quarter

Exercise 1 – click for Exercise 1 audio

Directions: Listen to the following and write down the number that you hear.

1. ____________________________  
2. ____________________________  
3. ____________________________  
4. ____________________________  
5. ____________________________  
6. ____________________________  
7. ____________________________  
8. ____________________________  
9. ____________________________  
10. ____________________________  
11. ____________________________  
12. ____________________________  
13. ____________________________  
14. ____________________________  
15. ____________________________  
16. ____________________________  
17. ____________________________  
18. ____________________________  
19. ____________________________  
20. ____________________________
Exercise 2 – click for Exercise 2 audio

Directions: Listen to the following story about Mary. Make careful notes below whenever you hear a fractional expression, so that you can answer the following questions.

1. How many apples did Mary’s mother take? __________________________________________

2. How many apples were going to be used to make cider? ______________________________

3. How many apples did Mary donate to the after school program? _______________________

4. How many apples did she take to work? ___________________________________________

5. How many apples did Mary keep for herself? _______________________________________

Space for notes or for you to calculate:
How to listen for dates

Name: ________________________________

When you hear dates, you will hear the day, month, date, year; for example, Friday, April 15, 2016. If the year is not included, then the date is said as an ordinal number; for example, April fifteenth. The year is usually said as two numbers. 1978 will sound like “nineteen seventy-eight”. 835 will sound like “eight thirty-five”. If it is in the first decade of the century, we will often add in an OH for the zero, so 1705 will sound like seventeen-oh-five.

This first century of the new millennium (the 2000’s) does not always follow these rules. We often hear people saying it more as a number. For example, 2002 may be said as “twenty-oh-two” or as “two thousand and two.” This is more common.

Sometimes you will hear letters after the dates. You may hear A.D., B.C., C.E., or BCE. These letters are to tell the listener which side of the timeline the year belongs to.

![Timeline Diagram]

Why are there two choices? BC (Before Christ) and AD (Anno Domini) are based off the Christian religion and refer to the birth of Jesus. As there are many people in the world who are not Christians, it was decided to make new labels that were not connected to any religion or specific country. So, BCE (Before the Common Era) and CE (the Common Era) were created. You may hear or see either of these labels used depending on the speaker or text.

Exercise 1 – click for Exercise 1 audio

Directions: Write down the years that you hear.
1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
7. ____________________________
8. ____________________________

Exercise 2

Directions: Write the years from exercise 1 in their correct spot on the timeline below.

![Timeline Diagram]
Exercise 3 – click for Exercise 3 audio

**Directions:** Write down the dates that you hear. If you have extra time, you can look up each date and see what event happened on that date.

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
7. ____________________________
8. ____________________________

Exercise 4 – click for Exercise 4 audio

**Directions:** Listen to the following short talk and write in the dates or numbers that you hear.

Can anyone tell me who said, “It all began with a dream and a mouse”? It was Walt Disney. Here are some of the Walt Disney Company’s major turning points. The first was Mickey Mouse. Mickey was first introduced on ____________________________ in the cartoon, *Steamboat Willie*. The next major breakthrough was in ____________________________ when the first full length animated movie, *Snow White and the Seven Dwarfs* came out. It won Walt Disney an honorary Oscar at the _________ Academy Awards. You can see that it was actually one big Oscar and ____________ little Oscars. The Walt Disney Company moved from just showing amazing worlds on screen to creating their own real life worlds when they opened Disneyland on _________________. The company suffered a great loss when Walt Disney died on _________________.

Recently Disney has increased their profile by acquiring some other major companies. First, they acquired Pixar for ____________________________ in January of 2006. This is the company that made *Toy Story*, *Finding Nemo*, and *Monsters, Inc*. Then, they acquired Marvel in ____________________________. This means that Disney bought Spiderman, Iron Man, the Hulk, as well as all the other Marvel comic book characters. Finally, in ____________ George Lucas sold Lucas Films and all the rights to *Star Wars* for ____________________________, making Princess Leia a Disney princess.
How to listen for decimals

Name: ____________________________

Decimals are used for various reasons. Obviously, we use decimals to show parts of a whole number. When decimals are used to show part of whole number, you will hear the whole number first, then “point” and numbers after the “point” as individual numbers. So, you will hear 3.75 as “three point seven five”, not “point seventy-five”.

