Listening and note-taking skills

Some definitions

- To**hear** is 'to experience or to be aware of sounds, usually as a result of the stimulation of the auditory system by sound waves'
- **Hearing'** as the act of apprehending or the ability to apprehend sounds aurally.'
- (i.e. Hearing is more of an experience rather than an activity.)
- **To listen** is **to make conscious effort to hear** or to concentrate on hearing somebody or something

Some hindrances to effective purposeful listening

- Physiological factors
  - Physical
    - Illness
    - Hunger
    - fatigue
  - Psychological
    - Wrong mental attitude
    - Dislike for the speaker
- Environmental factors
  - Stuffy, uncomfortable classroom
  - Noise
  - Inaudible speaker

Listening Task 1

- In your work groups/teams, discuss the hindrances to effective listening to lectures in FUTA and suggest what a listener can do to overcome them or compensate for them.
- Raise issues that course lecturers or the University authorities need to be aware of, bring up a list of such issues.
- Submit your lists online for class discussion.

Listening for Study Purposes I- Pre-listening activities

- Listen carefully to the topic
- Ask yourself questions on the topic
- On the topic: Printed Forms of Recorded Knowledge, you may want to ask
  - **What** are printed forms of recorded knowledge?
  - **When** did printed forms of recorded knowledge begin?
  - **Where** are printed forms of recorded knowledge stored?
  - **Who** stores printed forms of recorded knowledge?
  - **How** are printed forms of knowledge recorded? etc
- In the course of the lecture, you will seek answers to these questions.
- The speaker may also specify the questions that will be answered in the course of his/her presentation.

Listening for Study Purposes 2- Note-taking

- Once the lecture starts, you will need a permanent record of what you listen to.
- Get your writing materials ready **before** the lecturer starts to speak.
- Identify the subject of the text (the topic).
- Next, establish what the text is about, and devise a title for the notes.
- Then, identify the main points of the text.
- Finally, sort out the logic of the text.
- Decide on a note-taking format.

Note-taking format 1

- **Linear format**
  - *The lines run one after another, like in this text you're reading on note-taking format. No special use is made of the layout of the page, and a writer tends to write as much as possible, rather than as much as is necessary. There is a tendency to concentrate on writing, rather than on listening and comprehension. Gaps may be left, and the notes may read like gibberish in sections.*

Note-taking format 2

outline format

- *the listener makes a list of key points*
- *each key point starts on a new line, indicated by an asterisk, a bullet, a letter or a numeral*
  - *minor points are similarly listed, but with a different style*
    - *for example, if the key points are numbered in Arabic style, the minor points may be numbered with small letters.*

1. you may also use indentation for minor details.
2. You must use these notations consistently.

Outline Formats

Combine Notations

TITLE

1) MAJOR POINT
    a) Minor point
        i) detail
        ii) detail
    b) Minor point
2) MAJOR POINT
    a) Minor point
    b) Minor point
        i) detail
        ii) detail
3) MAJOR POINT
    a) Minor point
    b) Minor point

