

Warm up

Pair students up and ask them to take turns in telling each other a story: it can be an episode in their life (holiday, accident, etc.), a film they've seen or a book they've read. The story should be around three minutes long and the other student should make as many notes as possible (without the speaker pausing). Pair students with a different partner. Ask the students to swap notes, so that they have notes of a story they haven't actually heard. They should try to reconstruct the story from the notes.

After they have finished trying, the other student can make the necessary corrections and complements. This task is to illustrate the importance of good note-taking skills.

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

1 Suggested answers

... However, despite their reputation, some ants are not great team players. A recent study showed that about a quarter of all ants do very little. Meanwhile, a tiny proportion – about 3% – do most of the work. That's so unfair!

But perhaps the 'lazy ants' are thinking great thoughts. Bill Gates, the former CEO of Microsoft, once claimed: 'I always hire a lazy person to do a difficult job'. Why did he say that? What did he mean?

Sometimes a team member has to speak up if he or she thinks the team is going in the wrong direction. For a lot of people, this can be very difficult.

On the other hand, most teams have an 'extrovert' – a team member who loves to speak up. As often as possible. Extroverts love to demonstrate their skills. This one's into windsurfing!

At work, these people are usually good at giving presentations. But they may not be so strong on planning or working with the rest of the team.

A good team member works hard for the team against tough competition. But at the same time they have to keep to the rules. No foul play.

2 Answer

c (a is writing too much and won't be able to keep up. b is writing too little and will leave notes open to different interpretations, e.g. Bill Gates is lazy and difficult).

- 3 Students' answers will vary, but it's important they have the most important information and not much more.

Suggested answers

- ¼ ants = do very little / 3% = do most work
- Bill Gates: hire lazy person for diff job
- team in wrong direction? some speak up
- extrovert = loves speak up + demonstrate skills → good at giving presentations / not strong: planning or working w/ team
- good team member = works hard but keeps to rules

Using the Worksheet

Practice

1 Use symbols and abbreviations to take notes on the following sentences.

- Ask students to make notes based on the key information in the sentences.
- When correcting, make it clear there are different possibilities, as long as the main information is clear.

Suggested answers

- a AB Negative – 1 / 167 indiv. (rarest blood)
- b Russians → dog (Laika) into space in 1957 / first human (Yuri Gagarin): 1961
- c Major EU coun. signed agreem.: ↓ greenhouse gases 20% by 2020
- d Frontal lobe: high-level thinking (e.g. problem-solving)
- e Mindfulness: ↑ concentr., ↓ stress and depression, ↑ immune system, helping fight diseases

2 Look at the notes below and answer the questions.

- Elicit the topic of the presentation (Body language) and what they know about the topic.
- Ask students to answer the questions, ignoring the gaps for now.

Answers

- a Body language
- b comm. (communication), convers. (conversation), e.g. (for example), BL (body language), usu. (usually)
- c % : →
- d Answers will vary. Elicit some ideas. For instance, not only can they identify a number is needed for the first gap, but they can also guess what percentage is correct.

3 ▶ 01 Now listen to the presentation and complete the notes.

- Play the recording. Students complete the gaps. Play again to correct.

TIP

Ask students to read the tip. Elicit some examples with recent class lessons or the topics in Exercise 1 (e.g. BT for blood type).

Answers

- a 90 b smileys c annoyed d Facial e 43

Transcript

Let's start with a quiz: what language is used most widely across the world? Can you think? The answer is 'body language'. (Sorry about the trick question!) Some experts claim that up to 90% of communication during a face-to-face conversation is 'non-verbal' – that is, unspoken. That's why, in written communication like emails or text messages, it can be hard to know if someone is upset or if they are joking. Unless you use emoticons, such as smileys or winking faces. Or emojis, like these. They help make the tone of the message clearer. And, of course, they're also often used to make jokes. Do you use emoticons or emojis? Which do you find most useful?

Now back to the real world. Body language can be divided into three groups: body postures, gestures and facial expressions. Our body posture is the way we hold our bodies. With it, we convey a lot of important information about how we feel. For example, when we are annoyed with someone, we might cross our arms and lean forward. Gestures are movements of our bodies – usually our hands – to make a point, emphasize an idea or make something clearer. What does this gesture mean? And lastly, facial expressions. Did you know there are 43 muscles in the face? We use our faces – our eyes, eyebrows, lips, noses and cheeks – to show our feelings.

4 ▶ 02 Listen to a presentation about animal migration and answer the questions.