They are also used in currency (money) to show the number of dollars and the number of cents something cost. For example, you will hear $3.12 as three dollars and twelve cents. Often when we are talking about how much something costs, we will say the dollars and cents as two separate numbers. So, $21.37 will be said as “twenty-one thirty-seven”. Often when we are talking about how much something costs, we will say the dollars and cents as two separate numbers. So, $21.37 will be said as “twenty-one thirty-seven”.

Finally, decimals are used to make larger numbers smaller. For example, there are 2.9 million people in Kansas. You will hear it as “two point nine million”, which equals 2,900,000.

Make sure to listen for the word “and”. It’s very important because it separates dollars from cents. Also, listen for the word “point.” It represents the decimal.

Exercise 1 – click for Exercise 1 audio

Directions: Listen to the numbers and write down the number or dollar amount that you hear.

1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________
4. ________________________________________________________________
5. ________________________________________________________________
6. ________________________________________________________________
7. ________________________________________________________________
8. ________________________________________________________________
9. ________________________________________________________________
10. ________________________________________________________________
Exercise 2 – click for Exercise 2 audio

Directions: Listen to the following sentences about cell phones and write in the number or dollar amount that you hear. Remember to add a dollar sign ($) if it is a dollar amount.

1. That iPhone only cost me ________________ because it is an iPhone 5.

2. In the United States, Android is the top operating system because ________________ percent of the smart phones in the U.S. use it.

3. In the United States, Apple is the most popular phone since ________________ percent of smartphone users have an iPhone.

4. The display screens on the new iPhone 7 Plus and the Samsung Galaxy S7 Edge are ___________ inches.

5. I bought a brand new iPhone 6 Plus for ________________ after tax.

6. Josef decided to make monthly payments for his new iPhone 7. He is paying ____________ a month for 24 months.
Chapter 7 - Listing

How to listen to lists

Often when speakers are giving examples, they will list many items in a row. Unless the speaker pauses between each item, it can be difficult to get each item down in your notes. The best idea is not to try to get down each item. If you do try to abbreviate things, you may not get most of them or forget what those abbreviations mean. Instead, try to write the ones that you remember and leave blanks or lines for the ones that you miss. This lets you know that you are missing information and allows you to keep the ones that you remember. Then after class, you can ask a classmate or the teacher about the words that you missed.

For example: many whales: blue, ______, humpback, beluga (the empty space means one thing is missing)

Another type of listing is what is discussed in reading class. You might hear a speaker discuss several of the same types of item. They might describe or define each item as well as give some examples and why each one is important. It is important to remember that these items are generally not main ideas. Usually the type or category is the main idea. These would be supporting details and examples.
Listing practice

Name: ____________________________

Exercise 1- click for Exercise 1 audio

Directions: Listen to the short talk on vacations then write down the different items that you need to include in your budget.

What the things you need to include in your budget?

#1: ______________________________________________________________________________

#2: ______________________________________________________________________________

#3: ______________________________________________________________________________

#4: ______________________________________________________________________________

#5: ______________________________________________________________________________
Chapter 8 - Patterns of Organization

How to use patterns of organization in note-taking

Just like in writing and reading, there are patterns of organization in lectures. Why is it important to understand these different patterns in lectures? It is important for two reasons. The first reason is that because when we can hear the pattern, we can better understand the purpose of the lecture and it will help us better predict what might be said. When we know the purpose of the lecture, it makes it easier to know what the key words and points are.

The second reason is that it can help us to better take notes. We can more easily organize notes and also make better connections between the important ideas in the lecture.

There are many different patterns of organization. The most common patterns of organization are:

- listing
- sequence (chronological, process, etc.)
- comparison / contrast
- cause and effect
- problem / solution
- extended definition
- spatial

Just like in writing and reading, there is often a mix of patterns found in lectures. For example, there may be an extended definition used to give the definition of a cause in a cause and effect lecture. In fact, one main idea may be an extended definition, then next a comparison / contrast, and the next may be something else. The longer the lecture, the more likely it is to have a mix of patterns. This means that your notes may be a combination of styles in order to show the change in pattern.

One way to understand the pattern of organization is to listen for the language that the speaker uses. The language used to show the different patterns of organization is the same language used in both reading and writing.

**Listing**

Listing is very common in lectures. The speaker will give us a list of facts. In listing, the order of the facts, events, etc. does not make a difference. So, changing the order will not change the information. Language like “first, second, and third” is often used in these lectures. This language is not used to show importance; it is used to help organize the lecture and show the change from one idea to another. When taking notes on this pattern, using a simple outline works the best. This allows you to see the different facts and how they may be connected.

