

<i>900 exercises in vocational communication</i>	Notes for teachers	B3 / 33
<i>General aim</i>	B: Find out / collect information	
<i>Level of difficulty</i>	3	
<i>Intermediate aim</i>	3: Use information	
<i>Operational aim</i>	3: Take notes from simple information B3/33-1.0: Some general advice / use abbreviations B3/33-2.0: Take notes from oral information B3/33-3.0: Take notes from written information (3.3 = explanations on linking paragraphs)	
<i>Pre-requirements</i>		
<i>Number of exercises</i>	B3/33-1.0 "Use abbreviations": 1 ex. B3/33-2.0 "Take notes from oral information": 3 ex. B3/33-3.0 "Take notes from written information": 4 ex	
<i>Summing-up exercise</i>	B3/33-2.3 B3/33-3.5	
<i>Comments</i>	The exercises on oral note taking could be done in groups of 2 learners: A talks and B takes notes.	



Some hints on taking notes...

Organise your page

- Space the text
- Leave wide margins
- Use only one side of the page
- Leave a space at the bottom of the page for various notes

Use abbreviations and signs

See the list on the next page.

Structure the information

- Group all the similar ideas together
- Underline and highlight
- Use colours
- Use diagrams and drawings

Reread your notes

- To remember the information
- To check that it is comprehensible
- To complete them where necessary
- To organise them better
- To add clear examples



Use abbreviations and signs

Here are some examples of common abbreviations:

Abbreviations		Signs	
somebody	sb	question	?
someone	s.o.	equals	=
something	sth	different from, opposite	≠
nothing	nth	because	∴
thing	thg	increases	↗
nobody	nb	diminishes	↘
no one	n.o.	therefore	∴
number	no.	bigger/greater than	>
that is	i.e.	smaller than	<
paragraph	para	and	&
for example	eg		
sentence	sent.	more or less	±
second	sec		
minute	min		
hour	hr		
week	wk	Replace “-tion” at the end of words e.g.: communicat ⁿ	ⁿ
month	mth		
year	yr		
page	p		
pages	pp.		
several	sev		
possible	poss		
finally	fin		
good	gd		
with	w/		
without	w/o		
weekend	w/e		
large	lge		
small	sm		
through	thru		
exercise	ex		
word	wd		
telephone	tel		
about	re.		
(al)though	tho		
thanks	thx		

900 exercises in vocational communication	Exercise	B3 / 33 – 1.2
		Eval.:

Use abbreviations and signs

Practise writing these words quickly as abbreviations:

someone	
nothing	
that is	
paragraph	
without	
month	
through	
word	
large	
weekend	
year	
though	
week	
about	
exercise	
for example	
nobody	
number	
something	
minute	
sentence	
page	
possible	
small	
with	
several	
hour	
therefore	
somebody	
good	
no one	
telephone	

Look at the answers for B3/33-1.2

Practise writing these words quickly as abbreviations:

someone	s.o.
nothing	nth
that is	i.e.
paragraph	para
without	w/o
month	mth
through	thru
word	wd
large	lge
weekend	w/e
year	yr
though	tho
week	ds
about	re
exercise	ex
for example	e.g.
nobody	nb
number	no.
something	sth
minute	min
sentence	sent
page	p
possible	poss
small	sm
with	w/
several	sev
hour	hr
therefore	∴
somebody	sb
good	gd
no one	n.o.
telephone	tel



Take notes from oral speech on the telephone

You work in a hotel.

