

**EVALUATING
ACADEMIC READINESS
FOR APPRENTICESHIP TRAINING**
Revised for
ACCESS TO APPRENTICESHIPS

**COMMUNICATIONS SKILLS
RESTATEMENT AND PARAPHRASING**

**AN ACADEMIC SKILLS MANUAL
for
The Hairstylist Trade**

*Workplace Support Services Branch
Ontario Ministry of Training, Colleges and Universities*

Revised 2011

In preparing these Academic Skills Manuals we have used passages, diagrams and questions similar to those an apprentice might find in a text, guide or trade manual.

Trade related material is not intended to instruct you in your trade. It is used only to demonstrate how understanding an academic skill will help you find and use the information you need

COMMUNICATIONS SKILL

RESTATEMENT AND PARAPHRASING

*An academic skill required for the study of the
Hairstylist Trade*

INTRODUCTION

Restatement or paraphrasing, means saying something in your own words. We do this to be sure that we get the correct meaning from information. This important skill allows you to clearly communicate ideas about colour theory, a perm process, or a styling idea to customers or co-workers.

Technical writing activities related to *paraphrasing or restatement* include writing brief reports, submitting job proposals and estimates, reporting on potential worksite hazards, and completing work-related documentation.

In this skills manual, we will look at some examples of restatement. We will do this to:

- ◆ Understand and explain technical information,
- ◆ Restate information in graphic and written material, and,
- ◆ Recognize signals that indicate restatement.

PART I

UNDERSTAND AND EXPLAIN TECHNICAL INFORMATION

Try to explain an idea – ***in your own words*** and ***out loud***. You will discover what you know and what you don't know. When you use your own words, you find out where you can repeat ideas clearly and where you stumble because you can't find the right words.

Let me get this right

When you paraphrase an idea or written instruction, you are forced to be clear about what you have read or heard. If you have difficulty expressing an idea out loud, you know something is unclear. Stop. Reread the sections that stumped you, and then try again. This can be a slow process, but if you can restate the idea, you probably understand it.

We will use information from your trade to show you what we mean. Read **Passage 1** below to understand the information. Proceed methodically and read with attention. Try the following suggestions:

- ◆ read slowly,
- ◆ read out loud,
- ◆ ask questions,
- ◆ look up unfamiliar words or terms, and,
- ◆ take notes, ***using your own words***.

When you have finished, test your understanding. Could you explain this to someone who knows nothing about the idea? Would they understand it after you gave your explanation?

Read Passage 1 and answer the questions. Answers are at the end of the skills manual.

Passage 1
Emulsions

Emulsions are formed when two or more immiscible substances, such as oil and water, are united with the aid of a binder or an emulsifier (gum or soap). Depending on the balance between the liquids and solids, the emulsion may be cream, liquid, or semi-solid in character.

Emulsions are prepared by hand or with the aid of a colloidal mill. During the preparation of the emulsion, the emulsifier forms a protective coat around the microscopic globules of either the oil or water. The smaller the globules, the thicker and more stable the resulting emulsion.

There are two classes of emulsions: *oil-in-water (O/W)* and *water-in oil (W/O)*. O/W emulsions are made of oil droplets suspended in a water base. Not only does the emulsifier coat the oil droplets and hold them in suspension, but other ingredients may be present in order to cause certain reactions in the hair. Examples are permanent wave solutions, lighteners, neutralizers, and tints. W/O emulsions are formed with drops of water suspended in an oil base. Generally, these are much thicker and oilier than the O/W emulsions. Examples are hair grooming, cleansing, and cold creams.

Questions

- What does “*united with the aid of a binder*” mean?
- An emulsion can be prepared by mixing oil and water with a colloidal mill.
T F
- 3. The size of the microscopic globules has an impact on the stability of the resulting emulsion.
T F
- 4. Which of the following is true based on this statement: *O/W emulsions are made of oil droplets suspended in a water base*:
 - a) water is the main ingredient
 - b) the oil is held up by the water
 - c) there is less oil than water
 - d) all of the above

Paraphrasing Step-By Step

As you read and figure out what each step of **Passage 1** means, mentally check it off; or use a pencil to do so. If you don't understand any part of the directions or don't see how it fits with the others, reread, and try again. As you recognize how each piece fits into the job, you begin to develop a sense of the whole picture.

Paragraph one

In Passage 1, you may have a few questions about the first sentence:

-
- What does *emulsion* mean? If you aren't sure or have forgotten, look it up.
 - What are *immiscible substances*? The dictionary gives *unable to be mixed* as the definition.