Add some other listing words/phrases that you know:

- ____________________________________________________________________________
- ____________________________________________________________________________

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Sequence (chronological, process, etc.)

Sequence is very similar to listing; however, in this case, the order of events is important. If the lecture is a historical lecture, it is important to include the dates. The dates keep the information in order. If it is a process lecture, then it is best to number the events. This makes sure that you keep them in order. This is especially important in something like a chemistry experiment when having the steps out of order could cause an explosion. In this type of lecture, there may not be any main ideas, just the different steps.

<table>
<thead>
<tr>
<th>Chronological</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>1861 Kansas becomes a state</td>
<td>How to make macaroni and cheese</td>
</tr>
<tr>
<td>1863 Kansas State University founded</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; – fill a pot with water</td>
</tr>
<tr>
<td>1894 Fairchild Hall built</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; – boil the water in the pot</td>
</tr>
</tbody>
</table>

There is language used to show that the speaker is talking about a sequence of events. This is often called sequential language. Some examples of sequential words include:

- first
- second
- next
- then
- finally
- January
- February

Add some other sequential words/phrases that you know:

- __________________________________________________________________________
- __________________________________________________________________________
- __________________________________________________________________________

Comparison / Contrast

One common pattern of organization is comparison/contrast. Speakers will often describe how two events are similar or different. While a speaker may mention a single similarity or difference within another pattern, you should remember that this is done to connect the new idea or object with one that is more common. It can only be comparison/contrast if this is the topic or a main idea of a lecture.
The language you hear to let you know that something is a comparison or contrast is the same language that you use when writing a comparison contrast essay or reading an article.

Some examples of comparison key words include:
- similar to
- the same as
- like
- just as
- both

Some examples of contrast key words include:
- different from
- on the other hand
- unlike
- whereas

Add some other comparison words/phrases that you know:
- _______________________________________________________________________
- _______________________________________________________________________
- _______________________________________________________________________

Add some other contrast words/phrases that you know:
- _______________________________________________________________________
- _______________________________________________________________________
- _______________________________________________________________________

When you hear these key words, you may want to change the way you are taking notes. There are a couple of different ways that you can change your notes. One way is to use columns or a chart with the different items being compared in each column. It may be that you begin your notes with an outline but that one of the main ideas is comparing and contrasting two or more things. If this happens, you might change your notetaking style to show this change. This change in style will help you later when you are studying your notes. You may want to use columns or a simplified table in your notes to easily see the difference and similarities. You could also use Venn diagrams or mapping to show this.
Here’s an example of how you can use a table. You would add more rows and/or columns depending on the number of main ideas and things being compared.

<table>
<thead>
<tr>
<th>Thing One</th>
<th>Thing Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Idea #1</td>
<td></td>
</tr>
<tr>
<td>Main Idea #2</td>
<td></td>
</tr>
</tbody>
</table>

Another way is to use a Venn diagram.
Here’s an example of how you can use Venn diagrams. Remember in a Venn diagram, you add a circle for each thing that is being compared and contrasted.

![Venn Diagram](image)

**Cause and Effect**

Another common pattern of organization is cause and effect. Again, the language you hear to let you know that something is a cause and effect is the same language that you use when writing a cause and effect essay or see when reading an article.

Some examples of language to show cause and effect include:

- because
- the effect of this is/was
- reasons this happened
Add some other cause and effect words/phrases that you know:

- ________________________________________________________________
- ________________________________________________________________
- ________________________________________________________________

When taking notes about cause and effect, it is important to show the relationship between the items and to clearly show which is the cause and which is the effect. This can be done with arrows.

Cause

Effect #1

Effect #2

Problem / Solution

Another common pattern of organization is problem/solution. Speakers will often begin by describing how the problem began or what caused the problem. So, it often begins by sounding like a cause and effect lecture. But, then then the speaker will continue on and explain how to solve the problem. They give you the solution. This is often found in a persuasion speech. The speaker wants to convince you that their solution is the best one to solve the problem. The language you hear is the same language that you see when reading an article trying to persuade you or that you use when writing a problem/solution essay or a persuasive essay.

Some examples of problem/solution words include:

- the problem is
- the solution is
- the way to solve this problem is by
- the problem can be fixed by

Add some other problem/solution words/phrases that you know:

- ________________________________________________________________
- ________________________________________________________________
- ________________________________________________________________
When taking notes about problem solution, it is important to show the relationship between the items and to clearly show which is the cause and which is the effect. This can be done with arrows.