Arabic Numerals Only

TITLE

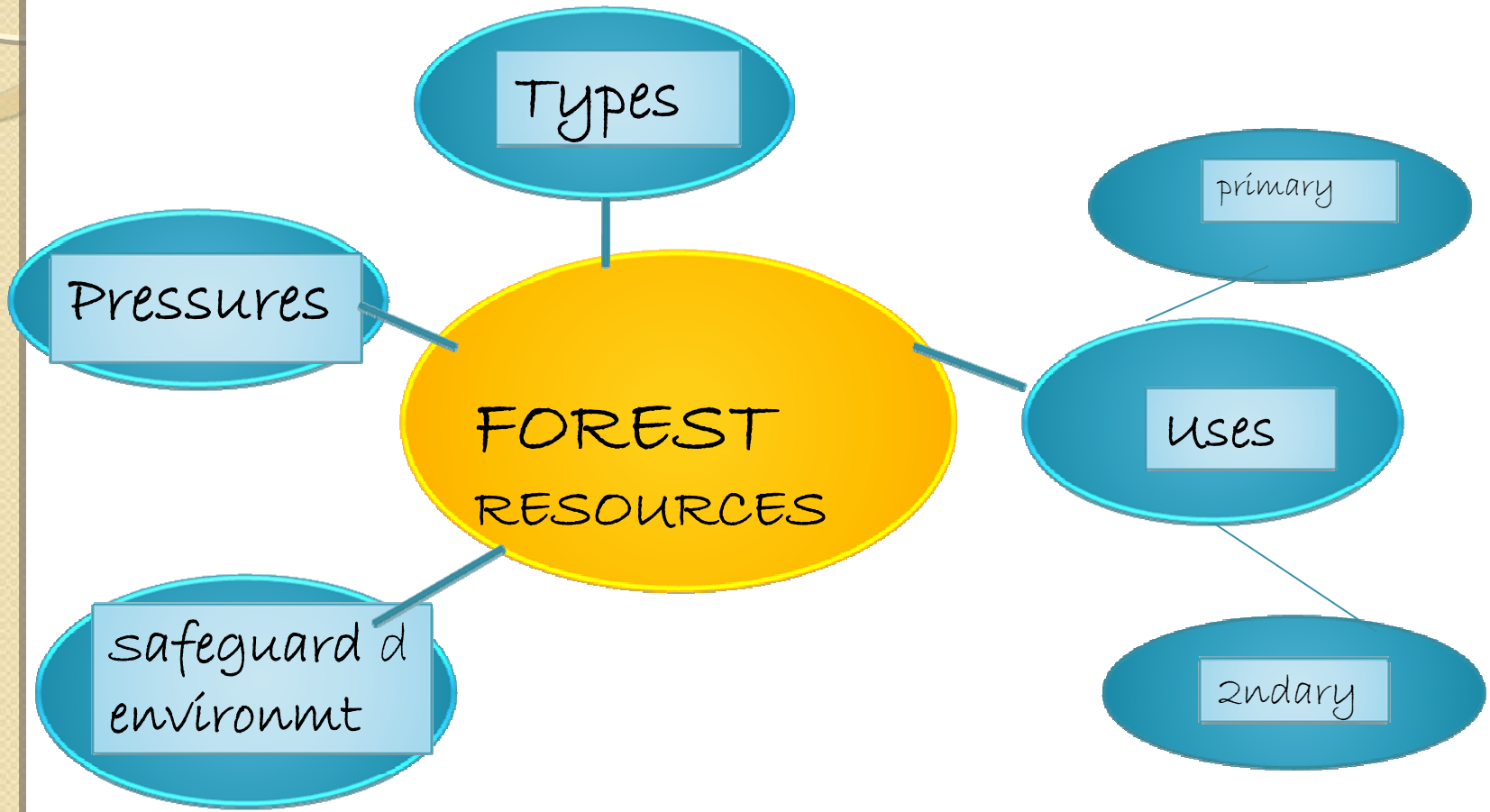
1. MAJOR POINT
    1.1Minor point
        1.1.1 detail
        1.1.2 detail
    1.2 Minor point
2. MAJOR POINT
    2.1 Minor point
    2.2 Minor point
        2.2.1 detail
        2.2.2 detail
3. MAJOR POINT
    3.1Minor point
    3.2Minor point

Note-taking format 3

graphic or **diagramatic**

- Use columns or tables if the notes involve comparing or contrasting
- Use tree diagrams for classifying
- Spidergrams and radial shapes can be used when a topic has several sub-sections or complex relationships
- An example of a spidergram (spider diagram) is shown below

Example of a spidergram



Note-taking tips

- Omit all unnecessary language for speed.
- Use the space of the page to lay the notes out clearly.
- Use numbers and letters to identify and distinguish different key points, secondary points, examples, etc.
- Use clear lay-out, numbers and letters for fast and accurate interpretation of the notes
- Use abbreviations and symbols systematically to ensure rapid and accurate recall of the meaning of the notes.

Listening and note-taking practice 1

- Download and print listeningpractice.manual1. (Your exercises will be done inside it)
- Download the mp3 file 'Geology', listen to the lecture and do tasks1-3 on the manual
- Look at the next 3 slides(15-17) before attempting tasks 4-6 on your manual.

