

# The Language Strategy

'Strengthening Reading Skills &  
Note-Taking for English Academic  
Texts in History'

Workhop 2

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# Effective Note-Taking

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- Lectures end → no recall of all information, no possibility to revisit the information
- Texts → reread → Time consuming - sometimes tedious
- Notes help you
  - ✓ To concentrate
  - ✓ To stimulate your ability to recall
  - ✓ To be organized
  - ✓ To be active rather than passive students
- Effective note-taking should :
  - ✓ Have a purpose
  - ✓ Be organized
  - ✓ Save time in the long run



## Tips for taking notes from readings

- **Define the purpose**
- **Check the outline**
- **Read (scan - skim – read in detail)**
- **Stop when a section ends logically**
  - ✓ Find the main ideas + subsidiary ideas + really important facts + opinions that help support the main points
  - ✓ Include only facts - avoid experiences and anecdotes where possible
  - ✓ Distinguish between facts, opinions
  - ✓ Record the bibliographic details
  - ✓ Never include examples in your notes – references! – find own examples
  - ✓ Use abbreviations
  - ✓ Use colors, symbols, font sizes...

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**Take a moment to jot down the important details of a text you have read. Make sure your summaries are concise!**

<b>1. Name of reading</b>	<b>2. Author's name</b>	<b>3. Year and place of publication</b>
<b>4. Journal details (if any)</b>	<b>5. Page numbers read</b>	<b>6. Other bibliographic notes</b>
<b>7. In your own words, briefly describe the main point or argument the author/s of the reading is trying to make.</b>	<b>8. Jot down quotes or ideas from the text that support each argument and points that you've listed in 7.</b>	

## Tips for taking notes from lectures

- **Define the purpose of the lecture – why are you there?**
- **Revisiting lecture material is not possible - consider a recorder or buddy system to supplement own notes.**
- **Revisit your notes as soon as possible after taking them and never rely solely on someone else's notes.**
- **Listen for signposting material in the lecture**
  - ✓ Look for an outline
  - ✓ Listen for ideas being emphasized
  - ✓ Listen for breaks between topics where the lecturer might summarize the most important points



## **Signposting material:**

1. Introducing
2. Giving background information
3. Defining
4. Enumerating / listing
5. Giving examples
6. Showing importance / emphasising
7. Clarifying / explaining / putting it in other words
8. Moving on / changing direction
9. Giving further information / giving contrasting information
10. Classifying / digressing
11. Referring to visuals
12. Concluding

## Signposting material:

### Giving background information

As we know  
As we have already seen  
As we have all read  
It's clear that  
It goes without saying  
It is understood  
You'll remember

### Defining

X is...  
X is called  
X is known as  
X may be defined as  
X is a type of Y that/which  
By X, I mean  
In the field of Y, the term refers to

### Introducing:

What I intend to say is  
What I'd like to do is to discuss  
What I intend to do is to explain  
In my talk today,  
My topic today is

### Enumerating/listing

Firstly  
Secondly  
Next  
Then  
Lastly  
Finally  
First of all  
For one thing  
To begin with

### Giving examples

This is shown  
This is exemplified  
This is illustrated by  
For example,  
For instance,  
You only have to think of  
Remember



### **Emphasizing:**

I want to stress  
I want to highlight  
I'd like to emphasise  
I'd like to put emphasis on  
It's important to remember that  
We should bear in mind that  
Don't forget that  
The crucial point is  
The essential point is  
The fundamental point is

### **Clarifying / explaining**

In other words,  
Or rather,  
That is to say,  
Basically  
To put it another way,  
If we put that another way,  
By which I mean  
The point I'm making is  
That is to say,

### **Moving on / changing direction**

That's all I want to say about X.  
OK  
Now  
All right  
Having looked at ., I'd now like to consider  
I'd like now to move on to  
Turning now to  
So let's turn to  
Moving on now to  
I now want to turn to  
The next point is  
Another interesting point is  
The next aspect I'd like to consider is  
I'd now like to turn to  
Let's now look at  
If we could now move on to



### **Concluding**

So,  
We've seen that  
First we looked at . and we saw that  
Then we considered . and I argued that  
In short,  
To sum up  
In conclusion, I'd like to emphasise that  
That completes my lecture.

### **Giving further information / giving contrasting information**

Furthermore  
An additional point  
Another point  
A further point  
A similar point  
In addition  
Moreover  
Similarly  
Apart from,  
Not only, but...  
We can add  
I could add that

### **Classifying / digressing**

Although  
However  
On the other hand  
Whereas  
Despite  
Nevertheless  
But  
Alternatively  
Incidentally  
By the way,  
Before I forget...

### **Referring to visuals**

There are N types (kinds,, categories,...) of X, Y and Z  
These are Y and Z.  
On this graph,  
Take a look at this.  
Let's have a look at this.  
I'd like you to look at this.  
I'd like to draw your attention to  
Here we can see  
The . Shows  
The graph illustrates  
The horizontal axis represents  
The vertical axis represents  
As you can see,  
If you look closely, you'll see

# **“The Architect Frank Gehry”**

## **part of Pearson Longman Contemporary Topics series.**

[http://www.youtube.com/watch?v=gAMuc4\\_wHQ8](http://www.youtube.com/watch?v=gAMuc4_wHQ8)

### **Exercise :**

Watch the video and jot down any signposting language you spot.