Extended Definition

Another common pattern of organization is extended definition. Speakers will often use this to describe an event, a word, a person, or a place. It is similar to listing because it might be a list of facts about one thing and the order of the information is not important. The important thing here is to remember that it is an extended definition meaning that it is going to be more than just a sentence or two. It may include several examples. An informal outline works well for this pattern. The language used in an extended definition is less specific than in some of the earlier patterns of organization.

Some examples of definition words include:

- tell you about
- another fact about
- one more thing about

Add some other defining words/phrases that you know:

- __________________________________________________________________________________
- __________________________________________________________________________________
- __________________________________________________________________________________
**Spatial**

Our final pattern of organization is spatial, which is about how items are arranged in space. You might use then when someone is explaining where to find a building in a city or how to arrange furniture in a room. This is not often used in academic lectures. One example of an academic lecture that may use this would be a military history course where the lecturer is explaining troop movements in a battle. The language used in this pattern include many prepositions of place in order to show where things are located in relationship to other things.

Some examples of spatial words include:

- next to
- to the left of
- across from

Add some other spatial words/phrases that you know:

- ____________________________________________________________________________
- ____________________________________________________________________________
- ____________________________________________________________________________

Here taking notes with words might not be the best way. Instead, you may want to draw a picture. This will show you the layout of the items and give a better visual. If you are not very artistic, you might simply use labeled X’s to where the different things are.
Patterns of Organization Practice

Name: _____________________

Exercise 1 – [click for Exercise 1 audio]

**Directions:** Listen to the following lecture introductions. For each introduction, decide what the topic is, which pattern of organization each lecture will follow, and what language/key words the speaker uses to show pattern of organization.

<table>
<thead>
<tr>
<th>marigolds</th>
<th>buds</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>monkeys</td>
<td></td>
<td>whales</td>
</tr>
<tr>
<td></td>
<td></td>
<td>jellyfish</td>
</tr>
<tr>
<td></td>
<td></td>
<td>gorillas</td>
</tr>
</tbody>
</table>

1. Topic: ____________________________________________
   Pattern of Organization: ____________________________
   Why? ______________________________________________

2. Topic: ____________________________________________
   Pattern of Organization: ____________________________
   Why? ______________________________________________

3. Topic: ____________________________________________
   Pattern of Organization: ____________________________
   Why? ______________________________________________

4. Topic: ____________________________________________
   Pattern of Organization: ____________________________
   Why? ______________________________________________

5. Topic: ____________________________________________
   Pattern of Organization: ____________________________
   Why? ______________________________________________
Comparison/Contrast Practice

Exercise 1 – click for Exercise 1 audio

Directions: Listen to the following short lecture and complete the chart

<table>
<thead>
<tr>
<th>Harry Potter</th>
<th>Percy Jackson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic: __________________________</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Vocabulary

- similarities
- wizard
- Hogwarts School of Witchcraft and Wizardry
- Poseidon
- Camp Half-Blood
- prophecy
- mystery
- magical creatures
- mortals
Exercise 2 – [click for Exercise 2 audio]

Directions: Using the short lecture from exercise 1, complete the Venn diagram.

Topic: _____________________________________________________
Process Practice

Exercise 1 – click for Exercise 1 audio

Directions: Listen to the following short lecture and complete the informal outline.

Topic: ________________________________________________________________

• ________________________________________________________________

• ________________________________________________________________
  ❖ ______________________________________________________________
  ❖ ______________________________________________________________
  ❖ ______________________________________________________________

• ________________________________________________________________

• ________________________________________________________________

• ________________________________________________________________
  ❖ ______________________________________________________________
  ❖ ______________________________________________________________
  ❖ ______________________________________________________________
  ❖ ______________________________________________________________

• ________________________________________________________________

• ________________________________________________________________

• ________________________________________________________________
  ❖ ______________________________________________________________
  ❖ ______________________________________________________________
  ❖ ______________________________________________________________
  ❖ ______________________________________________________________
  ❖ ______________________________________________________________
  ❖ ______________________________________________________________

• ________________________________________________________________

• ________________________________________________________________
  ❖ ______________________________________________________________
  ❖ ______________________________________________________________

• ________________________________________________________________

• ________________________________________________________________
  ❖ ______________________________________________________________

• ________________________________________________________________
Cause and Effect Practice

Name:____________________________________

Exercise 1 – click for Exercise 1 audio

Directions: Listen to the following short lecture and complete the informal outline