Signalling

- Signal or signpost words show the direction of the speaker's thought, show relationships perceived by the speaker and may signal a chain of events. The two tables in the next slide list two kinds of signpost words which can help a listener interpret what is going on in the lecture and when to take notes.
- The two main kinds are
  - signals of sequence &
  - signals of speaker's point of view

Signals of sequence

Function	signpost word
summarising	in brief, to sum up, in short, to summarise
re-expressing	that is, that is to say, put in another way, in other words, or rather
exemplifying	to illustrate this, thus, for example, for instance
Focussing	I shall begin by, let us consider, in today's lecture we shall, to begin with, at this point
Listing	first of all, secondly, finally, in conclusion

Signals of point of view

Function	signpost word
Adding	and, in addition
giving further evidence	moreover, furthermore, incidentally, in passing
comparing two points	likewise, similarly
denying expectation	but, yet
admitting the unexpected	though, although, however, as a matter of fact
contrasting	instead, rather, on the contrary, on the other hand, at the same time
showing cause	so, hence, for, therefore
showing reason	consequently, for this reason, on account of this
showing result	because, as a result, arising from this, so...that
showing purpose	with this in mind, so that
stipulating condition	in that case, in which case, unless, otherwise

Listening and note-taking practice 2

- Download and print listeningpractice.manual2.

(Your exercises will be done inside it)

- Download the mp3 file ‘Micro-organisms’, listen to the lecture and do the tasks.

LISTENING AND NOTE-TAKING

by

Funmi O Olubode Sawe

Listening is one of the four language skills by which humans interact with their enviroment. It is an important part of communication: when we speak, we expect a response which we pick up with our ears. In a study situation, we listen to lectures, instructions for practicals, questions and responses etc. At this point, it is necessry to distinguish between hearing and listening.

Anybody without a hearing defect can **hear** whatever is spoken within earshot. The *New Webster's Dictionary of the English Language* defines '**hear'** as 'to experience or to be aware of sounds, usually as a result of the stimulation of the auditory system by sound waves' and **'hearing'** as the act of apprehending or the ability to apprehend sounds aurally.' This is more or less an experience rather than an activity.

Listening is very different from this. It is the conscious use of one's ears in order to hear some particular sounds. In other words, listening is an an **activity**; it is something that somebody does. Listening is the aural counterpart of looking: whenever a person is looking in a particular direction, there must be something he/she is looking for. A listener is on the 'lookout' for something in particular. In other words, listening is a **purposeful activity**.

Task: List some of the reasons why a person may listen to an oral text

Oral/multimedia text	**Purpose for listening**
NTA Network News	
Two neighbours arguing	
A sermon on radio	
A film on AfricaMagic Channel	
Soccer commentary	
A friend on the phone	

The effectiveness of this purposeful activity can be reduced by some physiological and environmental factors. Physiological factors which come from the body and mind of the listener. Physiological factors include mental fatigue, hunger, a wrong mental attitude, illness, etc. Environmental factors are

those external to the listener. A stuffy, uncomfortable classroom, noise from the corridor, other distractions, an inaudible speaker, hard seats or none at all; all these can reduce the effectiveness of listening.

DISCUSSION TASK: In small groups, discuss the hindrances to effective listening and suggest what a listener can do to overcome them or compensate for them.

Listening for Study Purposes

Listening is an important way of accessing information in a study situation. Also, there are several possible purposes of listening to an oral text, e.g. a lecture. We may listen to get the main points made by the lecturer, or in order to get the details of the lecture. We may also listen in order to get information for a writing assignment or to get clarification on some points raised in earlier lecture. A student also needs to see how new information keys in with what she/he knew previously. All of this require purposeful listening.

Pre-listening activities

How can students give themselves a purpose for listening? How can ensure that they are on the 'lookout' for something in particular? One method is by asking a question to which they expect the oral text to provide an answer. Once the lecturer identifies the topic of the lecture, a purposeful listener will devise some questions to give him/her a purpose for listening. Possible questions are those that start with wh-: What? When? Who? Where? When? Why? And How?