**Introducing the topic**

- OK – today we're going to talk about Frank Gehry.
- But today we'll consider Frank Gehry's work, not
- As tourists but as architects.

**Directing attention**

- It's understood that...
- And here I want to mention Vitruvius.
- Then you'll know what I mean when I say his style is
- very distinct
- But I want to stress that...

**Reformulating**

- In other words we think about the aesthetics or artistic value of the
- building.
- Be sound, which means strong.
- I mean the design must follow these basic principles

**Structuring**

- A building must have three fundamental characteristics.
- One, two, three...
- Let's go over these three characteristics in depth.
- First... Second... Third
- I can think of three words: resourceful, playful and innovative.
- Now let's look at these descriptions one at a time.
- ...and finally, innovative

**Giving examples**

- For example, the intended use for a school is...
- ...like sheet metal and plywood
- ...chain-link fence – the kind of fence you see around construction sites
- For example, he designed a mall in California...
- ...bright, bold colours like yellow, orange, blue and gold
- Examples include EMP Museum in Seattle...
- A great example of this is...

**Rhetorical questions**

- What do I mean by this?
- Specifically, how can we describe his style?
- So how did Gehry develop his dynamic style?
- Now we ask: why did he develop this distinct style?

**Recapping**

- All right, to highlight what I've said thus far...

**Checking understanding**





- Is everyone clear on this?

**Moving to a new topic**

- Now I'd like to shift to talking about Frank Gehry's work...

**Concluding**

- In closing I want to say that Frank Gehry is a noteworthy architect because...

<b>And, plus</b>	<b>+</b>	<b>Maximum</b>	<b>Max</b>
<b>Approximately</b>	<b>Approx.</b>	<b>Minimum</b>	<b>Min.</b>
<b>Because</b>	<b>-&gt;</b>	<b>Minus</b>	<b>-</b>
<b>Compare</b>	<b>Cf.</b>	<b>Number</b>	<b>No. or #</b>
<b>Decrease</b>		<b>Pages</b>	<b>pp.</b>
<b>Increase</b>		<b>regarding</b>	<b>Re.</b>
<b>Regarding</b>	<b>Re.</b>	<b>Results from</b>	<b>&lt;-</b>
<b>For example</b>	<b>E.g.</b>	<b>Same as</b>	<b>"</b>
<b>government</b>	<b>Gov.</b>	<b>Therefore</b>	<b>=&gt;</b>
<b>Greater than/more than</b>		<b>Versus</b>	<b>Vs.</b>
<b>In other words, namely</b>	<b>I.e.</b>	<b>Very</b>	<b>v.</b>
<b>Information</b>	<b>Info</b>	<b>With reference to</b>	<b>Re.</b>
<b>Like, equal to</b>		<b>Century</b>	<b>C.</b>
<b>can</b>	<b>c</b>	<b>In to</b>	<b>i.t.</b>
<b>make</b>	<b>m</b>	<b>National</b>	<b>Nat.</b>

## Neil MacGregor: 2600 years of history in one object

[http://www.ted.com/talks/neil\\_macgregor\\_2600\\_years\\_of\\_history\\_in\\_one\\_object/transcript?language=en](http://www.ted.com/talks/neil_macgregor_2600_years_of_history_in_one_object/transcript?language=en)

*In this enthralling talk Neil MacGregor, Director of the British Museum, traces 2600 years of Middle Eastern history through this single object.*

[https://www.ted.com/talks/neil\\_macgregor\\_2600\\_years\\_of\\_history\\_in\\_one\\_object?language=en](https://www.ted.com/talks/neil_macgregor_2600_years_of_history_in_one_object?language=en)

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(C.C.) The Cyrus Cylinder - great declaration of human aspiration of  
 ≈ Am. Constat.

- object = clay, cylinder, covered with writing, dried & baked sun
- dug up: 1879
- major pol. player in M.E. (Middle East)

background: 539 B.C.

- Belshazzar (son of Nebuchadnezzar)
- war with Iran

↓  
 { feast  
 sacrilege of  
 rel. objects

- conquered Israel
- sacked Jerus.
- enslaved Jews
- stole rel. objects

"writing on the wall" (Daniel)

⇒ • Cyrus conquers Babylon

- fight
- declaration on cylinder (C.C.)
  - \* free slaves
  - \* free rel.
  - \* free to take back rel. artifacts

(Jews → book of Ezra → their version of story)

M.E. (Hodley) → former empire Cyrus  
WAS → multicult. } respect!  
 multi lg }  
 multi faith } 200 y. stability



- ideal model acc. to Greek Xenophon
- also model for Am. Constit. → inspired founding fathers! Am. Rev.

Alexander the Great : → Greek invasion ends dream of M.E. as unit

↓  
Babylon declines  
ruins

1879 : dup of cylinder

2 stones → 1) Hebrew Bible → scriptures reliable

2) 1878 → cylinder = second version

hist. reliability scriptures : YES

but : which God? Marduk or Jehovah?

1917 : Balfour declaration = Jewish nat. home  
pic. George V + Gurus (rulers who allow return Jews to Jeruz.)

1969 : Iran safeguard region for com.  
Shah : coins (himself with cylinder)

1979 : Rev. Iran → Islamic Iran  
Iraq attacks  
Iran needs symbol → Gurus & cylinder

Iran 1 thing as loan : cylinder = symbol for defender home / champion, Iranian id., tolerant of all faiths

## References

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