

## Unit 3 – Lesson 6

### Note Making

Note making can be defined as a systematic method of writing down quickly, briefly and clearly the important points of reading a text. It is a productive skill which integrates both reading and writing skills.

#### Note making is used to

- ❖ Keep a record of the main points of a reading text for future use and reference
- ❖ Revise for an exam
- ❖ Update information
- ❖ To analyse a text

#### Reading strategy:

A careful reading plan is to identify the central idea, important points and supporting details. It would enable you to understand the text quickly and make appropriate notes.

- ❖ Read the text quickly in order to identify its purpose, scope, central idea, logical organization and different writing techniques like narration, description, explanation and so on.
- ❖ Recognize the key lexical items related to the topic
- ❖ Identify the relationships among the units within the text
- ❖ Read the key points and signal words
- ❖ Ignore irrelevant matter and concentrate on the main parts
- ❖ Deduce meanings of words and phrases from their context and infer relationships
- ❖ Interpret graphic aids used in the text

#### How to make notes?

- ❖ Read the passage carefully
- ❖ Heading

What is the main idea of the passage? Frame a heading based on the central idea and write it in the middle of the page
- ❖ Subheadings

How was the main idea being presented and developed?  
Are there two or three subordinate ideas?  
You can frame subheadings based on these
- ❖ Points

Are there further details or points of the subtitles that you wish to keep in the notes?  
All subheadings should be written at a uniform distance from the margin with indent i.e. with suitable space and number.

## Indenting:

Do not write full sentences. Use abbreviations wherever necessary. Help with abbreviations.

### 1) Use standard abbreviations and symbols

Capitalized first letters of words

Ex: U.P., USA, USSR, UK

### Common abbreviations

Ex: Sc (Science), Geog (Geography), Mr, Mrs, Dr, Govt

### 2) Write the first few and last few letters of a word with an apostrophe in between .can't(cannot) w'out(without), wrt'g (writing).

### 3) Use the first letters of the phrases

Kilogram	Kg
Cubic Centimetre	cc
Atomic Mass Unit	AMU
Per annum	P A
Curriculum Vitae	CV

### 4) Use the first few letters of words or phrases

<i>Approximately</i>	<i>Approx</i>
<i>Difference</i>	<i>Diff</i>
<i>Different</i>	<i>Diffrt</i>
<i>Edition/edited</i>	<i>Ed</i>
<i>Professor</i>	<i>Prof</i>
<i>Assistant</i>	<i>Asst</i>
<i>Month</i>	<i>Mnth</i>
<i>Subject</i>	<i>Sub</i>
<i>Reference</i>	<i>Ref</i>
<i>Minute</i>	<i>Min</i>
<i>Temperature</i>	<i>Temp</i>
<i>Hour</i>	<i>Hr</i>
<i>Computer</i>	<i>Comp</i>
<i>Education</i>	<i>Edn</i>
<i>Programme</i>	<i>Progm</i>

### 5) Use of symbols

@	At the rate of
%	Percentage
↑	in addition, moreover, plus
	Rising

↓	Falling
+ve	Positive
-ve	Negative
=	Equal to
^	Insert
..	Because, as, since
→	From to, leads to, results in, causes
-	Reduce, minus

#### 6) Generally used abbreviations

<i>e.g.</i>	<i>Example</i>
<i>viz</i>	<i>Namely</i>
<i>et al</i>	<i>and others</i>
<i>N.B.</i>	<i>Take note that</i>
<i>i.e.</i>	<i>That is</i>
<i>cf</i>	<i>compare with, refer to</i>

Do not get over enthusiastic with abbreviations. You should not abbreviate every word. As a general rule the heading should not be abbreviated. You may use abbreviations in subheadings.

**Your notes should look like this:**

#### Heading

##### 1) Sub heading

- A. Point 1
- B. Sub Sub heading
  - a) Sub point 1
  - b) Sub point 2
- C. Point 3

##### 2) Sub heading 2

- A. Point 1
- B. Sub – sub heading
  - a) Sub point 1

#### Format

1. Main heading: I, II, III, IV, etc.
2. Sub Heading: a, b, c, d, etc.
3. Sub sub heading: i, ii, iii, iv, etc.

#### Three methods of note making:

Topicalising, schematting and sequencing

## Topicalising:

Main points and central idea should be rephrased in points. Redundant words and phrases are to be removed.

