Listening Skills

***Listening problem:-***

1. **Not listening properly nor attentively.** Pseudo listening / Fake listening / Going on vacation of mind/ thinking of future or past / not present in the class / thinking about something else.

2. Selective listening / ***Distracted by surroundings or other environmental issues*** or outside matters or outside thoughts and problems surrounding the lecture.

3. Criticized Listening.  Criticizes / Bothered/ Anxious about the subject or the teacher / ***Not liking the subject teacher/ environment / surroundings /subjects.***

***Solutions: -***

1. Awareness, ***Awareness of the problems.***

2. ***Be physically and mentally prepared to listen. Put away all physical and mental problems, clear mind before lectures.***

3. ***Set a Goal, 100% attentiveness*** goal. 100% interest and concentration.

4. ***Sit in front and center of the class*** to avoid distraction.

5. Practice. ***Practice listening and remembering.***

6. ***Pretend to be fascinated*** by the lecture subject teacher/ environment / surroundings /subjects if have to be. Try to concentrate.

7. ***Always have confidence & positive thinking*** about own-self, about the subject teacher/ environment / surroundings /subjects.

*How to take Better Notes. Lecture Notes.*

1. ***Prepare*** for lecture by ***previewing the text*** books. Before lectures ***Review*** the previous ***notes***.

2. ***When in doubt, write it down.*** It is better to write more than not to write important things or anything, then clear or correct later.

3. ***Point out the doubts and review and get them corrected.***

4. ***Try to shrink the lecture*** words and sentences and then write faster.

5. Learn to ***use abbreviation*** and ***acronym*** use them. But must not get confused. If possible, ***make lists of abbreviation, acronym***, shortening, condensation and contraction available for each lecture or notes.

6. ***Leave*** out repetitive, unimportant, ***very very common words***. Use short words or letters for common repetitive words and list them on the page.

7. ***Know about the instructor***, understand the ***lecture style*** and ***test taking styles***, notes depend on the lecture and instructor.

8. Show the notes to the teacher at an early time.  Then follow his instructions.

9. ***Review the notes interactively.***

10.  ***Test own self*** during reading and before tests.

11.  Type or ***rewrite the notes.***

12. ***Keep the notes in an organized manner*** and always try to remember or write down where is what material well ahead of test date.

Cornell note taking methods.

Overall subject: -

a. Main idea/ subject.

....... Details

.. . Details

b. Main idea/ subject

..... Details

......details

Write down below the notes, bottom side of the page - Summery for everything.

Add very short side notes after the lecture with only very important information.

Study Skill Workshop #5: Taking Better Lecture Notes

***1. PREPARE FOR LECTURES***

***----- + Preview***

***----- + Review***

***2. WHEN IN DOUBT … write it / them down.***

***3. GO ON A DIET! ……***

***----- + about writing everything and anything.***

***----- + if needed write in short form with reference to books.***

***4. KNOW YOUR INSTRUCTOR***

***----- Lecture style***

***----- Test taking styles.***

***5. USE A GOOD NOTEAKING METHOD***

***THE CORNELL NOTETAKING SYSTEM***

***6. REVIEW YOUR NOTES INTERACTIVELY***

***7. TYPE OR REWRITE YOUR NOTES***

THE CORNELL NOTETAKING SYSTEM

Have you ever asked to borrow someone’s notes and found them impossible to figure out? Some students seem to have little control over lecture information and no planned means for recording notes that could become an invaluable source for studying. This handout presents a system that was developed at Cornell University several years ago. It incorporates the principles of learning by using the left-brain functions while recording and reducing. The right brain functions are engaged while reviewing and reflecting. Spaced learning and over-learning are also part of the review step.

Before a lecture begins, prepare several pages in your notebook to look like the sample on the next page. Please look at the next page now and observe the general organization of the sheet. Five R

***Step #1: RECORD***

During the lecture, record as many meaningful facts and ideas as concisely as you can. Do this on the right side of the page.

***Step #2: REDUCE***

As soon as you possibly can after the lecture is over, reduce the facts to key words or phrases that will later help you remember what was presented in class. It is most important that this be done while the lecture is still fresh in your mind. Perhaps the best plan is to fill in the “*reduce*” column while still in the classroom (as the rest of the class is leaving!). The key words or phrases should be written clearly in the second column on the left side of your paper.