These definitions give you the meanings of words you don't know, but more importantly, when you put these meanings for the terms back into the sentences, you can understand more clearly what is being said in the passage.

Example: You can paraphrase a confusing sentence:

Emulsions are formed when two or more immiscible substances, such as oil and water, are united...

It means:

Emulsions are the result of two unmixable substances, like oil and water, being forced together.

Paragraph two

Experiment with different words to restate what you are reading. You could break paragraph two into points with slightly different wording. You might come up with something like this:

You can make an emulsions,

- by hand, or
- with a device called a colloidal mill.

As the emulsion is being prepared,

- the emulsifier covers the globules of oil or water.

If the globules are smaller the emulsion will be:

- thicker,
- and more stable.

Note: You will learn the definitions of trade term, as you move through your training. Knowing those terms will help you restate ideas clearly.

Paragraph three

Paraphrase paragraph three one step at a time. Make sure you understand, and can explain exactly what this information means, ***in your own words***. Think of how you would explain paragraph three to a new employee. You would have to know and describe:

- What does class mean?
- What is an O/W coat?
- When do I use an O/W emulsion?
- How is a W/O emulsifier formed?
- What should it look like?

- How does it compare to an O/W emulsion?
- What are some examples?

I still don't understand

When you read something and say, "I don't get it", you need to solve a problem. What *exactly* don't you get? It is critical to move beyond feeling that you do not understand the material. Usually there's something that you do understand so, which parts do you get?

Separate what you know from what you don't know so you can find a solution to the confusing parts. It is important to *ask yourself questions and find answers* to all aspects of the information. Convert written ideas into your own words. It will help you to develop a mental picture of the ideas and an understanding of the meaning.

When you can restate what you've read – in your own words – and can write it out, you know that you have understood the material. Using your own words will help you remember information. If you can explain it clearly to someone else, you have got it.

Examples of Restatement

You will find two samples of restatement below, in **Passage 2** and **Passage 3**. The two passages were written by different people to explain a concept. Read them to compare the details.

First, read each passage following these directions:

- ◆ read slowly,
- ◆ ask yourself questions,
- ◆ look up unfamiliar words or terms, and,
- ◆ take notes, or explain to yourself what the passage says *using your own words*.

Second, **compare** the information in the two passages. Look for similarities and differences.

Passage 2

Every material is composed of minute particles called *molecules*. In any magnetic material, each molecule is a magnet with a north and south pole.

Passage 3

The molecular theory of magnetism states basically that all substances are made up of an infinite number of molecular magnets.

When you read **Passage 3** to compare it with **Passage 2**, did you see that each is about the theory of magnetism? Each uses different expression, different types of sentences, and different vocabulary, but *the information is essentially the same*. Below you can see some examples from the passages where the same ideas are expressed differently:

Passage 2		Passage 3
every material	=	all substances
is composed of	=	are made up of
each molecule is a magnet with a	=	molecular magnets
north and south pole		

You may find that one passage or one group of words is clearer or easier than the other passage. The important point is that they each express the same theory.

Didn't I just read this?

If information sometimes seems familiar to you, it may be because you've read it before. But, what you've read before didn't use the exact wording of what you're reading now. Continue to read and compare **Passages 2 and 3** for examples of restatement.

Passage 2

In non-magnetized material, molecules lie in a haphazard manner. When a material has been magnetized, the molecules lie in an orderly fashion.

Passage 3

Molecular magnets can be arranged in two ways: *organized or disorganized*. If the molecular magnets are *disorganized*, the material is considered to be unmagnetized. When the molecular magnets are *organized*, the material is considered to be magnetized.

How do they compare? Look at examples of vocabulary from these passages which restate the same information:

Passage 2		Passage 3
nonmagnetized	=	unmagnetized
haphazard manner	=	disorganized
orderly fashion	=	organized

These two passages are restatements of each other. Each passage gives you accurate information but in a different way. In your reading, you might prefer one textbook or manual to another because the way it expresses ideas is easier for you to understand.

PART II **GRAPHICS AND TEXT**

In Part II, we will look at how *graphics* and *text* are used together as examples of restatement.

Graphics

When we use the term **graphics**, we mean the types of illustrations that you find in manuals and textbooks: diagrams, graphs, photographs and charts. They present a restatement in a visual way.