## Schematizing:

Scientific and technical texts may contain forms or figures, classification, contrasts, processes and so on. So we can schematize notes i.e. organize notes in the form of tables and diagrams

Description of substances	Tables
Description of processes	Flow chart/ Diagram
Narrative description	Flow chart
Classificatory information	Tree diagram
Compare and contrast	Table/ Bar diagram

## Sequencing:

Sequencing refers to the process of making a clear layout for fast and accurate interpretation of notes.

- ❖ Use numerals/ letters/ Roman numerals – I, II, III for the main ideas
- ❖ Capital letters - A, B, C, D for main sub divisions
- ❖ Arabic numbers – 1, 2, 3, 4 for minor divisions
- ❖ Small letters - a, b, c, d for further sub divisions
- ❖ Small Roman letters - i, ii, iii, iv for further sub divisions

After making notes, you are also expected to give a summary of the passage.

## How do you summarize?

Summarizing is a skill which is essential in many facets of your life. In this technology driven world, everybody values time and hence the art of condensation whereby you give brief account that saves a lot of time. **Summary provides maximum information in minimum number of words. Summarizing improves our ability to write concisely by making us aware of the kind of details that can be avoided to achieve precision.**

The five C's are very important to summarize: **completeness, compactness, conciseness, clarity and coherence.**

- ❖ The summary must have all the essential elements/contents of the original.
- ❖ All the ideas should form a compact whole. Unity is important.
- ❖ Brevity is the soul of wit. All the ideas should be clear and concise.
- ❖ Clarity of expression is very essential. No vague statements

- ❖ All the sentences/ideas should have logical, chronological and spatial order. The linking of ideas should be coherent.

Summarizing, like note making is a productive skill integrating both reading and writing skills. To write effective summaries you need to read the material carefully with good comprehension.

## **Reading Text**

### **Skimming**

Skimming is used to get the main idea of the text, or find a particular piece of information quickly. For example when you read a newspaper you usually read through the article to get what you want and not reading it word by word. Skimming is done at a speed, three to four times faster than normal reading. People often use skimming skill when they have lots of material to read in a limited amount of time. While skimming you make a distinction between main points and sub points, facts versus opinions, relevant and irrelevant, explicit and implicit.

### **Skim the material:**

- ❖ Try to pick out the main idea of the piece you are reading. Often you can find it in the title or the first paragraph
- ❖ Try to determine the organization method. What is the rhetorical strategy used? Is it cause and effect? Compare and contrast, narration, etc .
- ❖ Look for the definitions and difficult words that you must understand if you are to understand what follows
- ❖ Skim all the sub headings. They will give you an overview of the material
- ❖ Read the first sentence of every paragraph and also the last sentence which would help you to provide the context
- ❖ If something confuses you, try to figure it out. Read two or three times. If you are still unable to understand, move on
- ❖ Underline the main ideas, list supporting details and write an outline. After this write the summary.

Skim through the passage and answer the questions given below in 40 seconds. You may use the guidelines given in the preceding discussion. After predicting the content, encircle the most appropriate answer or each question:

The food we eat seems to have profound effects on our health. Although science has made enormous steps in making food more fit to eat, it has, at the same time, made many foodstuffs unfit to eat. Some research has shown that perhaps eighty percent of all human illnesses are related to diet and forty percent of cancer is related to diet as well, especially cancer

of the colon. People of different cultures are more prone to contract certain illnesses because of the characteristic food they consume.

That food is related to illness is not a new discovery. In 1945, Government researchers realized that nitrites and nitrates (commonly used to preserve colour in meat) as well as other food additives caused cancer. Yet these carcinogenic additives remain in our food and it becomes more difficult all the time to know which ingredients on the packaging labels of processed food are helpful or harmful.