- Go over the questions with the students and play the recording. It is important that they don't take notes this first time, but rather just listen to understand the structure of the text and reflect on the questions.

Suggested answers

- a** reasons for migration, with a number of examples
- b** migration (mig.), difficult (diffi.), dangerous (dang.), animal (ani.), available (avail.)
- c** $\uparrow \rightarrow \downarrow = + / ()$: (see uses in Suggested answers below)
- d** Answers will vary: it could be a word map as in the Suggested answers, or just bullet points, as long as they make the distinction between reasons for migration and how it is possible.

Transcript

But before we try to answer 'how', let's look at 'why'. What makes it worth making these exhausting journeys and taking such enormous risks? The three main reasons for migration are climate, food and breeding.

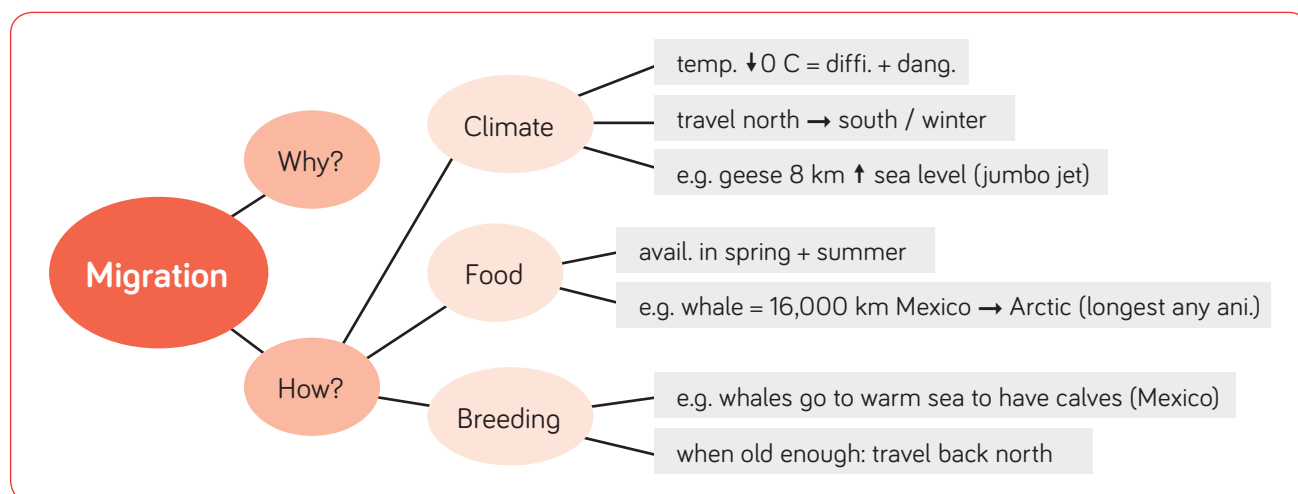
First, let's consider climate. Snow, ice and temperatures below zero Celsius all make life more difficult and dangerous for most animals. So in the northern hemisphere, animals travel from north to south as winter draws near. To escape the freezing mountain temperatures of the Himalayas, bar-headed geese head for the warmth of Southeast Asia. The migration of these birds is extreme in another way: they often fly up to eight kilometres above sea level. That's about the same altitude as a jumbo jet!

Climate is connected to a second reason animals migrate – food. Generally speaking, food is most readily available in the spring and summer months. The humpback whale travels over 16,000 kilometres from Mexico to feeding grounds in the Arctic. That's the longest ocean migration of any animal.

This brings us to the third reason for migration – breeding. Whales cover the thousands of kilometres from the Arctic to a warm sea in which to have their calves. Whale calves are born in the warmer waters of Mexico, away from the cold of the Arctic. Then, when they are old enough and strong enough, they swim back north to feed.

5 ▶ **02 Listen again and make notes.**

- Students listen again and make notes. They may have difficulties with the examples of animals. If they can't get the animals, they should use a question mark instead and move on.
- Play another time for students to complete their notes.
- After correcting, elicit what they think would come next in the presentation (how migration is possible).

Suggested answers**6** **Compare notes with a partner. Do you have the same points? Did you use similar methods, abbreviations and symbols?**

- Students compare notes. Ask them to discuss not only what information they selected, but also how they organized it.

- 7** Expand on your notes, including your personal views on the subject and questions for further study.
- Ask students to extend on their notes, including personal opinions or information they can add, as well as questions that can lead to further research on the topic.

Reflect

- 8** Read the transcript and think about the questions below.
- Students read the transcript and answer the questions. Answers will vary.