

Warm up

Ask students to think about the last summary they wrote. Ask why written summaries are important for their studies. Elicit how they make notes when listening in order to prepare a summary.

Using the Factsheet

There are three possible ways to use the Factsheet:

- 1 Give students the Factsheet before the lesson, so they can read it at home and come to the lesson prepared to do the Worksheet. If you use this approach, start the lesson by checking that all students have read and understood the Factsheet, and answer any questions.
- 2 Give students the Factsheet at the beginning of the lesson and start by working through it with the students.
- 3 Focus on the Worksheet in the lesson, then give students the Factsheet at the end of the lesson, so they can take it home and keep it as a reference or revision tool.


Theory to practice

Answers

- 1
 - a planets
 - b 2029
 - c emails
 - d journey
 - e 24
 - f 2027
- 2 Students' own answers

Using the Worksheet

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.

- Ask students to discuss the different notes in pairs.
- Elicit differences in the note-taking styles and the benefits of each. Emphasize that word maps can illustrate better the relations between ideas, and that individual words might not make sense when it comes to writing a summary.

TIP

Get students to look at the tip. Emphasize the need to find a compromise between writing individual words (which might not help students recall the information) and long sentences (which will take more time and hinder their listening comprehension).

Suggested answer

Student B, because she used a word map and short phrases, rather than individual words.

- 2 Write a short summary based on the notes.

- Ask students to write a summary based on Student B's notes. Don't give away any other information at this point. If students don't understand something from the notes, ask them to guess or leave it out.
- Elicit one or two answers from students.

Possible answer

There are three styles of leadership: the participative, the delegative and the authoritarian. A participative leader wants everyone to join in and asks others for their opinions. People know this leader trusts them. A delegative leader gives

responsibility to others so that they learn to make decisions. An authoritarian leader makes all the decisions. In this case, everyone knows what's happening, but their decisions can be unpopular. A good leader uses all three styles, and the key is to know when to use each one.

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

- Students listen and compare what they hear to their summary.
- Elicit any differences in understanding, or any key information that was left out.

Transcript

Imagine you are a leader of a team and you are starting a big project. How are you going to lead your team? Well, there are three main styles of leadership.

First, there is the participative style. To *participate* means to join in or be part of the team: so you want everyone to join in. If you make a decision, you ask people in the team for their opinion first. This helps you make a good decision, and people know that you trust them.

Next, there is the delegative style. *Delegate* means to give another person responsibility. If there is a job to do, you give it to a member of the team. You don't do it yourself. This gives the team member confidence, and they can learn about making decisions and taking responsibility.

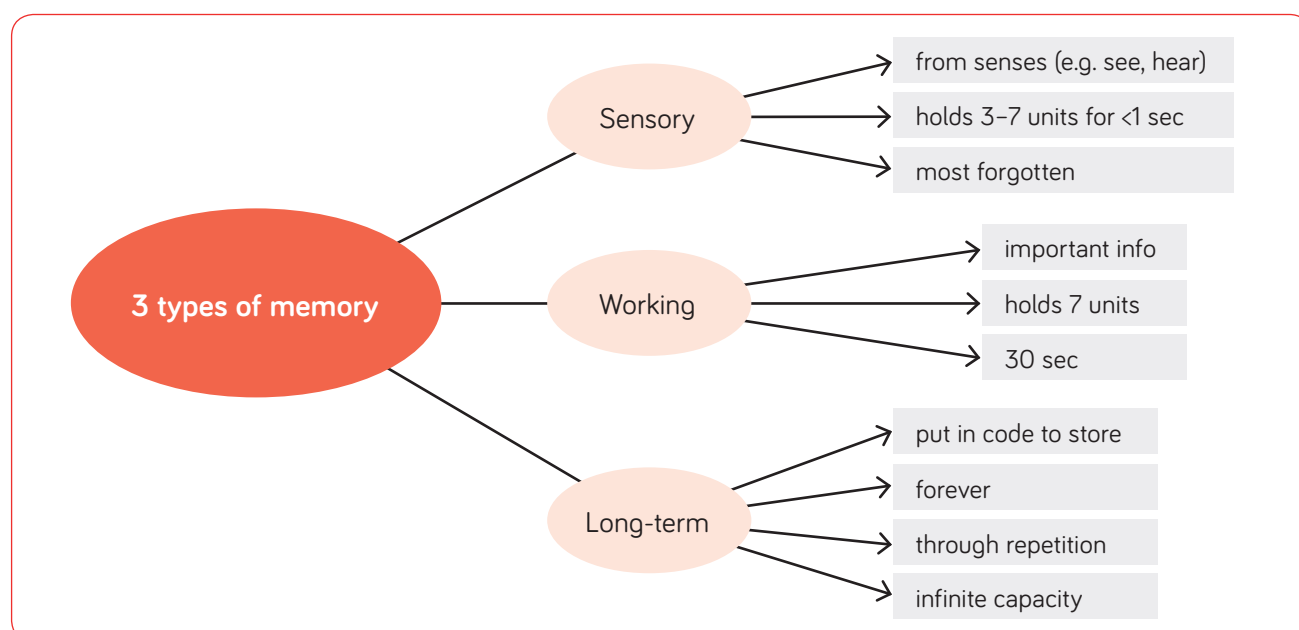
Finally, there is the authoritarian style. This is simple. You make all the decisions. If anyone disagrees, they are in trouble. Everyone listens to you and does what you say. The advantage of this is that everyone knows what's happening. The disadvantage is that your decisions may be unpopular or wrong.

There is something very important to remember. A really good leader will use all three styles. The key to good leadership is knowing when to use each one.

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

- Tell students they will make notes of their own now. Play ▶ 02 and ask students to listen and make notes.

Possible answer



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.

5 Use the checklist to evaluate your notes.

- Students reflect on their writing and fill in the checklist.
- Elicit problems they had, and how others avoided them.

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

- Students compare notes. Encourage them to discuss their note-taking processes.

Reflect

7 02. 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?

- Students read the transcript and evaluate their notes. Encourage them to amend their notes if necessary.