**Step #3: RECITE**

Once you have the key words in the REDUCE column, use them as a guide to recall in your own words what you have recorded. This should be done ***as soon as possible*** after recording and reducing your notes, and you can then continue this procedure while studying for the upcoming test on that material.

**Step #4: REFLECT**

Think about the information you have recorded and recited. Try to organize the information so that it will be meaningful to you later. One way to do this is to write a short summary of the important facts, *your own words*. This should also be done soon after completing the first three steps.

**Step #5: REVIEW**

Spend a short period of time every other day or so in a quick review of the material. Using short periods of review will help you retain more than trying to cram just before a test.

|  |
| --- |
| Date:\_\_\_\_\_\_\_\_  Main Idea  Supporting Details  -  -  -  -  -  Main Idea  Supporting Details  -  -  -  -  -  Main Idea  Supporting Details  -  -  -  -  -  Main Idea  Supporting Details  -  -  -  Summary: |

***Chapter/Subject Covered: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Page: \_\_\_\_\_\_***

|  |
| --- |
| Topic Title.  Key words.  Key phrases.  Topic Title.  Key words.  Key phrases.  Topic Title.  Key words.  Key phrases. |
| Topic Title.  Key words.  Key phrases.  Topic Title.  Key words.  Key phrases.  Topic Title.  Key words.  Key phrases.  Topic Title.  Key words.  Key phrases. |
| Topic Title.  Key words.  Key phrases.  Topic Title.  Key words.  Key phrases.  Topic Title.  Key words.  Key phrases.  Topic Title.  Key words.  Key phrases.  Topic Title.  Key words.  Key phrases.  Topic Title.  Key words.  Key phrases.  Topic Title.  Key words.  Key phrases.  Topic Title.  Key words.  Key phrases.  Topic Title.  Key words.  Key phrases.  Topic Title.  Key words.  Key phrases.  Topic Title.  Key Topic Title.  Key words.  Key phrases.  Topic Title.  Key words.  Key phrases.  Topic Title.  Key words.  Key phrases. |

Date:\_\_\_\_\_\_\_\_

Main Idea

Supporting Details

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Main Idea

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Main Idea

Supporting Details

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Summary:

Summary:

Note-taking Sample 1

***Memory Tricks: -***

1. ***ACRONYMS = THEY ARE WORDS MADE UP OF FIRST LETTERS OF OTHER WORDS.*** WRITE THEM VERTICALLY AND UNDERLINE OR BOX THEM. Ordered or unordered if possible and necessary.
2. This is only a tool also use other tools to maximize the effect.

3. ***Acrostics words & sentences*** = Beginning First letter/ sentence/ words / different that the original words. Ordered or not ordered.

4. PEMDAS / math order of operation. Parenthesis Exponent Multiplication Division Addison Subtraction.

5. MENTAL PICTURES: -

.. ......  5 qualities of a good mental picture: - SPACE

a. ***S tupid***

b. ***P lay*** on words. Rhyme. Synonym.

c. **A** ***ction.*** Active. Alive. Speed and Movement. Animations

d. ***C lear.*** Vivid / Visual / Sharp / Bright / HD tv / not confusing.

 e. ***E asy*** to see.

6. ***Remember names with visualizations / Art***. Remember with made up / visualized stupid playful names and mental pictures.

7. ***Mental pictures.*** Like a ***stupid picture*** or wonderful videos.

8. ***Definition: -*** ***(Vocabulary). Use similar sounding words*** - make related similar sounding word or words. Mental cue / sign Technique.  Make a sentence with that or similar sounding words related to the definition.

10.  ***Exact locations: -*** ***Mental maps, mental stories, mental pictures*** may be or may not be related to the subject and stupid type.

Study Skill Workshop #12: More Memory Tricks

Using the Similar-Sound Cue Technique

One way to memorize a series of definitions is to create what could be called “similar-sound cues” for those terms. This involves creating a memory cue sentence as is illustrated below:

TERM DEFINITION MEMORY CUE SENTENCE

(Acro)

Acrophobia fear of heights Acrobats fear high jumps.

(Anthro)

Anthrophobia fear of people Aunt threw the people out.

(Aero)

Aerophobia fear of flying Arrows fly …people shouldn’t.

