

### Warm up

Write *Predicting listening content* on the board. Tell students you are going to give an outline of today's lesson. Before you do so, ask them to guess what you will say by writing four bullet points, e.g. *We will have to guess what someone is going to say, then listen and check. We're going to do pairwork.* Describe the different steps of the lesson and elicit how many of the items they got right (*Who got one thing right? etc.*).

### 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 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

- Refer students to the title of Lecture 1, eliciting what they already know about the topic and what they might expect to hear in the lecture. Students predict the content of the other items individually, perhaps by writing a short bulleted list. Then elicit some ideas from the class.


### Using the Worksheet


#### Practice

#### **1 You are going to listen to two recordings. Before you do, make notes in the table.**

- Use a class discussion to elicit some ideas in each field for the first title. Ask students not to make notes at this stage. It is a broad topic, so answers may vary a lot.
- Students make notes in the table. Ask them to write short bullet points (e.g. *Study methods, The best time to study*) rather than sentences (e.g. *It's better to study writing summaries*).

#### **Suggested answers**



For  **01**, predictions could include: techniques for practising in class; study habits outside the class; study skills and techniques that don't work.

For  **02**, possible benefits could be having more time to decide on a course and gain extra-academic experience, whilst disadvantages could include wasting time and losing motivation or direction in studies.

#### **2 Compare your notes in groups of three. Who knows most about the topic? Are your predictions similar or different?**

- In small groups, students compare notes and discuss the questions. Encourage them to update their notes if they want to.

#### **3 01-02 Listen to the recordings and make notes.**

- Tell students they will hear several speakers talking about each topic.
- Play  **01**. Students make notes in the relevant part of the table. Play the recording again so that students can complete their notes.
- Repeat the procedure for  **02**.
- Elicit the main content of both recordings, but don't go into students' predictions, which they will discuss in Exercise 4.

## Possible answers

Title	What do they actually talk about?
<b>▶ 01 How to learn a language (and how not to!)</b>	taking classes / watching TV / living in the country / making friends / having a boyfriend / learning about culture / (being shy) / (giving up)
<b>▶ 02 The gap year – good or bad?</b>	Advantages: save some money / discover what motivates them / university can be a waste of money / figure out what to do / valuable experience / learn practical skills / learn about herself Disadvantages: have a boring job / waste of time / get out of study routine / may give up on uni / be a year behind

## Transcript

### ▶ 01 How to learn a language (and how not to!)


- a** I'm studying French. Unfortunately, going to France is too expensive, so I think it would be better for me to find another way of studying. You can learn a lot from classes and watching French TV.
- b** I'm from the Emirates and I lived in Australia for one year. When I wanted something, a coffee or a sandwich, I couldn't ask in Arabic, of course. So I was always speaking English, every day. I had no choice! And that's why my English has improved so much.
- c** I lived in Argentina for six months. I went there to learn Spanish, but also to have fun. I made a lot of friends and I had an Argentinian boyfriend. It was so interesting to learn about a different culture. It was the best time of my life!
- d** I went to London and tried to improve my English. It wasn't a good experience. I'm quite shy and I found it really difficult to speak to people. I was nervous because they often couldn't understand me. In the end I came home early.


## Transcript


### ▶ 02 The gap year – good or bad?

- a** **Sam** Have you heard Alice is taking a year off before she goes to university?  
**Tina** Is she? What's she going to do?  
**Sam** She wants to work for a year and save money to help pay for her university course.  
**Tina** Really? I'm not sure that's a good idea. I don't think she'll be happy when all of us are going off to university and are having a great time, and she's left doing a boring job. I can't see it working. I think it's a bad idea. And what will happen if she doesn't find a job? She may end up wasting her time.
- b** Here at Alba College we encourage students to take a gap year. It isn't the right path for every student, but some students really benefit. It's certainly a good way for young people to discover what really motivates them and what they want to do with their life. Going to university blindly straight after school can be a waste of money, so taking a year off can help students figure out what they really want to do.  
A student like Alice has very clear ideas about what she wants to do in her gap year so I think it will work for her. It'll give her valuable real-life work experience, and she'll also learn practical skills she can apply later on in her economics course. Even if the job isn't that interesting, she'll learn a lot about herself and get another perspective on life. In our experience, students who do a gap year often get better results than students who come straight from school.

- c Father** We're a fairly conservative Chinese family, and, like many parents, we expect our children to study hard, do well at school, go to the best universities, get a good degree and a good job. A gap year isn't something we've ever considered for Alice.
- Friend** So what do you think about Alice's plan to work for a year?
- Father** We're not keen. We worry that she'll get out of the routine and discipline of studying, and, in the end, she may not want to go to university. It's a real problem. In America, you need a degree for most jobs, and if Alice doesn't have one, I think a lot of jobs will be closed to her.
- Friend** True. It's a competitive world out there.
- Father** And there's one other thing. If Alice delays going to university by a year, she'll always be a year behind. She'll start her studies a year late, she'll take a year longer to finish her course, and a year longer to find a job. I'd prefer her to start university straightaway so she'll be earning a good salary sooner. It makes better sense.

- 4**  **In pairs, compare your notes in Exercise 1 to your notes in Exercise 3. Discuss the questions below:**
- Pair students and ask them to compare the two tables in the Worksheet, discussing the questions. Reassure them that, even if their predictions were wrong, they are still more prepared to understand a speaker if they activate what they (think they) know and predict the content before listening.

- 5**  **Your teacher will assign one of the recordings to your pair. Write a short summary for a student who didn't attend.**

- Assign each pair one of the recordings (ideally  **02** for the stronger pairs).
- Students write a short summary. If necessary, and if time permits, play the recordings again.


## Possible answers

### **01**

Four different speakers talk about how they learnt a language (or not). They mention taking classes and watching TV, but also going to live in the country, making friends there and learning about the culture. The last person gave up because she was too shy and found it difficult to speak to people.

### **02**

We hear three opinions about Alice taking a gap year: the first is a colleague or friend, the second is the university principal and the third is her father. The friend and her father are against the idea, saying she could waste time and might not enjoy her job, while the principal believes it will benefit Alice because she can find out what motivates her and what she wants to do in life, as well as learn practical skills.

- 6**  **Find a pair that wrote a summary of the other recording. Read your summaries out to each other. Did the other pair mention all the main points?**

- Pairs group up and read out their summaries. Encourage them to give positive feedback to each other, and to mention any important information they think was left out or irrelevant information that was included.

## Reflect

- 7** **Think about the strategies you used in this unit and make notes in the table.**

- Students think about the strategies they have used (if necessary, they can refer to the Factsheet) and fill in the table.
- In small groups, students compare tables. Encourage them particularly to discuss strategies they placed in different columns. Remind them that there are no correct answers, and that study strategies are very personal. The most important thing is that they find the strategies that work best for them and constantly fine-tune them.