<table>
<thead>
<tr>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>alley</td>
</tr>
<tr>
<td>Appalachia</td>
</tr>
<tr>
<td>Catskill</td>
</tr>
<tr>
<td>debris</td>
</tr>
<tr>
<td>horizontal</td>
</tr>
<tr>
<td>mountains</td>
</tr>
<tr>
<td>Rocky</td>
</tr>
<tr>
<td>Sierra</td>
</tr>
<tr>
<td>tornado</td>
</tr>
<tr>
<td>updraft</td>
</tr>
<tr>
<td>vertical</td>
</tr>
<tr>
<td>weather</td>
</tr>
</tbody>
</table>

Topic: __________________________________________

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
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__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
Exercise 2
Directions: Use the boxes to draw pictures of a tornado forming

Exercise 3 – click for Exercise 3 audio
Directions: Listen to the following questions. First, write down the question. Then, use your notes to answer the questions.

1. Question: __________________________________________________________________________
   Answer: ____________________________________________________________________________

2. Question: __________________________________________________________________________
   Answer: ____________________________________________________________________________

3. Question: __________________________________________________________________________
   Answer: ____________________________________________________________________________

4. Question: __________________________________________________________________________
   Answer: ____________________________________________________________________________
Chapter 9 - Identifying subtopics

How to identify subtopics

As in writing, speakers will group their ideas together. The topic, of course, is the one word or short phrase that covers everything that has been written or discussed. It is the biggest idea. Then speaker will break down the topic into smaller topics. These are the next biggest ideas. Sometimes one or more of those main ideas gets broken down even further. These main ideas share the idea found in the main idea. When two or more main ideas share an idea, we call that bigger idea a subtopic. The subtopic still falls under the topic. The language used to introduce these subtopics is similar to the language used to introduce main idea. Here are some examples:

• So, we’ll look at . . .
• As a part of that, I’m going to talk about . . .
• We’ll discuss . . .
• I’m going to break that down into . . .

Example #1
What you hear: Hello everyone. As you all know we have been learning about different types of Kansas wildlife. We have already completed our units on mammals and on fish. Today I want to start our unit Kansas birds. So, first I’m going to start by giving you some common characteristics that Kansas birds share. Then I’m going to focus on 3 birds that I expect you to be able to identify: the Western Meadowlark, the Robin, and Red-winged Blackbird.

Directions: Based on this introduction, identify each of the following:
Topic: __________________________________________________________
Subtopic #1: ______________________________________________________
Subtopic #2: ______________________________________________________
  Subtopic #2 Main Idea #1 __________________________________________
  Subtopic #2 Main Idea #2 __________________________________________
  Subtopic #2 Main Idea #3 __________________________________________
Example #2
What you hear: Good morning everyone. Let’s continue on with sports talk. So far, we have covered hockey, baseball, and basketball. Today, I want to talk about football that is American football. I’m going to start by talking about the players on each side of the ball, so offensive players and defensive players. Then I’m going to talk about three ways that you can score. These are touchdowns, field goals, and safeties.

Directions: Based on this introduction, identify each of the following:

Topic: ________________________________________________________________

Subtopic #1: __________________________________________________________

Subtopic #1-Main Idea #1 ______________________________________________

Subtopic #1 Main Idea #2 ______________________________________________

Subtopic #2: __________________________________________________________

Subtopic #2 -Main Idea #1 ______________________________________________

Subtopic #2- Main Idea #2 ______________________________________________

Subtopic #2 - Main Idea #3 ______________________________________________
Identifying subtopics practice

Name: ____________________________________________

Exercise #1 – click for Exercise 1 audio

Directions: Listen to the class introduction and identify each of the following

What is the topic of the class? ________________________________

Subtopic #1: ________________________________

Subtopic #1 – Main Idea #1: ________________________________

Subtopic #1 – Main Idea #2: ________________________________

Subtopic #1 – Main Idea #3: ________________________________

Subtopic #2: ________________________________

Subtopic #2 – Main Idea #1: ________________________________

Subtopic #2 – Main Idea #2: ________________________________

Subtopic #2 – Main Idea #3: ________________________________

Would you take a class like this? Why or why not? ________________________________

Exercise #2 – click for Exercise 2 audio

Directions: Listen to the introduction and fill in the formal outline:

Topic: ________________________________

I. __________________________________________

II. __________________________________________

   A. __________________________________________

   B. __________________________________________

   C. __________________________________________

   D. __________________________________________

Vocabulary

The Beatles  Elvis  glam rock  heavy metal
punk  The Rolling Stones