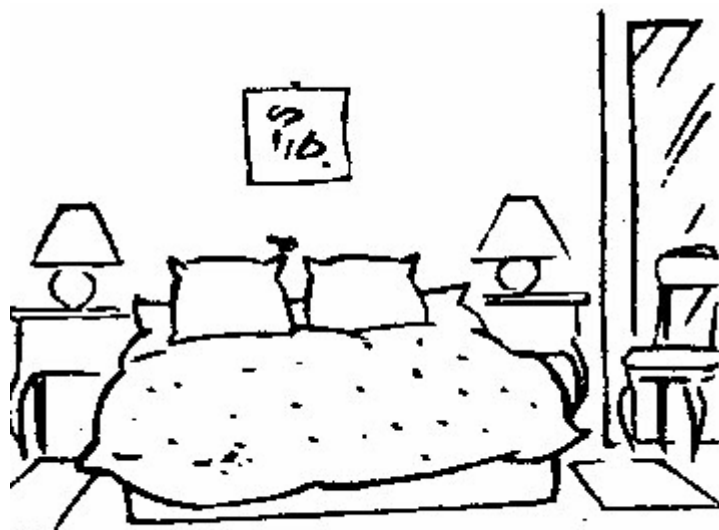
The receptionist in charge of reservations has gone out. She has asked you to answer the telephone and take note of all the messages.

A guest telephones:

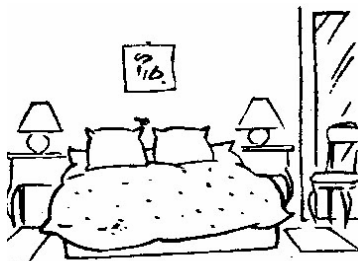
“Hello...is that the Station Hotel? My name is Gerald Philpot. I will be coming to a conference in your town. I would like to book a double room, with bath, for the night of 17 to 18 April. I will leave you my phone number, if you could call me back: 01479 349 833. Thank you very much. Goodbye.”

If possible, ask someone to read out what the guest says on the phone.

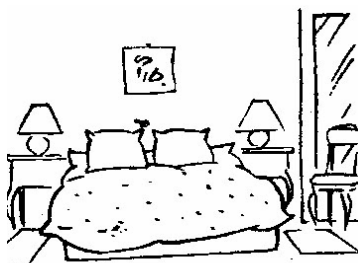
While they are reading, note down the important information for the reservation.



Take your notes on the next page



Look at the suggested answers for B3/33-2.1



Here is an example of some notes:

**Mr Gerald Philpot
Double room + bathrm.
Night of 17 – 18 April
Tel. 01479 349 833**

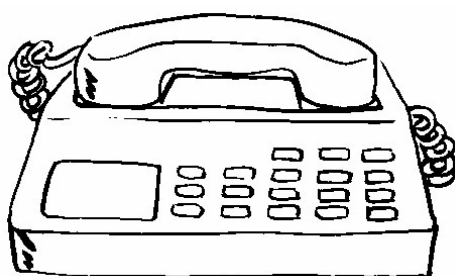


Take notes from an oral speech on the telephone

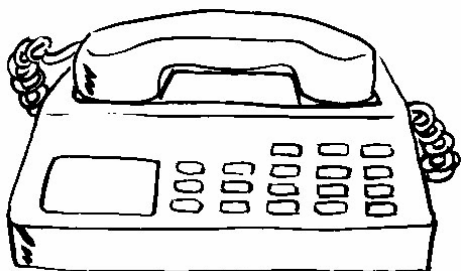
**You are the secretary of Mr Williams.
You receive the following phone call:**

*“Hello! This is Marie Martin, secretary to Mr Jenkins of Bond Enterprises.
Mr Jenkins is ill. He will have to cancel the meeting on 25 June. He would like Mr
Williams to be informed. I would be grateful if you could pass on the message. Goodbye.”*

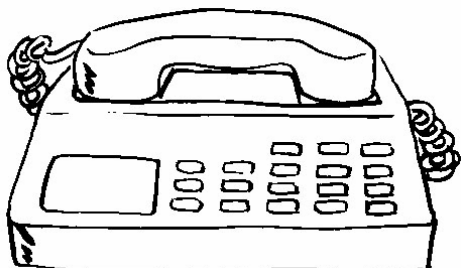
If possible, ask someone to read the phone call.
While they are reading, note down the important points in the message.



Take notes on the next page



Look at the suggested answers for B3/33-2.2



Here is an example of notes taken of this message:

Mr Jenkins, Bond Enterprises, ill ∴ meeting 25 June cancelled.



