Teacher's notes

Find keywords

Warm up

Write the following on the board, and ask the class to tell you the most important words:

> The test will be next Tuesday in the main hall at 9 a.m.

Underline words as students tell you them. You should have something like this:

> The test will be next Tuesday in the main hall at 9 a.m.

This is the key information that tells us *what*, *where* and *when*.
Point out that the underlined words are nouns, times and places. Ask about the words that are not underlined. What are they?
Elicit that they are articles, auxiliary verbs and prepositions.
Explain that it's possible that different words could be keywords. For example, it could be that the test *won't* be next Tuesday. Or it could take place *outside* the main hall. But generally speaking, the keywords are obvious nouns, verbs, times, places, etc.

Using the Factsheet

There are three possible ways to use the Factsheet:

1. Give students the Factsheet before the lesson, so they can read it at home and come to the lesson prepared to do the Worksheet. If you use this approach, start the lesson by checking that all students have read and understood the Factsheet, and answer any questions.
2. Give students the Factsheet at the beginning of the lesson and start by working through it with the students.
3. Focus on the Worksheet in the lesson, then give students the Factsheet at the end of the lesson, so they can take it home and keep it as a reference or revision tool.

Theory to practice

- One of the main points of this task is that students' answers *will* differ. This gives them the opportunity to talk with their partner about how they differ. Encourage discussion, and give guidance where necessary. Remind them to highlight phrases as well as individual words, but warn them that there is a danger that they will highlight nearly everything this way. Tell them to be selective. The following is a possible answer, but some students may have highlighted more or fewer things. There is no definitive answer, so just make sure students have highlighted something like the suggestion below.
- **Note:** When they approach a text in this way, students' needs will be different. You might want to give an example of this by referring to the last sentence of the first paragraph. Most people would not highlight the fact that *you can hear the firecrackers many kilometres away*. However, if a student was writing from the point of view of noise pollution or animal welfare (e.g. animals scared by the noise of fireworks), it would be key information.

Possible answers

> Fireworks are a big part of the festival. There are displays at midnight every night. Each display fills the sky with spectacular colours and lights and lasts 20 minutes. The biggest display, the *Nit de Foc*, is on the night of the 18th. Every day at 2 p.m., crowds of people come to Valencia's main square for a display of powerful firecrackers and fireworks. This noisy event is called the *Mascleta*, and you can hear the firecrackers many kilometres away.
>
> The final event of the festival is the *Crema*, the burning of the *falles*. At around midnight on the last day, the sculptures are set on fire, one by one. For Valencians, the burning of the *falles* symbolizes the end of the winter.

Using the Worksheet

- Ask students to read the information at the top of the page. Point out, if it is applicable, that they have already done a lot of work on keywords in *C21 English for the 21st Century*.

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Practice

1 **Look at the extracts. Each extract is given twice, but with different keywords highlighted. With a partner, discuss which set of keywords (1 or 2) are probably the most important and why.**

- Do the first extract together with students so that everyone knows what to do. Allow a minute or so for students to compare the two sets of keywords. Then ask them which set is better. Elicit that set **1** has the most logical keywords highlighted. Students may campaign to add words to the keywords, such as *Russian*. Point out that this is fine, so long as they don't end up with all the words highlighted! Encourage them to justify any words they would add. Give guidance if you think the words they suggest are not keywords. For example, it might be important that the company is Russian, but highlight *does business* as a key phrase would be unnecessary, since we understand that from the general meaning of the text.
- Allow up to five minutes for students to do the other extracts. Ideally, they should work alone initially, then you can allow them to work in pairs. As you check the answers, encourage discussion. Get the whole class to contribute and make suggestions for other keywords. Explain that the 'wrong' answers include *too many*, *too few*, or *inappropriate* keywords in various combinations.

Answers

a 1
b 2
c 1
d 2
e 1

2 **Read the extract and highlight the keywords. Then compare your answers with a partner.**

- Tell students they are simply going to highlight the words and phrases that they consider to be key. Remind them that they can't highlight everything. Nor should they highlight too little.
- Allow a few minutes for students to work alone. After a period of time, allow them to compare notes with a partner. When checking answers, remember that students' answers will vary. This is fine, but ask them to report back about any changes they made following their discussion with their partner. A healthy debate is very important here and, of course, there are no definitive answers, so justifying their choices is an important part of the students' learning process.

Students' own answers

3 **Look at the questions about the text in Exercise 2 and highlight the keywords. Check with your partner.**

- Allow a minute or two for students to attempt the task alone. They can then discuss it with a partner.
- Alternatively, you may want to do this as a class. Go through the questions one at a time, and ask students which words should be highlighted.
- There will be some variation in the answers, but it is important that students do not highlight the whole question. They need to focus on key elements.

