

# AMERICAN LANGUAGE COURSE

## UNIT 2402

### OUTLINE AND STUDY OBJECTIVES

**DIALOG: TAKING NOTES IN CLASS**

**QUESTIONS ON THE DIALOG**

**READING: HOW TO IMPROVE YOUR LEARNING**

**SUGGESTIONS FOR TAKING NOTES ON READING OR LECTURES**

**POINTERS ON IMPROVING READING AND STUDY HABITS**

**QUESTIONS ON THE READING AND SUGGESTIONS**

**EXERCISES IN NOTE-TAKING**

**PROBLEMS FOR DISCUSSION**

**TAPE 2402A**

**TAPE 2402B**

## UNIT 2402

**DIALOG**

## TAKING NOTES IN CLASS

A: You'd better take pencil and paper to class.

B: Why?

A: You need to take notes.

B: Everything the instructor will talk about is in the book.

A: I know that, but will you remember what he emphasizes?

B: Sure, I underline the sentences he repeats, and I also circle a word he wants us to remember.

A: I also do that, but taking notes is also important.

B: I don't see why. I underline or circle the important information in the book.

A: Sometimes the instructor gives explanations which clarify the book material. Quite often you do not completely understand what you read in a book. The explanations the instructor gives must be written down.

B: I can't take notes on all of his explanations.

A: You shouldn't try to do that. You should pick out the main points and write them down the best way you can.

B: I guess so. I've got paper. Can you lend me a pencil?

A: Sure. Another reason why you should take notes is that you have all of the most important information together. You can study better.

B: I am convinced. I'll take notes from now on.

A: You'll make better grades.

**QUESTIONS ON THE DIALOG**

1. If a student never takes notes, how can he study the night before the examination?
2. If a student only underlines sentences, how can he study the night before an examination?

3. Why does a student who takes complete notes have an easier time studying?
4. Should you take notes when you read the lessons before coming to class? Why?
5. Do you think that writing down what someone says helps you remember it even if you never review the notes?
6. Did you take notes when you went to school?
7. Do you need to write *everything* that the instructor says?
8. What are the different ways of knowing when something that the instructor says is important and must be written down?

## READING

### HOW TO IMPROVE YOUR LEARNING

Military personnel, like all professional people, must develop the highest degree of skill possible. Modern complex machines are of little value without trained operators. You have been selected for training because of a need for highly trained specialists. Performing on a professional level requires a lot of study, practice, and determination. Hard work and determination will lead to successful accomplishment of your goal.

Soon you will enter training in your technical field. Specialized study is going to require a large amount of reading. So you can expect to burn some midnight oil. You will find that the better you know the classroom material, the easier it will be for you to do practical work.

You will need a plan for learning. Silent reading and passive listening are not good enough for learning language skills. To study effectively, you need to react, to do something, as an aid to learning. We learn best by doing, don't we? An active approach will include taking notes on lectures, improving your notes as soon as possible to be sure that they mean something to you. A plan will also include having a definite goal or aim.

### SUGGESTIONS FOR TAKING NOTES ON READING OR LECTURES

1. Be attentive and interested when you read or listen.
2. Put the ideas in your own words in English if possible.
3. Ask yourself: What are the ideas and meanings of the statements?
4. Prepare thoroughly by looking over text or supplementary materials dealing with the subject.
5. Be brief! Jot down ideas using your own abbreviations so you can keep up with the speaker.
6. Be alert! Recognize major points and most important facts and ideas.
7. Organize your notes, showing major ideas or points and subpoints.

You will need a definite goal or aim. Such a goal might be reading and responding to what you have read orally or in writing, asking and answering questions. It might include learning a fixed number of words or expressions each day, writing or rewriting a few paragraphs.

Learning takes place under limited circumstances. You should practice the material in the way in which you will use it later. Study the exercises and practice them in your room in the way they will be used in the classroom and in the laboratory.

You may know the answer to a question or want to say something but not be able to put it in words in class. Try to express your thoughts before going to class. Take a lesson from the man who said, "I talk to see what I think." Talk and write to see what you can say. Don't wait until you get in class or a speaking situation to find out what you can't do. It's a wonderful feeling to be prepared.

#### **POINTERS ON IMPROVING READING AND STUDY HABITS**

1. Get in the proper physical and mental setting and avoid distractions.
2. Have a goal and set some clear objectives for yourself.
3. Have a will to learn and a determination to improve.
4. Be attentive and focus the full power of your mind on the material.
5. Look for basic ideas and organization that makes sense to you.
6. In reading silently, select meaningful phrases and pick out the main thoughts. These are usually stated at the beginning or end of the paragraph.
7. Locate key words and phrases and increase your speed and comprehension.
8. Think! Think and maintain a questioning attitude.
9. Be systematic and organize your thoughts and ideas to make a complete picture.
10. Review and practice what you have learned.