If the topic is 'Printed Forms of Recorded Knowledge', a listener may want to find answers to the following questions during the lecture:

What are printed forms of recorded knowledge?
When did printed forms of recorded knowledge begin?
Where are printed forms of recorded knowledge stored?
Who stores printed forms of recorded knowledge?
How are printed forms of knowledge recorded? etc

These anticipatory questions are a kind of pre-listening activity, an activity that one engages in before actual listening begins. Other pre-listening activities are: internet research, reading ahead of the class, generating a list of possible terms that may come up in the presentation, etc.

Note-taking

The next step is to listen with concentration to the lecture and take notes. This may seem obvious, but you should get your writing materials ready **before** the

lecturer starts to speak. First of all, you need to correctly identify the subject of the text. Next, establish what the text is about, and devise a title for the notes. Then, identify the main points of the text. Finally, sort out the logic of the text. You can establish which example relates to which point, etc.You also need to decide on a note-taking format. Some of them will be described later.

How can get to know which are the main points and which are the minor ones? How do you know what is important enough to record in your notebook? The speaker might indicate this overtly and use a signpost word like: 'the next major point is...' Other signpost words and transitional phrases indicate important points in the lecture.

Signpost words show the direction of the speaker's thought, show relationships perceived by the speaker and may signal a chain of events. The two tables below list two kinds of signpost words which can help a listener interpret what is going on in the lecture and when to take notes.

Signals of sequence

Function	signpost word
summarising	in brief, to sum up, in short, to summarise
re-expressing	that is, that is to say, put in another way, in other words, or rather
exemplifying	to illustrate this, thus, for example, for instance
Focussing	I shall begin by, let us consider, in today's lecture we shall, to begin with, at this point
Listing	first of all, secondly, finally, in conclusion

Signals of point of view

Function	signpost word
Adding	and, in addition
giving further evidence	moreover, furthermore, incidentally, in passing
comparing two points	likewise, similarly
denying expectation	but, yet
admitting the unexpected	though, although, however, as a matter of fact
contrasting	instead, rather, on the contrary, on the other hand, at the same time
showing cause	so, hence, for, therefore
showing reason	consequently, for this reason, on account of this
showing result	because, as a result, arising from this, so...that
showing purpose	with this in mind, so that
stipulating condition	in that case, in which case, unless, otherwise

Some movements of the speaker may signal to the attentive listener that she or he needs to be on the lookout for an important point. They include:

moving from the back of the class to the front where every student can see him/her;
turning towards the blackboard;
speaking more slowly or spelling a word
writing on the blackboard;
signalling or asking for the next slide
checking up his/her notes.

Note-taking techniques

Having decided that some information is noteworthy, what is the best note-taking format? The most common is the **linear format**, in which lines run one after another, like in this paragraph on note-taking techniques. No special use is made of the layout of the page, and a writer tends to write as much as possible, rather than as much as is necessary. There is a tendency to concentrate on writing, rather than on listening and comprehension. Gaps may be left, and the notes may read like gibberish in sections.

An **outline format** may be preferable. Here, the listener makes a list of key points, each point starting on a new line and indicated by an asterisk, a bullet, letter of the alphabet, or Arabic or Roman numeral. Minor points are similarly listed, but with a different style. For example, if the key points are numbered in Arabic style, the minor points may be 'numbered' with small letters.