Using graphics

Graphics relay information you need for your trade. To use graphics effectively, you need to convert the information into actions – either the mental action of understanding information or the physical action of following directions. To do either, restate the information so that you understand it. If you find terms or symbols that are not clear, stop and find out what they mean.

Text

When we use the term **text**, we mean everything that is in print form. This includes writing that goes with a diagram, graph, photograph or chart. The text uses words to describe or explain something while a graphic uses a picture.

What am I looking at?

If you know the purpose of a diagram, it may change the way you look at it. You may study each part of the diagram and mentally convert the items pictured in the diagram to descriptions in the text. Going back and forth between the diagram and the text increases your ability to picture the whole process or concept.

You should move between the text and graphic:

- to understand each on its own,
- to understand them together,
- to remember the information, and/or
- to get answers for things you are not sure about.

We will use the text and figure below (**Figure 1**) to look at restatement.

Passage 4

Volume and Indentations

Rollers can be used to create the same effects as stand up curls. They are moulds which give you more control over the hair. As with stand up curls, they can create a great deal of lift and volume. Volume is created by the base of the curl and the size of the roller. (The base of the curl is the direction of the hair up from the head.) For full volume, the roller sits on its base, or is over-directed (figure 1). For medium volume, the roller rests a half an inch off the base. It is slightly under-directed (figure 2). For only a small amount of lift, the roller is off the base. To create an indentation or hollowness in the hair, the hair is kept close to the head and rolled to a half an inch off the base (figure

3).

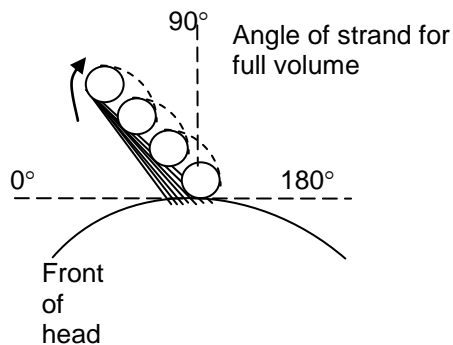


FIGURE 1: Full Volume

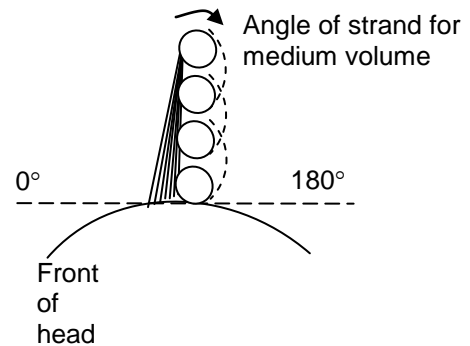


FIGURE 2: Medium Volume

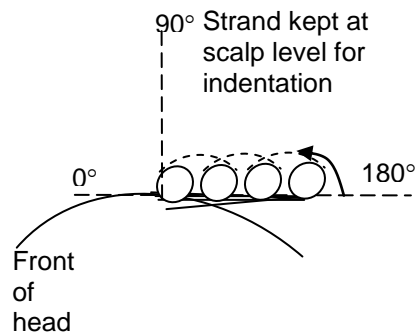


FIGURE 3: Indentation

The text explains how rollers can create the same effects as stand up curls, and how they give you more control over the hair. It focuses on the different ways to create different levels of volume.

The diagrams show you the process of creating volume and indentation. They allow you to see the front of the head, the rollers, the hair strand, the angle of strand and how the rolling works. The diagram gives essential information, though in a different format from the text. It is a restatement.

The text and diagram give you important information in different formats. **Together**, they provide a more complete picture than each would alone.

Examine everything

1. The text will direct you to a graphic: the number of the graphic may be in parentheses like this (*Figure 2-10*). When the text directs you to look at the graphic, it may also tell you what it will show you.

Example: *Figure 2 a healthy hair shaft and a hair shaft that has been damaged by chemical treatment.*

2. When you come to a diagram, stop. Read the title or heading and the description at the bottom. *The title and description tell you what the diagram contains.* Some diagrams contain directions or details not found in the text.
3. Next, see how it restates the text. Then look for information that is not in the text.

Passage 5 below is about the composition and action of *deposit-only hair colour*. Read the text and study the diagram to understand how they work together to explain the concept. Think of each as a restatement of the other. Notice how they complement each other. Think of how each could help you explain or describe something to someone else – your boss or a client.