(Keraun)

Keraunophobia fear of lightning Karen is afraid of lightening.

(Claus)

Claustrophobia fear of closed places Santa Claus hates small chimneys.

(Ergo)

Ergophobia fear of work Her go home; she no like work!

(Belone)

Belonephobia fear of needles Baloney, the shot WILL hurt!!!!

(Vest)

Vestiphobia fear of clothing Vests and other clothes scare me.

(latro)

Jatrophobia fear of doctors I atrophy when I see doctors.

(Poly)

Polyphobia fear of many things Poly is afraid of almost everything.

*There are many more like these examples. Upto 11/22/19*

*Habits of successful students.*

1. Good Students ***Act in professional manner***/ ways. ***Treat school*** seriously, ***as a very*** ***high paying job***. Shown by day to day actions and habits. They show education is a very high priority in life.

2. ***Take care of themselves physically and emotionally*** / mentally. Sleep, food, exercises. Fitness and health and control stress.

3. Push to ***be present to every event or class***. Don’t be absent from any lecture ***except for very big emergency of illness*** or fear of accidents. ***Compensate for being absent*** and talk with the instructor before and after the absence. Pick up the missed class study materials or assignment papers. Take note from others notes.

4. ***Go to class prepared*** with books, pen/ pencils, paper, syllabuses. Etc. Prepare for everything in detail before going anywhere, use foresight.

5. ***Go to class early*** or on time. Important personal habit for everything everywhere.

6. ***Respect instructor and classmates*** at all times. Pay attention to everything the instructor is saying or doing. Maintain eye contact.  Don’t distract others. No side talking except for emergency.

7. ***Do home works and focus on studies and review and on the job***. Even if there are others interesting things or absence of will except for emergency. ***Thumb rule is “Every hour of lecture needs three hours of preparation and study time.”***

8. ***Work very hard.*** ***Follow all rules*** but not afraid to ***ask questions*** whenever needed or to clarify during or after class, read written instructions and double check work. ***Don’t be afraid of teacher but be respectful.***

9. ***Turn in assignment or reports early or on time***. Don’t procrastinate.

10. ***Learn from poor grade and mistakes*** and are motivated to improve performance. Get motivation from low grades and don’t give up or get discouraged.  ***Talk to the superiors or instructors.***

11. ***Make a specific plan and action sets to follow and then follow them.***

12. ***Don’t write down any general work or task plan, be specific and SMART on plans.***

[by SB, revised8/2011] 1

Study Skill Workshop #1: Habits of Successful College Students

One main characteristic of successful college students is that they act in a “professional” way. In other words, they treat school as seriously as they would a high-paying career job. This is demonstrated in their attitude and day-to-day actions/habits. Everything they do shows that school is a very high priority in their lives. Some examples:

\_\_\_\_\_ 1. They take care of themselves physically and emotionally (eating a well-balanced diet,

exercising, getting appropriate amounts of sleep, dealing with stresses/difficulties in positive, healthy ways, etc.) so they can have the concentration needed to make it through each class session and the stamina needed to make it through the ups and downs of a long semester successfully.

\_\_\_\_\_ 2. They’re never absent from a class meeting unless a true emergency arises. Even on

those days when they don’t “feel” like showing up or it’s not convenient to do so, they push themselves and attend anyway. “True emergency” absences might include personal illness (being contiguous, under doctor’s orders to stay home etc.), family emergencies (serious illness, funeral, etc.), legal requirements (jury duty, court appearances, etc.), or unexpected transportation issues (car won’t start or “dies” on the way to school, etc.).

\_\_\_\_\_ 3. If they have to be absent, they do three things designed to help them not fall too far behind and improve their chances of doing well on upcoming tests and assignments: 1) They call or email the instructor as soon as they know they’ll miss class in order to find out what will be done during that class meeting and anything they will need to do to before the next session; 2) They arrange to pick up copies of any important class papers (handouts, study guides, assignments, etc.) from the instructor. They pick up the material at the instructor’s office, right before the next class meeting, or in some other manner; and 3) they make sure to arrive at least ten minutes early for the next class meeting so they can find and copy someone else’s notes completely BEFORE that class begins; and

\_\_\_\_\_ 4. They always come to class prepared. This means consistently having the course syllabus, the textbook (if required by the instructor), a notebook containing past handouts, past notes, paper for new notes, pens, pencils, scantrons on test days, etc.