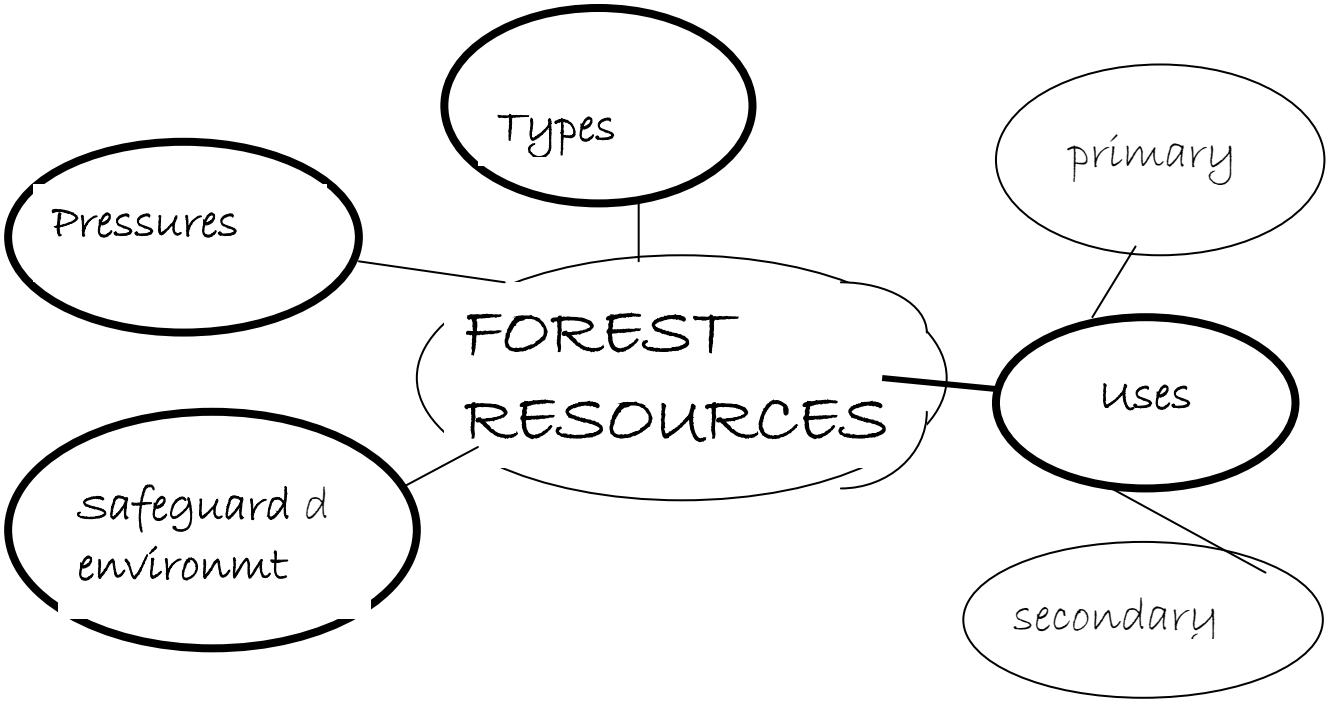
TITLE

1) MAJOR POINT
    a) Minor point
        i) detail
        ii) detail
    b) Minor point
2) MAJOR POINT
    a) Minor point
    b) Minor point
        i) detail
        ii) detail
3) MAJOR POINT
    a) Minor point
    b) Minor point

TITLE

❖ MAJOR POINT
    ➢ Minor point
        ▪ detail
        ▪ detail
    ➢ Minor point
❖ MAJOR POINT
    ➢ Minor point
    ➢ Minor point
        ▪ detail
        ▪ detail
❖ MAJOR POINT
    ➢ Minor point
    ➢ Minor point

Other types of formats are the **graphic** or **diagramatic**. Graphic layouts may employ columns, tables, radial shapes, tree diagrams and spidergrams. An example of a spidergram (spider diagram) is shown below



In using graphic or diagrammatic modes of note-taking, it is necessary to omit all unnecessary language for speed. The space of the page should be used to lay the notes out clearly. Numbers and letters should be used to identify and distinguish different key points, secondary points, examples, etc. The use of clear lay-out, numbers and letters assists fact and accurate interpretation of the notes when the student needs to make use of them. Systematic use of abbreviations and symbols ensures rapid and accurate recall of the meaning of the notes.

Using Abbreviations and Symbols in Note-Taking

Abbreviations are used in order to make notes more quickly. Most words can be meaningfully abbreviated. An abbreviation is useless if you do not understand it immediately when you are reading your notes. Adkins & McKean (1983) lists four main types of abbreviation in general use.

Type A: abbreviations of English or Latin phrases, in which the first letters or sometimes syllables, of the words are given, as in

NB (the abbreviation of the Latin phrase *nota bene*) meaning note well or please note.

Type B: abbreviations of one-syllable words, consisting of the first letter only, as in **b**, meaning born, or the first and last letters of the word, as in **yr** meaning year.

Type C: abbreviation of polysyllabic (more than one syllable) words, in which the first letters of certain syllables are used, as in cg meaning centigramme, or the first and last letters of certain syllables, as in **bldg** meaning building. This type of abbreviation is often used with the vocabulary of science.