Take notes from an oral speech on the telephone

Situation:

You are working for a car dealer. A customer, Mr Paul, phones you about a car that he has ordered.

You answer the phone and take notes of the message.

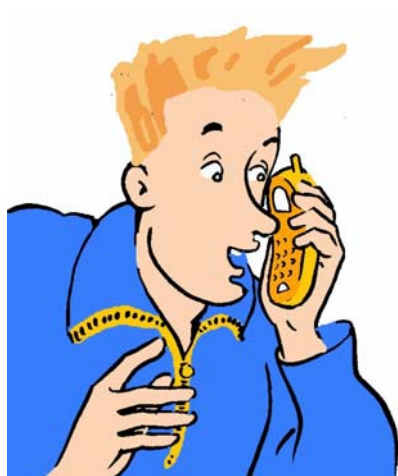
“Hello! This is Vincent Paul. I’m phoning about the car I ordered. I would like to have it sooner if possible. It’s order number 305 dated 10 January. A Fiat Punto. I was supposed to pick it up on 5 March, but I need it for 1 March at the latest. Could you make sure it’s available? I would be grateful if you could confirm. Many thanks in advance... Goodbye.”

If possible, ask someone to read what the customer says.

While they are speaking, note down the important information in the message.



Take your notes on the next page



Look at the suggested answers for B3/33-2.3

Here is an example of notes taken:

**Mr Paul wants his Fiat Punto (order 305 dated 10 January) earlier
1 March instead of 5 March
Phone to confirm**





Take notes from a written text: the rules of a game

Situation:

You want to note down the rules of the game “Chain Words”.

You must only note down the essential points to remember to be able to play the game.

Don’t forget the title.

Remember to use abbreviations and signs that you saw in exercise B3/33-1.0.

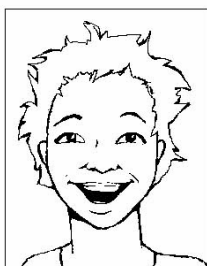
Chain Words

This game consists in making a chain of words orally, one after the other, with as many words as possible, without having to bother about spelling. The first word is chosen at random (for example the first word of the page of a book opened at random). Each new word must begin with the last syllable(s) of the one before. The longer the word the better. Example: progress / restaurant / antelope / elopement / mentality / teabag / etc,...

The players take turns to give their words and must not hesitate for more than a few seconds. If they say nothing they are eliminated.

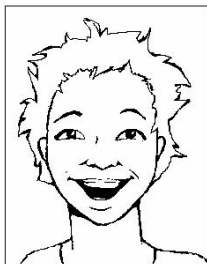
It is also forbidden to repeat a word that has already been given before the chain has gone once, twice or three times round, depending on the number of players and what you agreed on at the start of the game.

The winner is the person who gives the last word, when all the others have given up.



Take notes on the next page

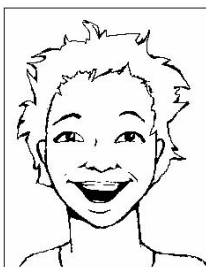
Your notes:



Look at the answers for B3/33-3.1

Here is one way of taking the notes:

- **Give as many wds as poss**
- **Spelling not impt**
- **E.g.: progress / restaurant / antelope etc.**
- **Take turns to give wds**
- **Hesitate + 1 sec = eliminatⁿ**
- **No repetitions bef. 1, 2, 3 rounds**
- **Last wd wins**



Take notes from a written text

Friends for life

A dog/child cohabitation is not necessarily easy.

It is very important to make the child aware and teach her how to behave reasonably and carefully with your four-legged friend. A recent study in an accident and emergency department of three large hospitals in Belgium has shown that, of about a hundred admissions of children under 16 for dog bites, 75 are due to the child's attitude to the animal. Having a pet is not as easy as it seems! There is a lesson to learn.

Cohabitation

The byword is: mutual respect. The child must learn and understand that Fido is part of the family and not a furry toy; as a living being, he will not appreciate his ears or tail being pulled. Involve your child in caring for the dog and enforce certain rules: do not bring your face up near the dog's mouth, do not kiss him, do not jump on him suddenly to give him a cuddle, do not disturb him while he is eating, etc. The child will also understand that having a dog is synonymous with responsibility.