The additives we eat are not at all so direct. Farmers often give Penicillin to cattle to poultry and because of this, penicillin has been found in the milk of treated cows. Sometimes similar drugs are administered to animals not for medicinal purposes but for financial reasons. The farmers are simply trying to fatten the animals in order to get higher price on the market. In spite of the food and drug administration, the practices continue.

A healthy diet is directly related to good health. Often we are unaware of detrimental substances we ingest. Sometimes well-meaning of farmers or others do not realize the consequences add these substances to food without our knowledge.

1. What is the best title for this passage?
  - a) Harmful and harmless substances in food.
  - b) Improving health through natural diet.
  - c) The food you eat can affect your health.
  - d) Avoiding injurious substances in food.
2. Which one of the statements is true?
  - a) Drugs are always given to animals for medical reasons.
  - b) Some of the additives added in your food are added to food itself and some are given to living animals.
  - c) Food may cause forty percent of cancer in the world.

Answers:

1 -c

2 - a

## **Unit 3 - Lesson 7**

### **PARAGRAPH WRITING**

A paragraph is a group of related sentences that discuss and elaborate a single, complete idea. The sentences are connected like the links of a chain and together they develop a theme or a topic sentence.

The central or main idea of the paragraph should be expressed as a complete sentence, stating the idea and explaining it with details and examples. Be sure to express your topic sentence that clearly expresses the main idea in the form of a conclusion, observation or opinion.

A topic sentence should be general enough to be explained or supported with further discussion. Do not make the mistake of confusing a topic sentence with a subject or a title for writing. Remember the topic sentence expresses the entire theme of a paragraph in one sentence which serves as a base. Avoid personal remarks and express the topic sentence in simple language. Do not elaborate complicated statements. Be precise and direct.

#### **How do you write a good paragraph; what are its salient features?**

A good paragraph should possess unity and coherence.

#### **Unity:**

The first principle to be observed in constructing a paragraph is that of unity. Just as each sentence deals with one thought, each paragraph must deal with one topic or idea. Every sentence in the paragraph must be closely connected with the main topic of the paragraph. If summarized they usually result in a single sentence and that is the topic sentence.

#### **Coherence:**

The second principle of paragraph construction is coherence. The presentation should be logical and natural. There should be logical sequence of thought. Events must be related in order of their occurrence that it should be both logical and chronological order. All the ideas should be connected with the central idea and arranged according to their importance. Spatial order is also important. Visual descriptions often follow spatial order.

#### **Key points to remember:**

- Try to understand the central idea around which the paragraph is built.
- Arrange the points in logical and chronological order.
- Pay attention to your first and last or concluding sentence. Both should be impressive.

- Write complete sentences in a simple and precise manner.
- Connect your sentences with transitions. Transitions are words and phrases that show how ideas in a sentence relate to each other. They act as verbal sign posts like, for example, **to begin with**, **in addition to**, **furthermore**, **however**, **nevertheless**, **all the same**, **notwithstanding**, etc.
- Use pronouns and demonstrative adjectives – **this**, **that**, **those**, **these** and pronouns like **many**, **each**, **some**, **either**, **such** and easily connect sentences.

Notice how the underlined transitions in the following paragraph signal the connecting of ideas between sentences.

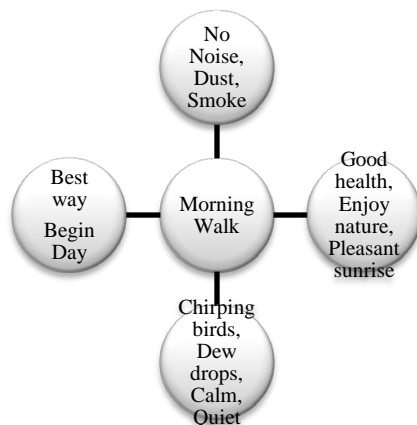
Each one of us can make a more productive effort to cut down on the use of fossil fuels in this country. **To begin with**, all of us can start reducing gas and oil consumption by driving only when we have a dire need. **In addition**, we can begin car-pooling to work once or twice a week and we can also buy smaller cars with better gas mileage. **Another way** to reduce our fuel consumption would be to use less gas and electricity at home. How many times **for example** have you walked out of a room and left the lights or fan on when no one else was there? **Furthermore**, why not use a microwave to cook instead of traditional gas ovens which consume more time? I am not suggesting that we must do all these things. **However**, each of us could start immediately to do some of them to cut down on our use of limited fossil fuels.

