

A.B.M. College, Golmuri

English Core

I.Com.

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NOTE MAKING

(Make a note of Format in the copy. Write down the solved passages given below in the copy followed by the unsolved passages assigned to you as homework. No need of copying down anything else in the copy.)

Notes are a permanent record of information that will help you prepare for seminars, presentations, assignments and examinations. Note-making helps you concentrate on what you are reading, watching or hearing; it helps you to understand new information and new ideas; noting things down in your own words helps to place them in your long-term memory. Effective note-making is a key academic skill; it is invaluable in helping you avoid plagiarism and study more efficiently.

It is an advanced writing skill which is acquiring increasing importance due to knowledge explosion. There is a need to remember at least the main points of any given subject. Making notes is a complex activity which combines several skills.

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 has the main idea been presented and developed? Are there two or three subordinate/associated ideas? You can frame subheadings based on these.
- **Points**
Are there further details or points of the subtitles that you wish to keep in these notes? Indent, i.e., suitably space and number.

➤ All subheadings should be written at a uniform distance from the margin.

➤ **Indenting**

All points should also maintain the same distance away from the margin.

➤ Do not use numbers as abbreviations:

- **WRONG:** 2 –two Wid- with
- **CORRECT:** Edu. – education (use 1st few letters)
Achvmt-achievement (omit vowels)
b’ful- beautiful, can’t -cannot (write first few and last few letters)
BBC –British broadcasting Corporation (acronyms)
@, &, = (conventional symbols)
Govt., Ans., Ltd (standard abbreviations)

➤ Notes making should not be lengthy. It should not cover more than 2 sides of a page.

Format of Note-Making

The diagram illustrates the format of note-making on lined paper. It shows a vertical margin line on the left. The main heading is centered at the top. Below it, the first subheading is followed by three points (1.a, 1.b, 1.c). The second subheading is followed by two points (2.a, 2.b). A key box is located at the bottom left, containing a list of abbreviations and their full forms.

Heading

1. Subheading
1.a Point 1
1.b Sub-Sub heading
1.b.1 Sub Point 1
1.b.2 Sub Point 2
1.c Point 1

2. Subheading 2
2.a Point 1
2.b Sub-Sub heading
2.b.1 Point 1

Key abbr. - abbreviation avt. - aviation fmly. - family pnt. - point engg. - engineer

Read the passage given below and answer the question given below:

1. I remember my childhood as being generally happy and can recall experiencing some of the most carefree times of my life. But I can also remember, even more vividly, moments of being deeply frightened. As a child, I was truly -terrified of the dark and getting lost. These fears were very real and caused me some extremely uncomfortable moments.
2. Maybe it was the strange way things looked and sounded in my familiar room at night that scared me so much. There was never total darkness, but a street light or passing car lights made clothes hung over a chair take on the shape of an unknown beast. Out of the corner of my eye, I saw curtains move when there was no breeze. A tiny creak in the floor would sound a hundred times louder than in the daylight and my imagination would take over, creating burglars and monsters. Darkness always made me feel helpless. My heart would pound and I would lie very still so that ‘the enemy’ wouldn’t discover me.
3. Another childhood fear of mine was that I would get lost, especially on the way home from school. Every morning, I got on the school bus right near my home—that was no problem. After school, though, when all the buses were lined up along the curve, I was terrified that I would get on the wrong one and be taken to some unfamiliar neighbourhood. I would scan the bus for the faces of my friends, make sure that the bus driver was the same one that had been there in the morning, and even then ask the others over and over again to be sure I was in the right bus. On school or family trips to an amusement park or a museum, I wouldn’t let the leaders out of my sight. And of course, I was never very adventurous when it came to taking walks or hikes because I would go only where I was sure I would never get lost.
4. Perhaps, one of the worst fears I had as a child was that of not being liked or accepted by others. First of all, I was quite shy. Secondly, I worried constantly about my looks, thinking people wouldn’t like me because I was too fat or wore braces. I tried to wear ‘the right clothes’ and had intense arguments with my mother over the importance of wearing flats instead of saddled shoes to school. Being popular was very important to me then and the fear of not being liked was a powerful one.
5. One of the processes of evolving from a child to an adult is being able to recognise and overcome our fears. I have learnt that darkness does not have to take on a life of its own, that others can help me when I am lost and that friendliness and sincerity will encourage people to like me. Understanding the things that scared us as children helps to cope with our lives as adults.

Questions:

1. On the basis of your reading of the above passage, make notes using headings and subheadings. Use recognizable abbreviations, wherever necessary. 5

Answers:

NOTES:

1. TITLE: Memories of Childhood

1. Remembering childhood moments

1. happy and carefree
2. terrified of the dark and getting lost

2. Childhood fears

1. Feeling helpless in dark

- (a) Moving curtains
- (b) Creaking sounds
- (c) Creating burglars and monsters

2. Fear of getting lost (on the way home from school)

- (a) Scanning of school buses—friendly faces, same bus driver
- (b) Not letting leaders out of sight
- (c) Taken to some unfamiliar neighbourhood
- (d) Surety of not being lost

3. Fear of disliking

- (a) Quite shy
- (b) worried about looks
- (c) wear the right clothes
- (d) Imp. of popularity

3. Overcoming childhood fears

1. Undg. evolution process
2. Recognising and overcoming fears
3. Accepting help from others
4. Unds. things that scared

Key to Abbreviations	
&	: and
Imp.	: importance
Undg.	: undergoing
Unds.	: understanding

HOMEWORK

1. Read the following passage carefully and give the answer given below:

How does television affect our lives? It can be very helpful to people who carefully choose the shows that they watch. Television can increase our knowledge of the outside world, there are high quality programmes that help us to understand many fields of study, science, medicine, the arts and so on. Moreover, television benefits very old people, who can't often leave the house as well as patients in hospitals. It also offers nonnative speakers the advantage of daily informal language practice. They can increase their vocabulary and practice listening. On the other hand, there are several serious disadvantages of television. Of course, it provides us with a pleasant way to relax and spend our free time, but in some countries, people watch the 'blood tube' for an average of six hours or more a day. Many children stare at a television screen for more hours each day than they do anything else including studying & sleeping. It's clear that the tube has a powerful influence on their lives and that its influence is often negative.

Questions:

A. Read the above passage carefully & on its basis make notes and supply a title. (05)