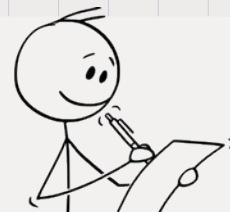


Further learning techniques



1. Cornell note-taking system

The Cornell Note-Taking System was invented in the **1940s** by a college professor named **Walter Pauk** at **Cornell University** in America.

He noticed that lots of smart students were failing or getting stressed because they were just mindlessly copying down pages and pages of words during class, but not actually *learning* any of it.

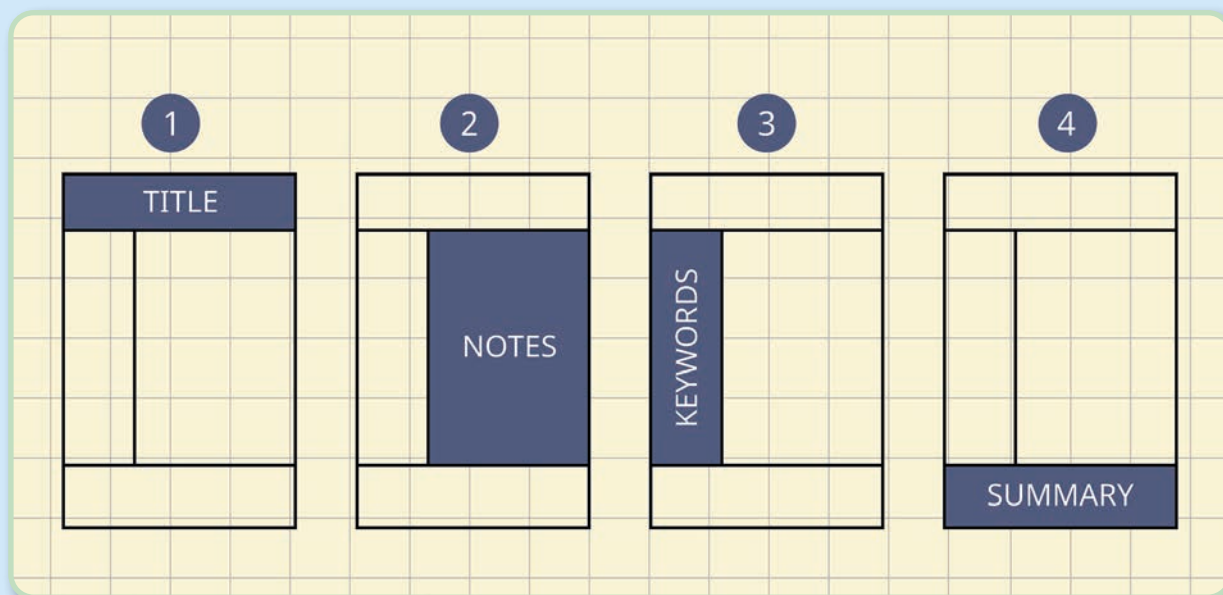
Professor Pauk realised that your brain learns best when it has to work a little bit. So, he designed a specific page layout to fix the biggest mistake students make: passive reading.

Instead of just staring at a wall of text when you study, the Cornell layout forces you to do three things:

1. **Write** the title and details during class (the *Notes* section).
2. **Turn** those details into a mini quiz right after class (the *Keywords/Question* section).
3. **Wrap** it up in your own words at the end (the *Summary* section).

(The sections can be drawn on a regular copy, or it is also possible to purchase a Cornell Notes Copy, where the gridlines are already drawn.)

The page is laid out in the following way:



- The **Title**: Say what the notes are about. You can also add the date.
- The **"Notes"** side (big space): This is where you write what the teacher says or what is on the board. Do not write every word! Use bullet points, arrows and shortcuts (like "w." for "with" or "t." for "the").
- The **"Keywords/Questions"** side (left space): After class, write one-word clues or questions here that match the notes on the right.
- The **"Summary"** (bottom): Write two sentences at the very bottom explaining the "big idea" of the whole page.

EXAMPLE

Here is an example of how you might record what you have learned in class:
Simple Future (*le futur simple*) for your Junior Cycle exam.

Title: Le futur simple (rules)		Date: 3 Juin 2028	
Questions to test myself:		The general rule (regular verbs)	
1. What is the base starting point for regular verbs?	To form the future simple, take the infinitive (the whole verb ending in -er, -ir, or -re) and add the special future endings.		
2. What do you do to an -re verb before adding endings?	Spelling note: For -re verbs, drop the final -e before adding the endings (e.g.: <i>vendre</i> → <i>vendr-</i>).		
3. What are the endings that I need to learn for this tense?	The 6 future endings These endings are the same for all verbs in French. (Tip: They look a lot like the verb <i>avoir</i> !)		• Je → -ai • Tu → -as • Il / Elle / On → -a • Nous → -ons • Vous → -ez • Ils / Elles → -ont
4. How do I form a verb phrase in this tense?	Example of the rule: Verb: jouer (to play) 1. Keep the whole infinitive: jouer 2. Add the je ending (-ai): jouer + ai = Je jouerai (<i>I will play</i>)		
Summary: The <i>futur simple</i> is formed by taking the whole infinitive verb (minus the “e” for -re verbs) and adding the endings: <i>-ai, -as, -a, -ons, -ez, -ont</i>			

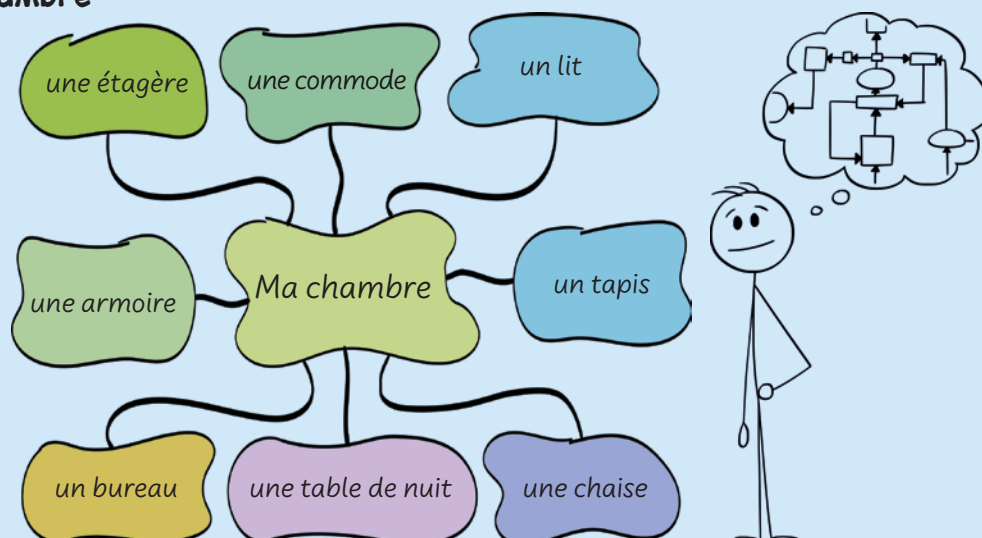
2. Mind maps

Start out with one central idea and connect as many words as possible with the topic.

Mind maps can be done digitally (apps can be found using a web search) or also in your copybook or on flash cards.

They are a great way to summarise what you have learned at the end of a unit.

EXAMPLE: Ma chambre



You could then extend your mind map by adding further details, e.g. add a bubble with "confortable" onto "un lit" or "gris" onto "un tapis".