Type D: abbreviations of polysyllabic words, consisting of the shortest possible abbreviations which are easily recognizable, as in **doz**, meaning dozen, and **geog**, meaning geography.

All initialisms belong here and can be used in note-taking.

Note the following general rules:

1. A full stop after an abbreviation indicates that a word has been cut short before the end, as in **Prof.** meaning Professor. If an abbreviation contains the final letter of a word, it is not usually followed by a full stop, as in **yr** meaning year.
2. Scientific measurements, such as **km, mm, kg,** are usually written without full stops.
3. Common abbreviations of English phrases are often written without full stops, as in **sg** meaning specific gravity, whereas phrases consisting of foreign words are usually abbreviated with full stops, as in **e.g**. (*exempli gratia*)and **op. cit.** (***opus cit***)(Latin).

The following lists of standard abbreviations are culled from Adkins & McKean (1983).

Type A

A. D. (Latin)	Years after the birth of Christ
A. H. (Lat.)	years after the Hegira
amu	atomic mass unit
c. (Lat.)	*circa,* about, approximately
^{o}C	degree Celsius/Centigrade
cc	cubic centimetre
CNS	central nervous system
e.g. (Lat.)	for example
etc. (Lat,)	*et cetera,* and so on

^{o}F	degree Fahrenheit
i.e. (Lat.)	that is
NB (Lat.)	take note that
op. cit. (Lat.)	in the book mentioned previously
p.a. (Lat.)	in one year
s.g.	specific gravity

Type B

b.	born	nr.	near
d.	died	p.	page
E	East	pp.	pages
g	gram	pt	part
hr	hour	rd	road
ht	height	S	South
Hz	hertz (cycles per second)	vb	verb
J	joule (unit of energy, work and heat)	W	West
		wk	week
Mt	Mount	wt	weight
N	North	yr	year
n.	noun		

Type C

bldg	building	km	kilometre(s)
dept	department		
cf(Lat.)	compare	kW	kilowatt(s)
cg	centigramme(s)	kWh	kilowatt-hours(s)
cl	centilitre(s)	mb	millibar(s)
cm	centimetre(s)	mm	millimetre(s)
kg	kilogramme(s)	no.	(Lat.) number
pl.	Plate	pred.	Predict
prob.	Problem	pt.	point
rxn	reaction	reg.	Regular
rm	room	sev.	Several
shd	should	soc.	social
soln.	Solution	stim.	Stimulus
temp.	1. temperature 2. temporary		

Symbols

Symbols are used in note making:

a. for speed

b. to show the relationship between words and within the text, e.g., a sentence such as this:

The earth's circuit round the sun takes just over 365 days..

May be noted like this: Earth's circ. Rd sun => 365 dys.

Most symbols are taken from mathematics. Some of the most useful are given in the below. One symbol can be used to express several meanings, so you need to use whichever you use in a regular fashion.

+	and, plus
-	less, minus
=	is, equals, consists of, is the same as, there is
≠	is not, does not equal, does not consist of, is different from
≡	is equivalent to
>	is greater than, is more than, is over
<	is less than
→	gives, produces, leads to, provides, results in, is re-written as
←	is given by, is produced by results from, comes from
↑	rises, increase by, grows to/by
↓	falls, decreases by, declines
∴	therefore, so
@	at
:	indicates example(s) following
()	used around explanation of a point
^{0}	degree
'	minutes, feet
"	inches or ditto marks – i.e repeat the word above
BUT	but, however, although

Note also that a symbol expressing a verb phrase does not show tense. = could therefore signify 'is the same as', 'will be the same as' or 'was the same as'.

SCIENTIFIC SYMBOLS

Scientific discourse involves the use of short forms including formulae, symbols and numbers. For example, rather than say one molecule of calcium hydroxide combines with one molecule of carbon (iv) oxide gas to give calcium carbonate precipitate and water. It is usual to write:

$$Ca(OH)_2 + CO_2 = CaCO_2 + H_2O$$

Here we see

(i) the use of initial letters: H = hydrogen, O = Oxygen and C = carbon;
(ii) Key Letters : Ca = Calcium
(iii) Diacritics: subscripts 2, 3 and
(iv) Symbols: = and +

Sometimes the abbreviation may not appear to have any resemblance to the full word, except when one realizes that Greek and Latin words are common in Science and the abbreviated form or symbol may be of the Latin or Greek equivalent of a word. For example, the symbols K and Na seems different from the names of the metals Potassium and Sodium, except one realizes that Potassium is also called Katrium and Sodium is Natrium,

Some symbols are graphic rather than verbal, that is, they look more like drawings rather forms of words. In this section, selected numbers, signs and symbols in the main fields of Engineering are presented along with their meanings in words. They can also be used in note-taking.