\_\_\_\_\_ 5. They are consistently on time or even a little early so they can be prepared for the class. Being on time pretty much without fail is a sigh of respect for the instructor and class, it’s a demonstration that school is important to them, and it’s an important personal habit to apply to all like situations.

\_\_\_\_\_ 6. They are respectful to the instructor and to classmates at all times. This means that they pay attention during lectures regardless of whether or not the topic being discussed is “interesting” (by staying awake, sitting up, working hard to listen, maintaining at least fairly frequent eye contact, etc.). In addition, they avoid doing anything that will be distracting to others in the room. This includes having running conversations with classmates, having their cell phone ring, text messaging, or doing anything else unrelated to what’s going on in class at that time.

\_\_\_\_\_ 7. They realize that most college classes require several hours per week for homework, review, and other types of studying. With that in mind, they schedule time to study and most often choose to study even when other “more attractive” activities come up. They do this regardless of how they feel at any given time because doing well in school is very important to them.

\_\_\_\_\_ 8.They work hard to follow all college and course rules and directions, written and verbal. This includes NOT being afraid to ask the teacher to repeat/clarify instructions during or after class, reading all written directions carefully, double-checking work for accuracy, etc.

\_\_\_\_\_ 9. They make a major effort to turn in ALL homework assignments on time or early, realizing the problems that can be caused by turning work in late (lost points, lower grade, increased stress, etc.).

\_\_\_\_\_ 10. They seek to learn from their mistakes and treat disappointments (i.e. low grades) as motivation for doing better on future tests and assignments rather than giving up or getting discouraged easily. They talk to their instructors in such cases so they can improve their performance as the semester goes on.

Which TWO of the ten areas do you feel you need to improve in the most this semester? What SPECIFICALLY will you do so improvement will happen?

# \_\_\_\_\_ To improve in that area this semester, I will.

# \_\_\_\_\_ To improve in that area this semester, I will.

*Organise Study time:*

*Per day:-*

Sleep 6/ 7 hr.

Eat 1.5/2 hr

Travel 1.5/2 hr

Hygiene 1.5/2 hr

Misc/ Errands -  2 hr

***Un-Productive works, Total = 12.5/15 hr.***

***Un-Productive works, 15\*7= 105 hr per week***

Job/class is 8 hour × 7 days = 56 hr per week.

Job/class is 8 hour × 6 days = 48 hr per week.

***Job/class is 8 hour × 5 days = 40 hr per week.***

***135/140/145/150 hr per week job and unproductive work***

Hours in a week = 7\*24 = 168 hrs

***30/25/18 hours of study time after life and Job/Class.***

1. ***Don't be too busy.*** Don’t take too many difficult works all at once. Take the easy tasks.

2. ***Know how to set and reach goals.***

3. GOALS SHOULD ***BE  - “SMART”***

4.  SMART =

***S= SPECIFIC*** (HAS A PROPER NAME BUT NOT VAGUE IDEA ONLY) (?WHAT?)

***M= MEASURABLE*** (ATTACHED TO SOMETHIMG MEASURABLE)

***A= ACTION ORIENTED***, (HOW, WHAT TO DO)

***R= REALISTIC*** (CAN BE DONE EASILY)

***T= TIME BASED*** (Dates, Hours, WHEN, BEGINNING AND END)

5. Know ahead what is going to happen.  ***Try to Plan ahead with date and calendar.*** Date planner note books. Put up, ***highlight important dates*** on a big calendar which is ***visually striking***. Try to have foresight over everything***.  (Written plans)***

6. Setup a Successful ***daily schedule (written)***:- ***a. Start with Religious and Fun activities.*** b. Everything else of life needed to be done.

***7. Last thing c. Study times.***

8. ***Study at the best time*** most energetic confident cheering attentive free time of the day.

9. ***Review and preview*** during break time. Try to get breaks of study if possible.

10. ***Avoiding getting away of Procrastination***: -

A. ***Make sure to include deadlines.***

  a. Take some ***cheap*** ***rewards*** and ***or punishment*** according to performance.

B. ***Divide the job*** into small pieces.

  b. And make a dated or time ***schedule*** with that.

