


Student name: _____

Class: _____

Date: _____

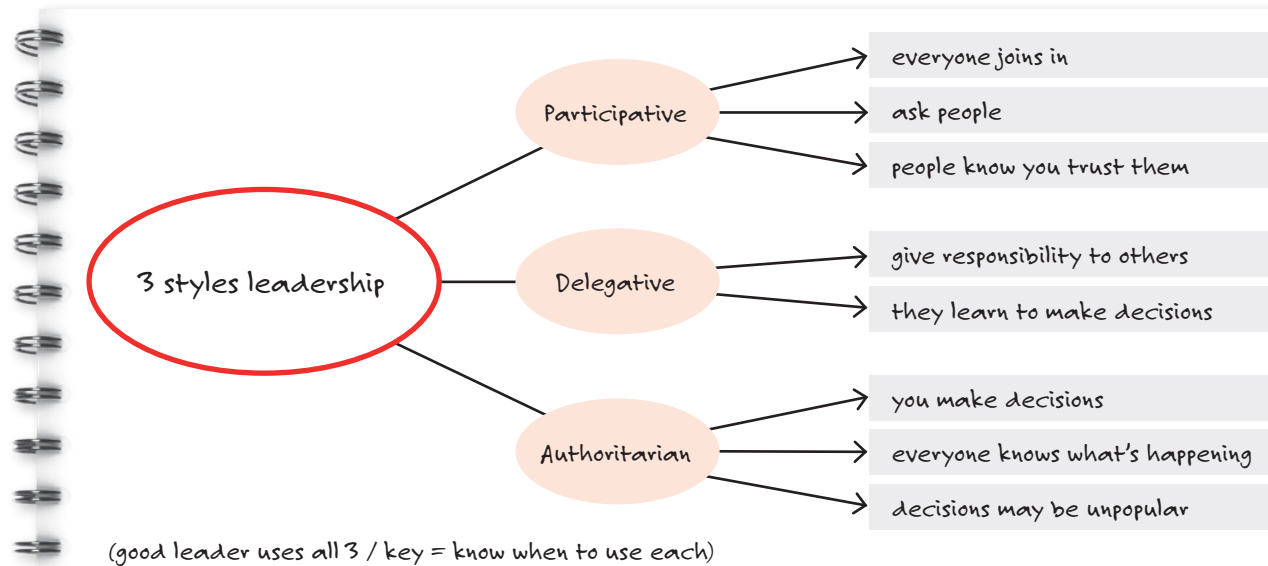
Practice

- 1**  Here are two sets of notes made by different students on the same podcast. Which student do you think will be able to write a better summary? Why? Discuss with a partner.

Student A

- 3 styles leadership
- participative: everyone / ask people / you trust them
- delegative: give responsibility / make decisions
- authoritarian: you make decisions / everyone knows / unpopular decisions
- all 3: key = know when each

Student B



TIP

Writing individual words is quicker, but sometimes they aren't enough to help us remember the content later. Try short sentences, with two or three words.

- 2** Write a short summary based on the notes.

3 ▶ **01** Now listen to the podcast and check if any key information is missing.

4 ▶ **02** Now listen to an extract about the human mind. Make notes in order to prepare a summary.



5 Use the checklist to evaluate your notes.

	Yes	No	I don't know
a Did you use a word map?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b Is the main topic clear?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c Do you have all the main ideas?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d Is there some information about each main idea?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e Did you use short phrases (not individual words)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f Can another person understand your notes even if they didn't listen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6  Compare with a partner. Do you have the same information?

Reflect

7 Read the transcript of ▶ **02**. Is there any important information you left out of your notes? What can you do to make better notes next time?

Transcript

When we talk about memory, we should remember that there are actually three types of memory, and they are all used in the process of remembering something for a period of time. There is sensory memory; then there is working memory. Finally, there is long-term memory. These act as a kind of filter, because we receive massive amounts of information and, of course, we don't want to store it all.

The process begins when we receive information or stimuli. These stimuli could be through something we see, hear, touch, smell, and so on, and they are received by our sensory memory. The sensory memory is capable of receiving huge amounts of information, but it can't retain much, nor can it hold the information for a long time. It can hold three to seven units of information and only for less than a second. Most of the information received will then be forgotten. However, the working memory will pay attention to any information that seems important, while ignoring any information that doesn't. In the working memory, about seven units can be stored for a maximum of 30 seconds. This is if the information is not repeated.

However, the more often information is repeated, or used, the higher the chance that it will move through to the long-term memory. As this process occurs, it is put into a kind of code so that it can be stored. As the name suggests, the long-term memory can potentially remember information forever, for a lifetime. Again, this is achieved through repetition. And there are no limits to how much information can be stored in the long-term memory. In other words, the capacity is infinite. When a memory is needed at a later time, it can then be retrieved from the long-term memory and into the working memory.