

Notes & Summary

(Cho2_Lecture 1)

- Listening strategy: Listen for lecture language (in **Lecture Ready-1**)
- Note-taking strategy: write down key words/phrases

Well-organized notes

- Topic, big picture, key points, important details
- Symbols, abbreviations
- At least 3 levels

Notes & Summary

(Cho2_Lecture 1)

Summary (according to the requirements)

1. One sentence summary
2. Brief summary: topic + big picture
3. **Summary required:**
(topic-big picture-key points-important details)
 - S1: identification (source, speaker, topic, main idea)
 - S2-...: big picture, key points, important details
 - Information of at least 3 levels

Summary (Cho2_Lecture1)

In the lecture about how behaviors of people are affected by the places they live in, the lecturer states that different places can have different influences on people's pace of lives. He first introduced the concept of pace of life, which means the speed at which life is lived and business is done. Then he explained about the factors looked at in a study, including walking speed, workplace speed, and interests in keeping accurate time. He also mentioned the five fastest countries: Switzerland, Ireland, Germany, Japan and Italy, and the five slowest countries: Syria, El Salvador, Brazil, Indonesia and Mexico. In the end, he wrapped up with the five common factors that tend to make pace of life faster, which are vital economies, a higher degree of industrialization, larger population, cooler climate, and a cultural orientation towards individualism.

Types of Communication

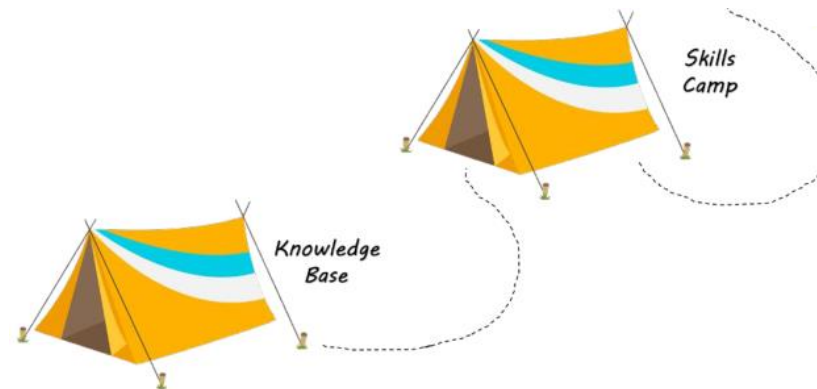
➤ Types of communication

1. Informative communication

- for acquiring or exchanging information or facts
- Using **information questions**

2. Critical communication

- for getting or expressing opinion based on one's knowledge, experiences or after careful thinking
- Using **critical questions**



Information Questions

They are **close ended questions**, usually in **informative communication**, with the purposes of getting/exchanging information or knowing the fact, and they usually lead to a single, factual answer or a yes/no answer.

1. What is this interview about?



Asking for general information

General information question

2. What's the origin of the name "the Ivy League?"



Asking for specific information

Specific information question

Critical Questions

They are *open ended questions*, usually in **critical communication**, which may leave a lot of room for interpretation and varying points of view, and may get people involved in discussion or thinking ...

What is the writer's idea about ... ?

Why do people do this?

How can these customers be classified?

Will this policy help improve the situation? Why?

What will happen if many people act against the rule?

What do you think should be done to solve the problem?

Remembering

Understanding

Applying

Analyzing

Evaluating

Creating

(P9-15, CAS-3)