C. ***Be accountable to someone.***

11. ***ABC priority method of to do list: -***

a. Write down all the needed / wanted / required activities / everything for 1 or 2 or 3 days.

b. Put down (A) beside the most important things or matters.

c. Put down (B) beside all the medium important works/ jobs.

d. Put (C) beside the least important or optional things.

e. Make Timed Schedule for the (A) types. And type (B) if possible.

d. Unfinished things are added to the next schedule and rated up as Importance.

Study Skill Workshop #2: Organizing Your Study Time Workshop – Part 1

How can I reach my goals?

BE S.M.A.R.T!

In order to complete tasks and reach goals on time, remember the acronym SMART. Your goals must be…

S\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

M\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

R\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

T\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| LOOKING AT THIS SEMESTER’S CLASSES CLASS | GRADE GOAL | TO ACHIEVE THAT GRADE? |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
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|  |  |  |

Obtain a copy of the current semester calendar from the department.

Study Skill Workshop #3: Organizing Your Study Time Workshop – Part 2

Time Management Schedule: *Calendar.*

Time Management Schedule: *To do list.*

*Text Book Reading, How to remember for tests: -*

1. Shorten the length of reading in one sitting or without a break. Min 30 mins then take a 5 min break, stretch, look away, don’t eat and or go to TV, and then continue max 50/ 60 mins then 5/10 mins break of eat, drink, restroom, stretch. Then continue again from start.

***Review 5 mins + Read 25 m+ Break 5 m+ Review 5 m+ Read 25 m + Break 10 m***

***Cycle in this manner.***

***Review study materials within 1 to 3 days, then within 7 days, then within 15 days, then within 30 days, then within 90 days, then within 180 days, then within 360 days.***

***Cycle in this manner.***

2. Remember the things in order if necessary.

5. ***Review all after the finish of the study session or study day.***

 6. Know the ***meaning of each words*** in the definition.  Only learning things Word for word memorizing is not good idea.

 7. Have to ***explain*** it.  8. Restate the ***definition in own words***.  9. Learn some examples ***with the word***.   10. Teach it to others. ***Use it or lose it.***

 11. ***Use it***. Use it more, review and apply.  12. ***Practice, practice*** it.

 13. Practices makes a man perfect.

 13. Don’t have negative self-concepts.  14.  ***Always Have positive confidence.***

 15.  Try to memories then write to remember.  16. Understand to remember. Then try to memories.

 17. Study or review before sleep, except math or unsolved problems.

*Great ways to study*

1. Text books are not for speed reading. Speed read the optional books.

2. Use ***spaces repetition***, practicing, remembering within 1/3 days then after 7 days then after 15 days then after 29/30 days then after 3 months and before the test or needed days. Review every important thing at least once a year.

3. ***Use your own flash card.***

4. Summaries: - ***Rewrite summaries***. Read and practice memories and try to remember ***understand and*** ***solve the summaries and quizzes*** at the end or through the every book chapters.

5. ***Test yourself, Take self quizzes.***

6. Reading in layers: - ***Reading and memorizing and then testing own memorization.***

7. Read the ***first and last paragraph of a chapter and a page***. Read the ***first and last lines of paragraphs***.  ***Then read the all-important things at least three times.***

8. ***Read all the sentences with bold letters print***. Also, the previous and the next sentence also.

9. ***Outlining (like pppt outline view)*** :- Start to learn the basic facts then test, then learn the next sets of facts, test, then learn the next facts. Test. Continue.........

10. ***"3, 2, 1, 0”:*** - Read, understand, remember and take test on yourself on explaining by looking away. Scores= 3 perfect, 2 good, 1 poor, 0 very bad. Test again and again before getting a 3.

11. Reducing: - ***Rewrite or retype*** the definition or information, explanation in own words after understanding, ***write important words on the left side of the note book***. Rewrite with care. Use this for definitions mostly.

12. Highlighting: - ***Highlight important things***, to make sense of the idea in shorter info.  This helps to find important things regularly easily and in less time. ***Read out loud*** the highlighted sentences / words.

13. ***Don’t highlight only too little or too much and don’t highlight only key words.***

14. ***Highlight words to chain words*** together to form new continuous meaningful information.

15. ***Don't highlight entire sentences.***

16. ***Don't highlight during reading the first time.*** Only highlight after understanding the whole information of only one to two pages. Not more than that.