To build interest or to create a strong final effect it is sometimes good to begin with the least interesting or striking details or facts and save the strongest for the end. The following paragraph is an example for climactic order.

A dismissal drizzle of rain was falling as the dawn came to Washington after a night of terror. In the street, men stood in groups discussing the tragic drama on which the curtain had not fallen. The city was “in a blaze of excitement and rage”. Then at seven thirty, the tolling of all church bells in the town and hush in the streets; *Lincoln was dead*.

### Assignment:

1. Read the words and use them to write a paragraph on ‘Morning walk’





2. Write a paragraph on any two:
  - a. College life is for enjoyment and not studies.
  - b. I am rather a book worm.
  - c. I never submit assignments in time.
3. Arrange the following sentences in the proper order changing into a complete paragraph and give a suitable title.
  - 1) Students are taught by well trained teachers and are encouraged to continue studying at the university.
  - 2) Finally Canada's cities are cleaned and efficiently managed
  - 3) Canadian cities have many parks and lots of space for people to live
  - 4) All Canadians have access to medical services at a reasonable price
  - 5) As a result Canada is a desirable place to live.
  - 6) There are three reasons why Canada is one of the best country in the world.
  - 7) First Canada has an excellent health care system.
  - 8) Canada has high standard of education

Answers

**Order 6, 7, 4, 8, 1, 3, 2, 5**

## **Unit3 - Lesson 07**

### **TRANSCODING**

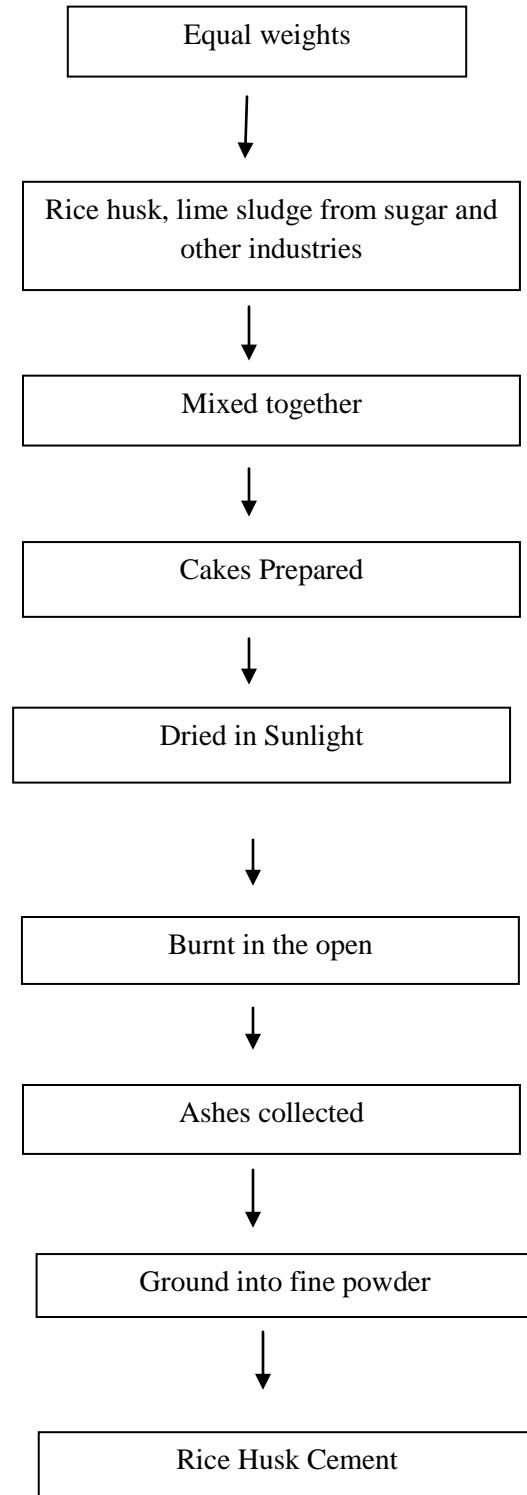
#### **Transferring of information from text to graphic forms – bar charts, flow charts**

Transfer of the information from verbal to visual and visual to verbal is an important study skill. In this chapter, we shall study how to illustrate text with figures and diagrams. Transcoding is one of the significant features of professional writing. Any report is made interesting with a couple of illustrations. Visual representation is an added advantage to any presentation. There are two categories of visuals, namely tables and figures. Figures may be further classified into graphs, maps, drawing, charts, diagrams and photographs.