#### **QUESTIONS ON THE READING AND SUGGESTIONS**

1. What is meant by saying that learning is an active process?
2. What goal or objectives should you have in studying this unit?
3. What points in this lesson should help you improve your study and learning efforts?
4. Why is the physical and mental setting so important in your home study and in the classroom?

5. How do you apply the principle "Learn to do by doing" in learning English?
6. Underline the "key words and phrases" in the reading selection and suggestions on page 19.
7. Let's make an outline of the reading selection on the board, including the main ideas and subpoints.
8. Why is it important to *think* and to *maintain a questioning attitude*?
9. Why is it necessary to take brief notes in listening to lectures?
10. Why and how are review and practice essential in learning?

#### EXERCISES IN NOTE TAKING

Here is an example of notes on a reading selection. Study the example and be sure you understand it. You will be asked to take notes on similar selections.

There are four basic forms of writing. Narration, one of the forms, is used to tell a story. The story may be true or imagined. Another form is description. Description is used to describe things. We might, for example, use description to describe a picture, a room, or a building. Another form is called exposition. This is a form we use to explain. Much of the material in newspapers, magazines, and textbooks is written to explain. The other form is argument, which is used to convince or to persuade. The salesman may use this form to convince you that his product is the best.

#### NOTES

1. 4 forms of writing
  - a. narration
  - b. description
  - c. exposition
  - d. argument
2. 4 forms of writing
  - a. use narration — to tell story
  - b. " description — to describe
  - c. " exposition — to explain
  - d. " argument — to persuade

Now listen to the following selection and take notes. Close your books.

There are four basic things you can do to improve your listening habits. First, you can concentrate on what the speaker is saying. That is, you must make a special effort to follow the lecture. Then you should listen carefully for main points. The instructor will usually indicate main points by repeating, or pausing, or by changing his voice. And, of course, you must pay special attention to what he says when he writes on the blackboard. Ask the instructor to repeat a point if you do not understand. He will be pleased that you are interested in what he is saying. Asking questions is an aid to listening.

Let's listen to another reading selection and take notes.

We should also form effective note-taking habits. Passive listening is usually not enough; you must react. You can react by asking questions and by taking notes. You have to listen carefully and find or pick out the main points and the subpoints. Write the main points first and then the subpoints under each main point. Use a simple outline, and make the notes as brief and clear as possible. Use words and phrases rather than long sentences. You may miss some important points unless your notes are brief. After the lecture is over, read your notes and improve the wording and handwriting if they are not clear.

**PROBLEMS FOR DISCUSSION**

1. Which person do you think will be more successful in a course of study? Explain why.
  - a. John studies very hard at the beginning and then slows down.
  - b. Bill starts slowly at the beginning of a course, and then studies very hard at the end.
  
2. From which of the following do you learn the most English? Explain why.
  - a. Listening to the instructor
  - b. Reading
  - c. Writing answers to questions
  - d. Answering questions orally
  - e. Discussion
  - f. Studying notes
  
3. What abilities do you think are necessary to learn English? Try to name as many as you can and explain why.

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## TAPE 2402A

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Listen.

Listen very carefully. This tape is designed to test your listening ability. You will hear very short paragraphs. After each paragraph, you will hear questions. If you do not listen carefully, you will not be able to answer the questions. Answer when you hear \*\*.

Repeat the answer when you hear \*. Now you'll hear a short paragraph.

\*\*\*\*\*

The purpose of this tape is to determine your ability to listen effectively. You can answer the questions if you are listening carefully.

What is the purpose of this tape? \*\*  
 to test my ability to listen \*  
 The purpose of this tape is to test my ability to listen. \*

Why can you answer the questions? \*\*  
 because I was listening \*  
 I can answer the questions because I was listening. \*

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Listen.

You do not need to repeat the answers exactly as you hear them on the tape. Your answer may also have a different structure than the answer you hear after the question. This is all right, because there are many ways you can answer a question.

Must you repeat the answers exactly as you hear them? \*\*  
 No. \*  
 No, I do not need to answer exactly as I hear it. \*

Must your answer be the same as the answer on the tape? \*\*  
 No. \*  
 No, it can have a different structure. \*

Is there only one way to answer a question? \*\*  
 No. \*  
 No, there are many ways you can answer a question. \*

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Listen.

There are courses in colleges which teach people how to listen effectively. It has been discovered that a great majority of people do not know how to listen.