Passage 5 **Deposit-Only Hair Colour**

The effects of deposit-only hair colour lie between that of semi-permanent and permanent colour. It uses a form of catalyst, such as a low volume developer, to gently swell and open the cuticle layer and drive the colour into the cortex. See figure 4. Deposit-only hair colours have small and medium-sized dye molecules. The smaller ones slightly penetrate into the cortex and the larger penetrate the cuticle layers. The result is a colour that has the gentleness of a semi-permanent colour with the longevity of a permanent hair colour. It lasts 4 to 6 weeks, gradually fading from the hair and producing a diffused line of demarcation.

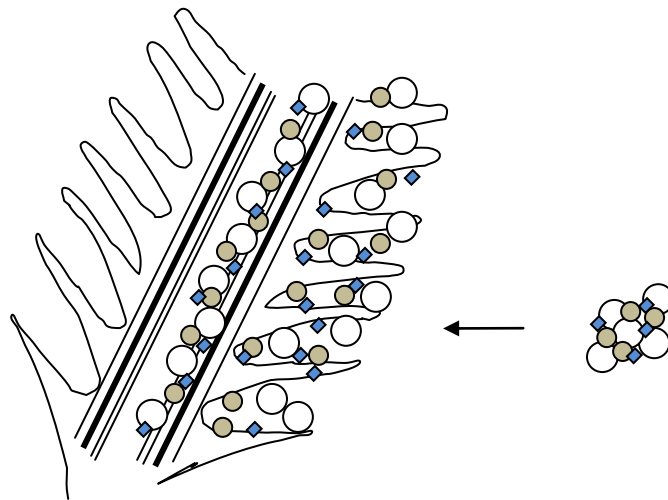


FIGURE 4: Action of Deposit-only Hair Colour

What does it say?

The text explains the concept in a clear, detailed way and prepares you to apply it on the job.

The graphic relays the same information in a picture form. You can see a shaft of hair, and the small and medium sized molecules of deposit-only hair colour. You can see the colour on the right side of the diagram, that it is applied to the hair (the arrow) and that it is distributed along the shaft of the hair on the opened cuticle layer and in the cortex as it penetrates the hair. Although there are no labels, the action is illustrated and so you still understand *what is happening*. The diagram restates the words.

You can see more by using the graphic with the text. This can help you put the concepts of *deposit only hair colour* into your own words. You can also draw a simple diagram to add to your explanation. You can explain to a customer, “*This is what deposit-only hair colour is. Here, I’ll show you how it works.*”

Graphics can peel back the layers so you can see it all. They are related directly to the writing.

- They are labelled clearly and usually placed beside the text.
 - The text and **Figures 1 and 2** are typical examples of this.
- It is important that you understand what you read and see as you proceed through the trade material.
 - Be sure to match the text with the graphic and read the information that goes with it.

The text tells you when to go to the diagram and what to look for. Find the information and understand what it is saying. *The diagram and text work with each other to make information clearer or to explain a procedure or a principle.*

Remember to test your understanding by restating the information to someone who hasn’t read the text or seen the graphics. You may need to try an explanation more than once to get the right words in the right order. If you understand what you have read and what you have seen, though, you’ll get it right.

Tables

You will use tables for a variety of purposes.

Example:

**TABLE 1:
IMPERIAL AND METRIC EQUIVALENTS FOR ROLLER SIZES**

Imperial (in.)	Metric (cm)
½	1.25
¾	1.85
1	2.5
1½	3.75
etc...	

Tables similar to this one will show you such things as measurements, ratios for mixing solutions, and other guides that you will need. Like other examples of restatement, these tables convert information so that you get the right understanding and results.

PART III

SIGNALS OF RESTATEMENT

In Part III, we will look at examples of words and symbols that act as signals to indicate when a text is using restatement or paraphrasing. Successful readers pay attention to these signals.

Note: The words and symbols in this section are not always or only used for this purpose. Make sure you know what they are signaling.

Signals Indicating Restatements

Technical writing contains new vocabulary and new and complicated concepts. Explanations that restate information are built right into the text, often as examples or definitions.

There are many written clues that signal that a similar word or a definition is going to follow. Here are a few to watch for.

Some word and phrase signals

1. **That is**, is a word combination that can be used in several ways to let you know that something will be rephrased. These include:

- a) a colon followed by *that is*, (... : that is, ...)

A mixture is a substance made up of elements combined physically so they retain their individual characteristics: that is the ingredients do not change their properties.

