Unit 7 – Lesson 12

Listening and guided note – taking

Students who do not have a systematic approach to listening, face difficulties in the class room, lecture halls and in every activity where listening is important.

Listening has 3 levels.

Level 1 indicates full concentration understanding and comprehending whatever said. Being empathetic he listens to the speaker intently. This is the best level.

Level 2 As it is the second level the attention span is partial. It over looks non verbal cues and lacks complete attention. Distracted in between and does nothave full attention.

Level 3 is the lowest level. The listener has too many distractions; is impatient, gets irritated, loses temper and has no concentration. These factors cause stress and listening does not take place.

The Barriers to listening

There are various factors that impede the process of effective listening.

a) ***Due to variation in language and*** culture, the absence of a common language between the speaker and the listener leads to disinterest and boredom. Sometimes cultural barriers can also impede listening.

b) Noisy transmittance
If the atmosphere is not conducive and very noisy listening does not take place. The P A system may be bad and ineffective.

Complex Inter personal relationship:

Lack of confidence in the speaker or inferiority / superiority complex can affect the interpretation and evaluation.

Misread the non verbal cues

The listener tends to misread or over read the speakers body language. Regional accents, queer looks, unusual mannerisms and bad taste in dressing can distract the listener.

Different levels of perception and premature evaluation can also impede listening

Rules of Good listening

1) Stop talking
   Do not talk while listening; concentrate on the speakers words and respond

2) Stop thinking
   Do not allow your mind to wander ;it is not enough if you stop talking ,stop thinking about anything other than the speech. Remove all distractions.

3) Be patient – do not be irritated at the speakers mannerisms

4) Do not prejudge the speaker; empathise with the speaker.

Thus the listener has to consciously learn the art of listening. Only effective listening can guide you to note – taking unless you concentrate on the listening whole heartedly you cannot do justice to note taking.

Always carry a pen and note pad when you attend a lecture. Note down the important points. Note taking is the process of summarizing information from spoken material when you take notes write on the top , the name of the speaker, the topic and the date.

Note taking study skills

- Don't write down everything
- Concentrate on picking out the relevant points only
- Write notes in points form with separate sub headings
- Leave plenty of space in between so that you can add connected points later
- Jot down any reference given in the class
- Underline key points, key phrases
- Use highlighters, markers
- Develop your own abbreviations & symbols
- Comments can be added in the marginUse visuals like tables, figures – tree diagrams, flow charts etc.,
- Use titles, sub titles, bullet points
- Use short forms for discourse markers and signal words
- Avoid lengthy prose
- Produce a summary list / table at the end

Listening for details

The purpose of the activity is to highlight the need to listen for details in a specific situation. For example, you receive an urgent message to be conveyed to your Boss, unless you have listened effectively with thorough concentration you will not be able to communicate it in the same spirit as it was conveyed to you. This is an essential listening skill in many work and social situations. Taking down a telephone message also is listening for details, listening in the lab to the instructor, listening to safety warnings, listening to the announcements in an Airport or a Railway station, Instructions given before a listening Skill Test, Quiz, Viva, Boss' instructions – all these involve listening for details.

Listening skill is the most important one among the communication skill. When you fail to listen to details, the consequences could be fatal. It would lead to miscommunication and you know how it can affect. So in order to avoid confusion andmis happeningslistening for details is very essential.

Some of the ways to improve your listening for details would be listen in your class and take notes. Listen to a recorded message and jot down points; play the recordings and try to listen in a group. After listening, without jotting down points, discuss how easy or how hard it was to listen for the purpose – what helped you, what made it difficult, what were the salient features and what was not important and how useful the experience was.

Learners can also work in pairs. One person uses headphones and listens to a recorded message then passes the message on to their partner, then may ask for clarification or repetition. Later the partner also listens to the recording and both discuss.

Assignment – Listen to recorded lectures and jot down points

Unit 7 – Lesson 13

Paragraph writing – using notes giving suitable headings, sub headings for paragraphs.

A paragraph is a group of sentences or a single sentence that forms a unit. It is also a group of related sentences that express a single idea. Paragraphs help the reader to understand the frame work of any essay / material as they denote where the topics begin and end. Once the paragraphs are well organized, the essay or the presentation is considered to be a well structured and organized material.