\*\*\*\*\*

What courses are colleges teaching? \*\*  
 listening \*  
 Colleges are teaching how to listen. \*

Why are they teaching how to listen? \*\*  
 because people do not know how to listen \*  
 Colleges are teaching listening because people do not know how to listen. \*

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Listen.

In meetings you have often heard a person repeat something many times. He often says the same thing in different ways. This is done because the speaker realizes that many people do not listen.

\*\*\*\*\*

What does a speaker often do? \*\*  
 He repeats something. \*  
 A speaker often repeats something. \*

Why does a speaker repeat something? \*\*  
 because many people do not listen \*  
 A speaker repeats something because many people do not listen. \*

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Listen.

People do not listen for many reasons. Some people do not concentrate on what the speaker is saying. Other people do not want to listen to a different viewpoint and other people simply have assumed that they already know the subject of the lecture.

\*\*\*\*\*

What is one reason that people do not listen? \*\*  
 Your answer should be one of the following:  
 They do not concentrate. \*  
 They have a different viewpoint. \*  
 They assume that they already know the subject of the lecture. \*

What is your main problem in listening? \*\*  
 Your answer might be one of the following:  
 I do not concentrate. \*  
 I have a different viewpoint. \*  
 I assume that I already know. \*

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Listen.

Sometimes people consider a person slightly deaf. This person is always asking people to repeat a question or statement. He is always saying, "What? What did you say?" or "Say that again." This person may have perfect hearing. He may have developed bad listening habits because his friends are willing to repeat everything they tell him.



\*\*\*\*\*

Why do you often have to repeat something to some people? \*\*  
 because they do not listen the first time \*  
 You need to repeat because they do not listen the first time. \*

Does it necessarily mean that a person has ear trouble because he asks you to repeat something? \*\*  
 No. \*  
 No, he may have bad listening habits. \*

Why does a person develop bad listening habits? \*\*  
 because friends are willing to repeat \*  
 A person develops bad listening habits because his friends are willing to repeat. \*

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Listen.

A certain amount of concentration is necessary to listen effectively. One good method to concentrate better is to be interested in what the speaker is saying. Students who are motivated are much better listeners than students who are not interested in the subject.

\*\*\*\*\*

Which students are better listeners? \*\*  
 students who are motivated \*  
 Students who are motivated are better listeners. \*

Which students are not good listeners? \*\*  
 students who are not interested \*  
 Students who are not interested are not good listeners. \*

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Listen.

If you have been concentrating on the tape paragraphs, you should have answered all the questions when you heard \*\*. The students who cannot answer probably need to concentrate better. It is very necessary to listen closely to the tape.

\*\*\*\*\*

What does a student need to do if he cannot answer the questions? \*\*  
 He needs to listen closely. \*  
 He needs to concentrate. \*  
 If a student cannot answer the questions, he needs to concentrate and listen closely. \*

If a student has answered all the questions, what has he been doing? \*\*  
 He has been concentrating. \*  
 He has been listening closely. \*  
 He has been concentrating and listening closely. \*

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 Listen.

A speaker usually tells you either a number of facts or develops an idea. A listener must listen for these things. Sometimes a group of facts make up an idea or a thought which the speaker wants the listener to learn.

\*\*\*\*\*

What two things must you listen for?	**
a number of facts or a thought	*
You usually listen for a number of facts or a thought.	*

What does a group of facts make up sometimes?	**
an idea	*
A group of facts make up an idea.	*

---

 Listen.

For example, a speaker may tell you about many car accidents. He may tell you the reasons that the accidents happened. However, the speaker's main idea may be simply to tell you to drive carefully.

\*\*\*\*\*

If a man tells you of the dangers of smoking, what does he probably want you to do?	**
stop smoking	*
He wants me to stop smoking.	*

If a man tells you all the harmful effects of drinking, what does he probably want you to do?	**
quit drinking	*
He wants me to quit drinking.	*

John told Bill about the importance of being on time. What did John want Bill to do?	**
to be on time	*
not to be late	*
John wanted Bill to be on time.	*

---

 Listen.

Too often a listener is listening only for facts. It is important to remember that a speaker is developing an idea. You must listen for the facts and for any main idea that the speaker is developing.

\*\*\*\*\*

What must you listen for in a lecture?	**
for facts and main ideas	*
You must listen for facts and the main idea.	*

How does a speaker develop a main idea?	**
by using facts	*
A speaker develops an idea by using facts.	*

---

Listen.

One type of listener is a listener with a closed mind. This person listens only to the facts he wants to hear. He ignores the facts that do not agree with his ideas or that he is not interested in.