- b) a pair of commas around *that is* (... , that is, ...).

Copper has a *specific gravity*, that is, a relative density, of 8.9.

2. **In other words** is a signal that what you have just read will be explained in another way. Compare the two ways of saying the same thing; make sure you understand both.

The consistency of a gel hair colour falls between that of a liquid and a cream. In other words, it is more penetrating than a cream but less conditioning, and the same or more penetrating than a liquid but more conditioning.

- 3 **Or ...** sometimes tells you that there are two ways of saying the same thing. The words on each side of the “or” mean the same thing:

A water based or *aqueous* solution having a pH greater than 7.0 is said to be alkaline.

Amino acids join to peptide or end bonds, forming a chain as long as the hair.

4. **Visualization:** In some cases, a writer asks you to *visualize* or *imagine* something. This kind of restatement asks you to convert words into a picture to understand them.

The section shows a part of the structure as if cut by a vertical plane. Imagine that you are looking at the part after it has been sawed in half, and you are looking at the cut edge.

Some punctuation signals

Dashes – A dash may be used to give another name or short explanation of something. This first example uses several devices as well as the dash: *italics* and “such as.”

Pin curls are designed to achieve specific styles - vertical wave, horizontal wave, waved top and diagonal wave are a few. A style such as a *vertical wave* produces the best result by beginning with a reverse shaping, followed by a pin curl pattern.

Alkalies - also known as bases - are compounds of hydrogen, a metal and oxygen.

Parentheses () Words in parentheses restate or define terms and abbreviations specifically related to your trade.

Cream hair colour products can sometimes be too viscous (thick) to be applied from an applicator bottle.

Shampoo the hair thoroughly with a mild (acid-balanced) shampoo.

All disinfectants must be approved by the Environmental Protection Agency (EPA).

Colon: The information that follows the colon (:) often explains a word or term.

Weak or damaged hair could be the result of overprocessing: the hair has been overexposed to the chemical action of the wave solution.

These examples provide you with a sampling of the kinds of signals and supports available to you to help you understand your trade material. There are many more. Restatement gives you a second chance to understand information, so watch for the clues.

CONCLUSION

Restatement or paraphrasing is a method used to understand, explain and remember technical information. This is an essential technical reading and writing skill to develop and refine.

It will make information clear to you – and you can make it clear to others. When you identify information presented in a new or different form, you can move between written or graphic information understanding each, on its own, and together.

Summary

1. **Use your own words to restate or paraphrase** technical information. *Talk* yourself through the material.
2. **Find out where** you get stopped. Go back over the difficult steps to master them.

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3. **Paraphrase step-by-step** to master material. *Walk* your way through complex information by dividing the steps into smaller bits.
 4. **Examine and understand each piece** like pieces in a jigsaw puzzle. As you make sense of each piece, you arrive at the big picture.
 5. **Use graphics as restatement** of the text and vice versa. Read the text to understand what is in the graphic: read the graphic for interpretations of the text.
 6. **Convert the words and ideas** into the mental action of understanding, or the physical action of performing a task.
 7. **Watch for the signals:** use these built-in guides which restate, explain or define text or graphic material.

Answer Page

Part 1 Passage 1, Emulsions,

1. What does “*united with the aid of a binder*” mean?

The words *united* and *binder* might be examples of words you have to look up. *United* means *joined together for a common purpose*. A *binder* is *a substance with the ability to increase consistency and hold ingredients together*. Thus, the words above could be paraphrased (restated) as: **joined with the help of a substance that has the ability to hold them together.**

Make sure you include all the ideas from the original to the paraphrased material.

2. An emulsion can be prepared by mixing oil and water with a colloidal mill.

F By piecing together different parts of the passage, it appears that this statement is true. However, we are missing one important ingredient: an emulsifier or binder. Because of this, the answer is false. As stated above, make sure when you paraphrase, that you include all of the original ideas.

3. The size of the microscopic globules has an impact on the stability of the resulting emulsion.

T The last sentence of the second paragraph tells us “*The smaller the globules, the thicker and more stable the resulting emulsion.*” This means that the size of the globules will have direct impact on the thickness and stability of the emulsion created. The answer is true.

4. Which of the following is true based on this statement: *O/W emulsions are made of oil droplets suspended in a water base*:

d) all of the above.

Each of these answers is a restatement of something in the phrase. A *water base* means that water is the main ingredient; there would be less oil. The word *suspended* means to hang or be held up. The correct answer is **d**).