In addition to educating the child, it is equally important to educate the dog. A dog that has always been used to children will understand their behaviour better. A child is lively, she runs, jumps and shouts and the dog will no doubt want to join in all these activities. He must learn to distinguish between playtime and other moments in the day.

Causes of dog bites

It is often the carelessness of the young child who, completely unaware, provokes the dog and does not know how to interpret its first warning signs. A bite often only comes after other signs of aggressiveness (growls, positions, etc.) that are in fact warnings. Children are probably more often bitten than adults because they do not understand these warnings and do not therefore change their attitude.

Precautions

You should also teach your child that one dog is not necessarily like another one. Do not let them stroke dogs that you do not know. They might not be used to children!

Get your dog used to less "gentle" gestures while brushing or washing him, for example, thumping him gently but firmly and pulling his ears or tail gently. He will then be less surprised if the child does it "for play".

Never forget the fact that a child is a child and that she can be cruel without intending any harm.

Never leave your child unsupervised when she is playing with your dog.

Both children and dogs stand to gain from a relationship like this.

Studies have shown that children who grow up with dogs make friends more easily and have more self-confidence.

Similarly, dogs who have lived with children are more healthy and trustworthy. A child who has learnt to love and respect a canine friend today will be a responsible master later on.

Go to the next page



You have just read this text and you want to remember the essential points to tell a friend, who has two young children and who has just bought a dog.

Make sure you only note down the essential points that you want to remember to explain the problem.

Use signs and abbreviations from the list.

Look at the suggested answers for B3/33-3.2



You have just read this text and you want to remember the essential points to tell a friend, who has two young children and who has just bought a dog.

Make sure you only note down the essential points that you want to remember to explain the problem.

Use signs and abbreviations from the list.

Friends for life

Make child aware, teach to be reasonable & careful w/ dogs.
75% of children - 16 bitten by dogs fm bad attitude of child to animal.

Cohabitation

Mutual resp. nec.:

- 1- Child. Must learn certain rules: not put face near dog's mouth, not kiss, not jump suddenly, not disturb while eating, etc
+ Involve child in care of do.: child will underst. that having dog = responsibility.
- 2- Dog must learn to make diff betw play & other moments in day.

Causes of biting

- child unaware ∴ provokes dog
- child can't interpret dog's warnings: growls, postures,

Precautions

- not stroke unknown dogs.
- get dog used to less gentle gest.
- not leave child alone when playing w/ dog.

Children who grow up w/ dogs make frds. more easily & are more self-conf.
Dogs brought up w/ children healthier & more trustwthy.
If child learns to love & resp dog, will become responsible master.



Take notes from a long text:
paragraphs and linking words

If you have to take notes from a long text, **the paragraphs** can help you: each paragraph contains a main idea. Your notes should therefore include as many paragraphs as the text.

If the text isn't clearly divided into paragraphs, look at **the linking phrases** in the text.

Here are some linking phrases:

<i>Secondly</i> <i>Then</i> <i>Moreover</i>	To add a new idea
<i>Even</i> <i>All the more reason</i> <i>All the more so as</i> <i>But</i>	To insist on an idea
<i>Because</i> <i>It is true that</i>	To introduce a cause
<i>Therefore</i> <i>Thus</i> <i>Consequently</i> <i>That is why</i>	To introduce a consequence
<i>But</i> <i>However</i> <i>Nevertheless</i>	To introduce an opposition
<i>Therefore</i> <i>Finally</i> <i>Thus</i>	To introduce a conclusion

Here is an example of note taking that keeps to the paragraphs and uses abbreviations. These notes should be sufficient for you to understand the text.

The full text is after the notes. You can thus check that you have understood it all.



The magic of remote signals

1st systems of signals fm a distance used rudimentary codes.