Lecture I: Geology

Prediction I

1. Listen to Part A of the talk and answer the questions below:
   - **a.** What do you think the talk is going to be about?

   - **b.** How many questions does the speaker propose to answer?----------
   - **c.** What are the questions?

     a----------

     b----------
   - **d.** Which one will be discussed first?

Extensive Listening I

2. Listen to the Part B of the talk and answer these questions:
   - **a.** What, according to the speaker is the most important aspect of the study of the earth?

   - **b.** Of the process occurring in the interior
     - which one is of benefit to man?

     - which one is not beneficial to man?

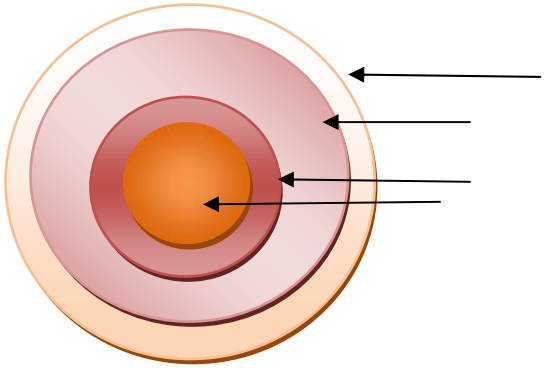
   - **c.** Which process is mentioned but not discussed?

   - **d.** The speaker mentions three groups of rocks. Re-number the list below to show the order they were formed in.
     - Metamorphic
     - Igneous
     - Sedimentary
   - **e.** Fossils contain
     - ……..
     - ……..

Intensive listening II

3. Listen again to Part Band

a. Label the diagram below



b. Complete the frame below by writing notes on the changes occurring at each stage of the evolution of the earth's surface. The final stage is completed for you as an example.

i. Magma ……..……
……..……
…

ii. High Temperature + Pressure
……..……
……..……
…..

iii. Weathering
……..……
……
……..……..

iv. Denudation ……..……
……..…… … ……..

v. Soils are deposited on the surface of the earth

4. Match the signal in these sentences with the functions that they introduce.

a. We take the composition of the earth…….
b. So, you have three groups of rocks…….
c. OK, all right. We are talking about…….
d. Now, there is one more process……

- Moving on
- Repeating for clarification
- Introducing a point
- Drawing a conclusion

Prediction II

5. How do you expect the speaker to continue?

Extensive listening II

6. Listen to Part C of the tape to find answers to the questions below.

a. What do the following specialists find?
   i. Petroleum geologist----------
   ii. Economic geologist----------
   iii. Hydrogeologist----------
b. Geologists are equipped to warn about dangers. Give an example of
   one natural danger ----------
   one non-natural danger ----------
c. what geological problem is associated with Anambra state in Nigeria

   ----

Intensive Listening II

7. Listen again to the same portion of the tape and:

a. Find signals which mark the following functions:
   i. Shifting topic
   ii. Clarification
   iii. Ending a point
   iv. Taking up a new point
   v. Adding important new information
b. Listen for words and phrases that are specially stressed by the speaker. List five of the words and try to explain why they are stressed.
   i.
   ii.
   iii.
   iv.
   v.
c. make brief notes on the advice a geologist can give to:

The government on dealing with nuclear waste	People living in earthquake prone areas	Farmers living in erosion – prone areas

Developing Vocabulary

8. Listen to the next extract

a. Use your knowledge of word formation to find clues to the meanings of the words below and record them in the spaces provided. Use a dictionary to confirm the meanings you have written.

word	**meaning**
Geology	
concentric	
catastrophic	
transform	
metamorphic	
evolution	
denudation	
predict	
disposal	

b. Use the following words in sentences to reflect their meaning in the lecture: composition, solidify, weathering, conserve, manifests

9. Follow up

Do the following exercises in your notebook

a. Of all the functions of a geologist which, in your opinion, is the most important? Why?

b. What are the agents of denudation? What steps could be taken to arrest the processes of denudation in the following parts of Nigeria?