\*\*\*\*\*

What is a listener with a closed mind? \*\*  
 a person who does not listen to all the facts \*  
 A person with a closed mind is a person who does not listen to all the facts. \*

What happens to a person who only hears half of the facts? \*\*  
 he does not understand \*  
 A person who only hears half of the facts does not understand. \*

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Listen.

Be very careful when you listen to a lecture. Often you already have ideas on a subject. Do not let your own ideas keep you from listening to a different viewpoint.

\*\*\*\*\*

What keeps you from listening to a different viewpoint? \*\*  
 your own ideas \*  
 Your own ideas keep you from listening to a different viewpoint. \*

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Listen.

During the playback, take notes on all the important facts about listening. Write them in paragraph form and include your own opinions on the subject. Turn this paper in to your instructor.

## TAPE 2402B

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Listen.

We have been talking about ways to improve your learning. We said you should listen carefully and take notes. Knowing how to improve your learning is important, but the most important thing is to apply this knowledge. We can give you a lot of planned practice. However, you need to practice on your own. You need to form a habit of listening and taking notes.

Were you listening carefully to this? Let's see if you can answer some questions on what the voice said.

\*\*\*\*\*

What do you need to form?	**
a habit	*
I need to form a habit.	*

What habit do you need to form?	**
a habit of listening and taking notes	*
I need to form a habit of listening and taking notes.	*

Which is better, planned practice or practice on your own?	**
practice on my own	*
Practice on my own is better.	*

The most important thing is to apply knowledge, isn't it?	**
Yes, it is.	*
That is the most important thing.	*

---

Listen.

You will listen to some very short paragraphs. Take a pencil and paper and write a short sentence about the main idea of the paragraph. You will now hear a sample paragraph.

\*\*\*\*\*

Perhaps nothing in this world can be accomplished without the benefit of science. Science affects everything. Consider what scientific discoveries have done for transportation, communications and living habits.

This is the end of this short paragraph. A student could write something like this:

This paragraph is about the importance of science. Science affects many things.

Here is another sample paragraph:

One way science can be described is that it is a method of thinking. A scientist is not very interested in opinions or beliefs. He deals only in facts. He accepts only what has been proven to be as absolutely true as possible.

This is the end of the short paragraph. A student could have written something like this:

Science is a way of thinking.  
Scientists work only with facts.

Write a #1 on your paper. At the end of a paragraph you'll hear, write one or two sentences on the main theme of the paragraph.

Now listen to the paragraph.

Early thinkers thought that problems could be solved by reasoning. In other words, if there was a problem, early thinkers would read all the opinions of great thinkers and come to a conclusion. If a scientist wants to know why birds can fly, he goes and watches birds. He makes experiments. After many experiments, he comes to some conclusions. This is the difference between two kinds of thinking.

Now write the notes on #1 on your paper.

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Here is paragraph #2. Listen to it and take notes.

\*\*\*\*\*

Experimentation is a scientific way of solving problems. For centuries people had reasoned that a heavy rock would fall faster than a light rock. Finally, a man went up on a tower and dropped a heavy rock and a light rock at the same time. After many experiments he discovered that both objects fall at exactly the same speed. He was one of our first scientists.

Now write your notes on this paragraph.

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Listen again and take notes on another paragraph.

\*\*\*\*\*

When you see a complex machine like a radio, airplane, or car, you may wonder who could have ever invented such an invention. Actually all complex machines are based on previous scientific discoveries and inventions. You would need a book to write down all the inventions and discoveries which have been used to make a final product such as a car.

Now write your notes.

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Listen.

You have heard two sample paragraphs plus three paragraphs. You should have some notes on your paper. See if you can answer in complete sentences the following questions. Answer \*\* when you hear \*\*.

How do scientific discoveries affect everything?	**
How does science affect transportation?	**
How does science affect your way of life?	**
Is a scientist interested in opinions or beliefs?	**
How does a scientist come to a conclusion?	**
Which rock falls faster, one that weighs 10 pounds or one that weighs 5 pounds?	**
Who actually invented our modern car?	**

#### DIALOG

Repeat when you hear \*

A: What does scientific proof mean?	*
B: It means that experimentation has been done.	*
A: I don't quite follow your reasoning.	*
B: Well, we can use a contest between two small boys to explain scientific proof	*
A: What do you mean?	*
B: What do two boys do if they want to decide who runs faster?	*
A: They race each other.	*
B: What do they do if they want to decide who can jump the highest?	*
A: They have a jumping contest, I guess.	*
B: All right. That is scientific proof.	*
If you want to know something you experiment and find out.	*
A: I see, and the results of those experiments are scientific proof that one boy can run faster or jump higher than the other.	*
B: That's right.	*