- Indians fm Nth America: smoke signals
 - 1 puff = warning
 - 2 puffs = everyth ok
 - 3 puffs or flames = danger or need for help
 - to make smoke puff: fire covered w/ cloth then uncovered
- Fire = oldest form of communicatⁿ fm distance. Talmud = oldest book mentioning it
- In Talmud: mentioned communicatⁿ between Jerusalem & Babylon
 - Fires lit at high altitudes or towers
 - hypotheses: meaning diff dep on how long, height of flames, colour
- BUT = elementary systems as:
 - messages limited
 - risk of confusion: smoke = signal? bonfire? fire? lightning?
- After many centuries & better remote communicatⁿ techniques for gd coding & transmission

The Talmud: the book containing all the rules for the religious and daily life of Jews

Look at the answers for B3/33-3.4

Here is the full text:



The magic of remote signals

The first systems for remote signals used rudimentary codes.

The North American Indians used smoke signals. The most common codes, amongst the Sioux and the Cheyennes for example, were quite simple. One puff of smoke rising meant "beware", two puffs meant "everything is fine", three puffs or flames meant "danger, we need help". To make a puff of smoke, they covered the fire with a piece of material and uncovered it again.

It seems that the most ancient form of these signals intended for conveying a message from a distance was fire, as the smoke rising from it was visible from a long way away. The most ancient source describing such a system of communication from a distance by fire is without a doubt the Talmud.

Certain passages of the Talmud speak of a network of communication established between Jerusalem and Babylon. Two fires were lit on the tops of towers or in high places. It seems that the code used depended on how long the fires lasted, the height of the flames and perhaps their colour; but these are only hypotheses.

As you can imagine, much confusion could arise from these very basic signals. They could mean very few things and it was sometimes difficult to make sure that it was really a conventional signal. Smoke from a distance could very well be a fire lit by a farmer or a fire caused by an accident, an arsonist or by lightning.

It was not until many centuries later and after much technical progress that long-distance communication grew out of its elementary stage and considerably improved coding and transmission procedures.

Georges Jean, *Signs, Symbols and Ciphers*, 1998.

The Talmud: the book that contains all the rules of the religious and daily life of Jews



Take notes from a long text:

Here is a text about high blood pressure.



Take notes on it, keeping to the paragraphs.
Use signs and abbreviations.

"What is high blood pressure?"

Blood pressure is the reflection of the pressure of blood in the arteries. It is written as two figures (for example 140/90): the top one corresponds to the blood pressure when the heart pushes the blood through the arteries, the second one to the blood pressure when the heart relaxes.

Values usually increase with age. For a child of six, it should be lower than 110/70, for an adult, aged between twenty and sixty, it should not exceed 140/90. Between 140/90 and 160/95, it becomes a cause for concern and should be monitored. A person suffers from high blood pressure (or hypertension) when it exceeds 160/95. Just like an excess of cholesterol, high blood pressure is a direct threat to the heart and blood vessels. It can cause a heart attack or stroke.

However, a temporary increase after effort or a strong emotion is not a problem. That is why, in diagnosing high blood pressure, it is essential to prove that the increase is permanent. A single measurement is therefore not enough. Approximately one in three adults in Britain suffer from high blood pressure, and the figure increases with age. Nearly one in two adults over the age of 75 suffer from hypertension.

Another cause of high blood pressure is an excessive intake of salt, being overweight, or drinking too much alcohol, especially in risk cases (hereditary high blood pressure).

From the Blood Pressure Association

Go to the next page



Take notes on this page.

Look at the suggested answers for B3/33-3.5

Here is an example of notes taken from the text:

What is high blood pressure?

- Blood pressure = pressure of blood in arteries
- 2 figs: top = pressure when heart contracts & forces blood thru arteries
bottom = when heart relaxes
- increases w/ age:
 - 6 yrs old: < 110/70
 - betw 20 & 60 yrs: not > 140/90
 - if > 160/95 = high blood press. Can lead to ht attacks & strokes.
- However, incr. normal after effort or emotⁿ.
∴ for diagnostic 1 meurement not enough: high bld press must be permanent.
- Factors leading to risk:
 - excess salt
 - excess weight
 - alcohol