17. ***Correct highlighting need practice***. So, ***start easy with less highlighting*** at first.

18. Flash cards: - Give (+ ve) or (- ve) scores.

19. (+) = Right immediately.  And (--) = Wrong or Right but hesitated.

20. Study until getting three + + + in a row while spaced repetition study 1/3/7/15/30 days spaced.  21. See the other flash card note.

*Flash cards*

1. ***Make*** your ***own flash cards***. 2. Use and ***mix up words and pictures.***

3. Use ***Mnemonics***. Example - ROYGBIV.

4. ***Use*** very ***strange pictures and words*** with actual words.

5. Use only one idea or one subject or ***single important information in one flash card.***

6. ***Break apart complex concepts*** into simple concepts.

7. ***Say out loud*** when studying.

8. ***Study from both sides***, connect both directions.

9. This is just one tool, also use other methods.

10. Learn properly before reviewing.

11. Use spaced repetition. ***Study, review, rewrite, revise, practice, explain and use*** those materials within a week, month and year for several times before test dates.



Highlighting/Underlining

Adapted from *McGraw-Hill Basic Skills System: Systems for Study* by Alton L. Raygor and David M. Wark, (New York: McGraw-Hill Book Company 1970: 51-52).

1. RODS AND CONES (Too little)

Since the retina is the sensitive organ for seeing, it deserves closer attention than the other structures of the eye. If we examine it with a microscope, we can see that it is made up of extremely tiny cells of two basic types-rods and cones. The rods are cylindrical in shape, but he cones are rather tapered. Our best estimate is that the eye contains between 111,000,000 and 125,000,000 rods, and between 6,300,000 and does 6,800,000 cones. This tremendous number of rods and cones, however, does not spread uniformly over the entire retina. Rather the cones are most numerous in a highly specialized region of the retina known as the fovea, and the rods occur most frequently about 20 degrees away from the fovea. The fovea is a slightly depressed area of the retina.

2. RODS AND CONES (Too much)

Since the retina is the sensitive organ for seeing, it deserves closer attention than the other structures of the eye. If we examine it with a microscope, we can see that it is made up of extremely tiny cells of two basic types-rods and cones. The rods are cylindrical in shape, but he cones are rather tapered. Our best estimate is that the eye contains between 111,000,000 and 125,000,000 rods, and between 6,300,000 and does 6,800,000 cones. This tremendous number of rods and cones, however, does not spread uniformly over the entire retina. Rather the cones are most numerous in a highly specialized region of the retina known as the fovea, and the rods occur most frequently about 20 degrees away from the fovea. The fovea is a slightly depressed area of the retina.

3. RODS AND CONES (Good compared to others.)

Since the retina is the sensitive organ for seeing, it deserves closer attention than the other structures of the eye. If we examine it with a microscope, we can see that it is made up of extremely tiny cells of two basic types-rods and cones. The rods are cylindrical in shape, but he cones are rather tapered. Our best estimate is that the eye contains between 111,000,000 and 125,000,000 rods, and between 6,300,000 and does 6,800,000 cones. This tremendous number of rods and cones, however, does not spread uniformly over the entire retina. Rather the cones are most numerous in a highly specialized region of the retina known as the fovea, and the rods occur most frequently about 20 degrees away from the fovea. The fovea is a slightly depressed area of the retina.

*Mind mapping*

1. Draw a ***map with the information***.

2. ***Connect the information*** in the map ***as they are connected to each other***.

3. Draw ***with hand***. ***Key ideas*** are important.

4. It should have a main subject. Then ***connect the main important subjects with related information in a flow chart manner.***

5. Use ***short forms*** of big sentences. 6. Use ***strange pictures***. Transform ***words into pictures***.

7. ***Use it in combination of other tools*** to test he memorization skills and remembering.

***Book Reading rules: -***

1. Take down notes in the margin. (Do something more: Make cross-references to other works that have to read or studied. Even do index to the book.)

2. Try to use paper books. Be a paper-book person (as frequent as possible).

3. Read all kinds of books well beyond needs and requirements.

(Prefer to read books about things that are outside province).

4. Make it a point to read all studied books cover to cover.

(This shall, therefore, force to choose books that one would definitely want to read).