We shall now learn about the flow charts and bar charts. Engineers and draughtsmen are often required to prepare charts and diagrams. The bar chart/graph makes it particularly easy to compare data. Bar graph is used to indicate for the different periods or quantity of different items during the same period. The length of each bar varies in proportion to the quantity or value they represent. But the bars have same width.

Flow charts deal with the different steps involved in making/manufacturing some material or the process of a person's growth or transfer of some information.

The given flow chart describes the process of manufacturing cement from rice husk by making use of appropriate technology.



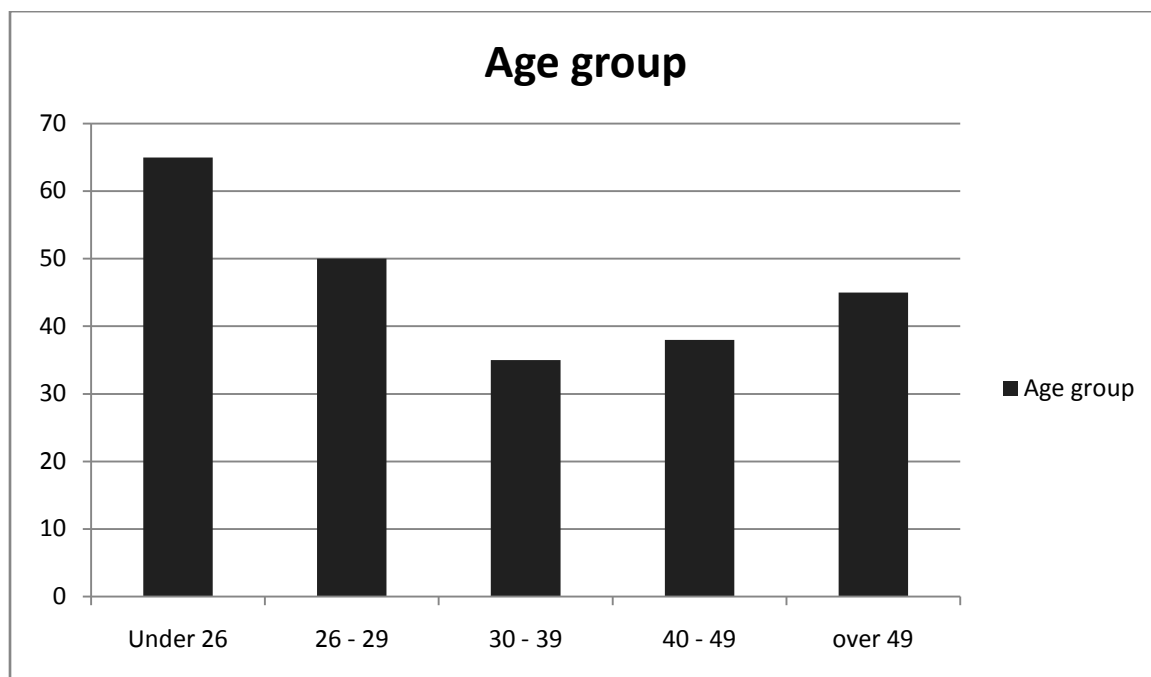
Write a paragraph of 100 words using the data given in the above flow chart.