- Kano/Sokoto/Katsina – desertification
- Anambra/Imo/Ondo – erosion

c. What has the study of geology to do with the study of history?

d. What problems can you foresee when the geologist tries to advise on the proper disposal of toxic wastes? Use an example from Nigeria to illustrate this problem.

Lecture II: Micro-organisms

1. Getting Started

i. What happens when you leave wet bread on the window sill for a few days?

ii. Can you describe the process that has taken place?

2. Prediction I

i. Listen to the introduction short lecture (part A.)

As you listen:

a. Write down two points you would expect the main part of the lecture to cover.

b. What are you expected to know already?

c. What is the first aspect that will be covered in the main part?

ii. Make a list of five key words words/phrases you think the lecturer might use.

3. Extensive Listening 1

Listen to Parts B, C, and D. As you listen decide which set of notes opposite – A, B, or C best represents the key points.

a.

Fungi – economic importance

Beneficial	harmful
-tasty mushrooms	-harmful mushrooms
- vitamins	
-industries	
- baking	
- Roquefort	
- dyes	
- antibiotics	

c.

Fungi
-structure
-functions
- types –saprophytes/ parasites
- kinds –yeast
-Roquefort
- Penicillin
- colours-dying
-uses - many

b.

Fungi – economic importance

Beneficial
*source of food
-mushrooms for proteins/vitamins
-yeast for protein/vitamins/minerals
*uses in industry
-baking
-brewing
-cheese making
-paints
*uses in medicine

harmful

Intensive Listening 1

4. Listen to Part B and mark each statement true (T) or false (F)
   a. Mushrooms have less protein than fruits and vegetables
   b. There are two thousands edible species of mushroom for use
   c. 51% of mushrooms are edible.
5. In part C of this lecture the use of fungi in four areas of industry is discussed. In the table below, name each industry, a fungi used and a product or use

Industry	**Fungi used**	**Product**
1.	1.	1.
2.	2. Aspergillus	2.
3.	3	3.Roquefort
4. paint	not given	4.

6. Fungi are used in the production of drugs. Select from Table B a used which matches each drug listed in Table A.

A. (Drug)	B. (Use)
Streptomycin	in control of haemorrhage
Ergotin	to make benzaldehyde
Ephedrine	to provide vitamin A
	To treat asthma
	To prevent harmful micro-organic growth

7. **Developing Vocabulary I**
   For each word below give three others you would associate with it. An example has been provided for you:

key word	associated words		
chlorophyll	leaves	green	photosynthesis
alcohol			
baking			
edible			
haemorrhage			
industry			

8. **Extensive Listening II**
   Listen to the rest of the lecture (Part E and F).
   a. As you listen: note down what the lecturer says about
      i. what he has already covered
      ii. what he will discuss now
   b. What words and phrases signal this information for you?

c. Tick the three ways in which fungi are of economic significance to people.
   i. Preservation of food
   ii. Human and plant disorders
   iii. Food decay
   iv. Spoilage of clothing, leather
   v. Production of grain
   vi. Dead organisms

d. Tick the method the lecturer uses to end his lecture and write down the expression that led you to your answer.
   i. Making recommendations
   ii. Summarizing
   iii. Suggesting the further reaping

9. **Intensive Listening II**

Listen to Part E and:

a. Complete the table below with part of the body affected by diseases and the effects caused.

Disease	**Part of body**	**Effect**
Eczema Aspagillosis Cryptoccosis		May cause death

2. Name two crops which can be affected by fungi.
   a) b)

3. Listen to Part F and complete the following summary:

……..Deterioration

Clothing and ……..... lose their…… . …… may become blurred as fungi attack the …….of the ……Fungi can feed on the chemicals in ……. and cause …… growths. In conclusion, one kind of fungi …… cause……... but others, ……., which feed on dead …… matter can be very beneficial to us.