The structure of a Paragraph

Topic sentence, supporting ideas, unity, coherence and concluding or closing sentence..

Topic Sentence

A topic sentence is a sentence that expresses the central theme or main idea of the paragraph. All the other sentences should contribute to the idea presented in the topic sentence. If they are not connected to the topic sentence, the paragraph will lack unity, coherence and development.

Topic sentence can appear in the beginning, middle or at the end of a paragraph. Below given are two paragraphs from which you can identify the topic sentence and structure of the paragraph.

Para I Clean drinking water is the key to human survival. The connection between disease and lack of clean water is a well established fact. Surveys conducted by WHO in the seventies disclosed that 80 percent of all diseases were associated with contaminated water.

It is obvious that first sentence is the topic sentence as it forms the central theme of the paragraph. All the other sentences contribute to the main theme and serve as supporting details. Thus the paragraph is a well developed unit.

Para II In order to meet the job requirements it became clear that a micro computer would be required to do this type of work. Micro computers are very compact and portable. They are easily programmed and can be used for a wide variety of data processing. These computers are normally quite easy to operate and capable of storing large amounts of data both inside and out side of the computer itself.

The middle sentence – 'Microcomputers are very compact and portable' is the topic sentence.

Unity is an integral part of a good paragraph. All the sentences should be connected to the topic sentence or the main idea. For example

My house is located in the heart of the Town. It is situated in a place where, in two kilometers on the left is the Railway station and a few yards walk to the right is the main Bus station. There are shops and temples close by. All my friends like my house.

The first sentence is the topic sentence and you see all the sentences are well connected to the main idea. There is unity and coherence. The concluding sentence serves as a good finish.

Coherence means the sentences should be organized in a logical manner and should follow a definite plan of development. As in the above paragraph all the details are connected to the house. All the sentences talk only about the house and not something different using the notes given should be able to give headings to the paragraphs. In the first paragraph the title could be Clean Drinking Water. In the second, the title could be Micro computers and the third 'My house'. The title or heading should be connected to the main idea of the paragraph.

Using notes giving suitable headings and sub headings for paragraphs.

Note making

Assignment

Read the passage and make using suitable short forms. Give the notes a suitable title.

Obesity – linked "adult on set" diabetes mellitus is for the first time being reported in children and adolescents in the UK and many other countries. A landmark study of obesity and television viewing found a clear association between the number of hours of television a child watched and the risk of that child becoming obese or over-weight.

In 12 to 17 year-olds, the prevalence of obesity increased by two percent for every hour of weekly television time. A more recent study found that while eight percent of children watching one hour or less television a day were obese, 18 percent of children watching four or more hours were obese.

The more television children watch the more they eat. Television viewing prompts children to consume more food while they consume less energy, an ideal recipe for obesity..

When children dictate family food choices as is increasingly the case in the US, entire house-holds are immersed in an infection of one-dimensional sweet taste that reinforces personal preferences. Marketing soft, sweet and salty foods is good business and children are the most vulnerable targets.

Childhood obesity rates are highest in countries where advertising on children's television programmes is least regulated – in Australia, the US and England, Sweden and Norway maintain a virtual ban on advertising to children; and have consistent low levels of childhood obesity. Ireland, Belgium, Italy and Denmark pose restrictions on children's advertising and are pressing the other states of the European Union to do the same.

The US and other countries can afford to do no less. Public nutrition campaigns should go beyond vague recommendations to exercise and eat a balanced diet; the link between inactivity, junk food consumption and obesity should be made explicit. The food industry will lobby against these efforts, of course, cleaning that they constitute "legislation of food choices."

Title – Obesity and T.V. Viewing.

Sub heading (I) Link between T.V. Viewing and obesity

	Age	hours	% increase in obesity
Earlier findings	12-17	1 week	2 %
Recent findings		I week or less	8 %
		4 hrs a week	18 %

II Reasons

(i) eat more
(ii) consume less energy
(iii) attracted by ads. For sweet / salty foods

III Public Nutri Campaigns

(i) Countries ban ads. to children
Australia, US, England, Sweden, Norway – obesity less

(ii) Junk food and obesity link