### Answer:

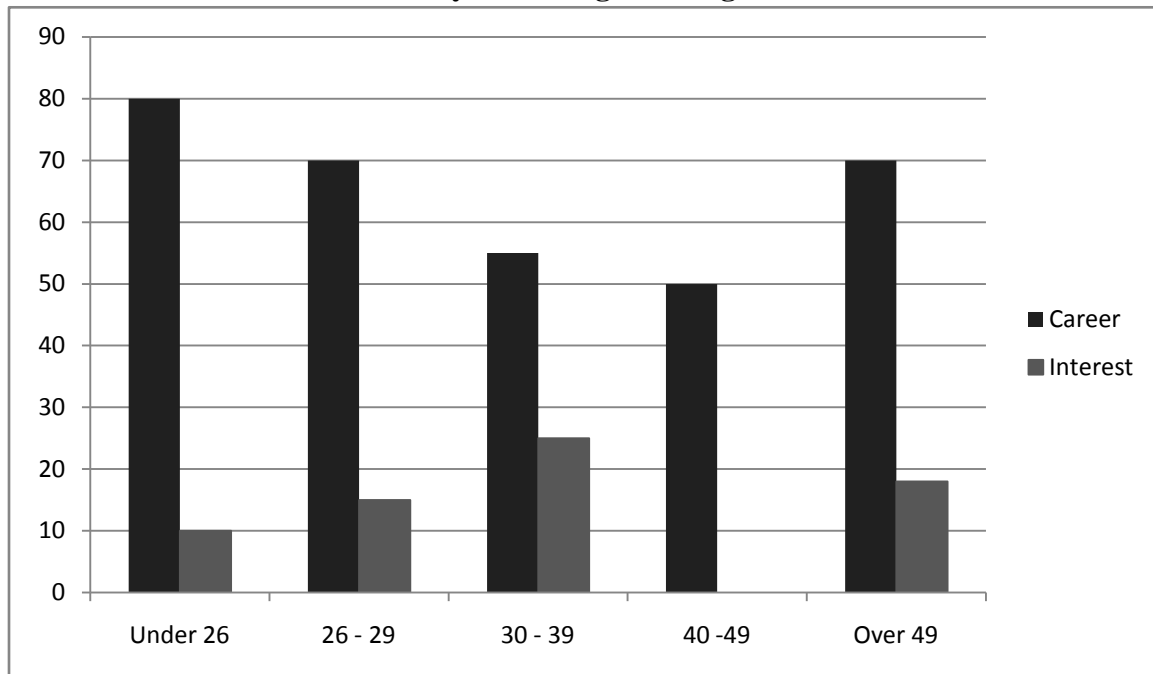
Initially lime sludge is collected from the sugar and other industries while rice husk is collected from the rice mill. Then equal weights of rice husk and lime sludge are mixed together using adequate water. From the mixture, cakes are prepared and subsequently dried in the sunlight. Then they are burnt in the open uniformly well. The ashes resulting from the process are collected either manually or mechanical means. When they are ground into nice powder, we get rice husk cement.

The charts below show the main reasons for study among students of different age groups and the amount of support they received from employers. Summarize the information in 150 words selecting and reporting the main features and make comparisons where relevant.

### Employer Support by Age Group



**Reasons for study according to the age of the student**



### Answer

The first chart deals with employer support with age group and the second deals with the reason of study according to the age group.

The employer support for the different age groups is 65, 50, 35, 38 and 45% respectively. Career option decreases and interest option increases over the age.

The first graphs shows that employer support is maximum (approximately 60%) for the under 26 years old students. It drops rapidly to 32% up to the third decade of life, and then decreases in late adulthood up to 44%. It is unclear whether employer support is only for career-focused study, but the highest level is for those students who mainly study for career purposes.

The second graph shows that there is a gradual decrease in study for career reasons with age. Nearly 80% of students under 26years study for their career. This percentage gradually declines by 10-20%. Every decade only 40% of 40-49 year olds and 18% of over 49 year olds are studying for career reasons in the late adulthood.

Conversely, the second graph also shows that study stemming from interest increased with age. There are only 10% of under 26 year olds studying out of interest. The percentage increases slowly till the beginning of the fourth decade, and increases dramatically in late adulthood. Nearly same number of 40-49 year olds study for career and interest. However 70% of over 49 year olds study for interest in comparison to 18% studying for career reasons in that age group.

