

Lesson plan for grasping interpreting note-taking symbols

Objectives

By the end of this lesson, students will be able to:

1. Invent note-taking symbols on their own
2. Explain the mechanics of their self-invented symbols
3. Begin to apply both borrowed and self-invented symbols in their interpreting note-taking
4. Evaluate the symbols they and their peers have created and used

Procedures

Pre-Class Task

Students are asked to invent note-taking symbols based on what they learned from the previous lesson. They can borrow and/or revise existing ones, or invent each symbol from scratch. Source terms should be easy and frequently used economic, political and social terms from ordinary, not-so-technical speeches or interpretation textbooks. Students should bring to the classroom their list of symbols with source terms, and the speeches/textbooks that they used to extract the terms.

Prompt for students in Chinese:

为了更好的学习口译笔记，现请同学们为周四的口译课作如下准备：请各位同学找一段难度极低、内容为经济、社会、政治方面的口译演讲文本，朗读时长约为 1 分钟左右，中英文均可，网络、口译教材等材料中选取均可，从中抽出 20 个左右的词，发明你的笔记符号。发明符号时可以借鉴我发给你们的打印材料，也可以自己发明，只要是你认为好用的就好。周四上课时请把你发明的笔记符号和所用的文本都带到课堂，我们来一场有趣的口译笔记符号讨论课。

In-Class Task

1. Students explain to their partners why each symbol is the way it is. (4 mins)
2. Their partners discuss with them the symbols that they like, and the ones they don't understand. (2 mins)
3. Partners read to them the speech where the terms are from, and students practice note-taking with these symbols. (2 mins)
4. Students reflect which symbols, or which parts/types of symbols, work better than others, and why. (2 mins)
5. Students discuss their reflections and possible improvements with their partner. (3 mins)
6. Partners evaluate students' pre-class task, the explanation, the note-taking exercise, and their reflections. (3 mins)
7. The teacher facilitates a whole class discussion where 4-5 students share their own ideas or their partners' ideas. (6 mins)