Suggested answers

a Where did Zaha Hadid study?
b What were her achievements in the 1980s?
c Where was the first building she was responsible for?
d Why did she consider moving away from architecture?
e Which prizes has she won?

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4 **Reread the text in Exercise 2. Now highlight the keywords that help you answer the questions in Exercise 3. Does your partner have the same keywords?**

- Remind students that the keywords change when we are answering specific questions because we do not need all the information in a text.
- Do the first question as a class. Write the question on the board or say it aloud: *Where did Zaha Hadid study?* Refer students to the first paragraph of the text in Exercise 2. Isolate the relevant information towards the end of the paragraph.
- Tell students to find a different way to highlight the words this time (e.g. if they underlined the words before, they should circle them this time or use a coloured highlighter).
- Allow up to five minutes for students to attempt items b–e alone before comparing with a partner. Again, there will be differing opinions, so encourage discussion and justification each time this happens.

Suggested answers

a She did a degree in Mathematics at the American University in Lebanon. From 1972 to 1977, she studied Architecture at the Architectural Association School of Architecture (the AA) in London.

b After three years' experience in an architecture firm in London, Hadid opened her own office in 1980. During the 1980s she won many design competitions, but few of her ideas became real buildings. Architects admired her original designs, but she was not well known.

c In 1994, Hadid won her first successful commission to build a small fire station for the Vitra furniture company in Germany.

d The same year, she won an international competition to build an opera house in Cardiff. However, the project was cancelled. It was a big disappointment to Hadid, and she thought about giving up architecture.

e In 2004, she received the Pritzker Architecture Prize. Other awards followed, including the Stirling Prize for the Maxxi Museum in Rome in 2011, and another in 2012 for a school in London.

Reflect

5 **How good have you become at identifying keywords and phrases? Read the text and highlight what you think is the key information.**

- Encourage students to think about what they have covered on the Worksheet. Explain that the final two tasks will give a good indication of how much they have understood.
- Allow a few minutes for students to read the text and highlight the keywords/phrases on their own. (It is important for them to do this part alone – there will be time for discussion later.)
- After a suitable length of time, encourage students to share their views with the class. There will be a lot of variation, but use this as a basis for discussion. For example, in the first line, different students could have given these answers:
  Do you like to get up early and have lots of energy in the morning?
  Do you like to get up early and have lots of energy in the morning?
  Do you like to get up early and have lots of energy in the morning?
  All three are possible (although the last answer highlights nearly everything, which could be a problem if the whole text is like this). Encourage students to justify their choices. Accept all reasonable answers, making sure students haven't highlighted everything or nearly everything.

Students' own answers

6 **Now look at some questions about the text in Exercise 5. Which keywords and phrases do you need now?**

- Again, encourage students to use a different method of highlighting (underlining instead of highlighting, etc.) to the way chosen in Exercise 5, so they can distinguish the two sets of answers.
- Allow a few minutes for students to find the answers. They should work alone for this.

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- Elicit the answers, encouraging students to justify their answers as before. Again, there will probably be a lot of reasonable variation. Make sure students understand that they will only need a fraction of the keywords they highlighted for Exercise 5.
- Ask if any students highlighted keywords for the first time in Exercise 6. In other words, did they miss anything when they did Exercise 5? Discuss the importance of knowing what question you are trying to answer when you are highlighting keywords in a text.
- Finally, remind students to use this approach in their studies. Tell them that the very least they will gain is the ability to find something again quickly. However, there are many other benefits to identifying keywords and phrases, as they have seen in this lesson.

Possible answers

a Do you like to get up early and have lots of energy in the morning? OK, you are probably a lark, or morning person. Larks typically wake up early, often before 6 a.m., and without an alarm. A typical lark always has time for breakfast and the gym. Larks are always first in the office and like to do important tasks in the morning. In the evenings, larks like to relax and are ready for bed between 9 and 10 p.m. Many successful larks have their own businesses.

b Do you find it difficult to get up in the morning? Do you like to stay up late? OK, you are probably an owl, or an evening person. Owls like to get up late. They need an alarm clock to wake up, preferably with a snooze function. A typical owl skips breakfast and is always last to arrive at the office. Owls are full of energy in the late afternoon and evening, and it's often the best time for them to do important work or to go to the gym. An owl almost never goes to bed before midnight, and often not until 1 or 2 a.m. Many creative people are owls, for example, writers, artists and poets.

c According to a recent study, 20% of people are larks and 30% are owls. The rest of the population don't have a strong preference for the morning or the evening, and can change their waking and sleeping times without difficulty.

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