

Speaking: Learner styles

1.6 Vocabulary for speaking Types of learner

A Activating ideas

Read the proverb.
Discuss in groups.

*I hear and I forget.
I see and I remember.
I do and I understand.*

Old Chinese proverb

B Understanding new vocabulary

1. 🎧 1.11 Cover the text at the bottom of the page. Look at Figure 1. Listen.
2. Say the words in the circles in Figure 1. What does each word mean?
3. What does the figure tell you? Discuss in pairs.

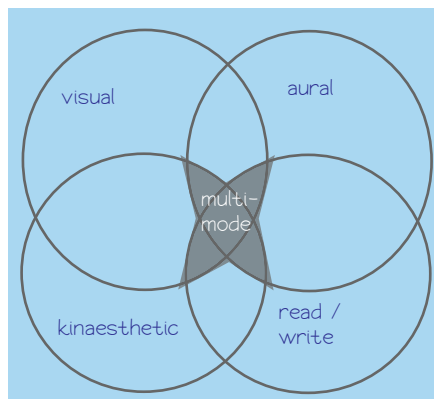


Figure 1: Types of learner

C Producing clear speech

1. Study the Skills Check. What does / and // mean, in this case?
2. Uncover the text. 🎧 1.12 Listen again to the first paragraph.
3. Say the paragraph with the correct pauses.
4. Mark the other paragraphs in the same way. Practise saying the paragraphs.

Skills Check

Pausing

We should make small pauses in many places when we are speaking.

Sometimes we need a short pause (/), sometimes a longer pause (//).

D Using new vocabulary

What kind of learner are you?
Do the quiz on page 168 and find out.

How do you learn? // If you like pictures, / graphs / and charts, / you are probably a visual learner. // *Visual* means 'of the eyes'. //

If you like talking about new information with your friends, you are probably an aural learner. *Aural* means 'of the ears'.

If you like using the library and the Internet to find new information, you are probably a read/write learner. In other words, you need to read things or write them to remember them.

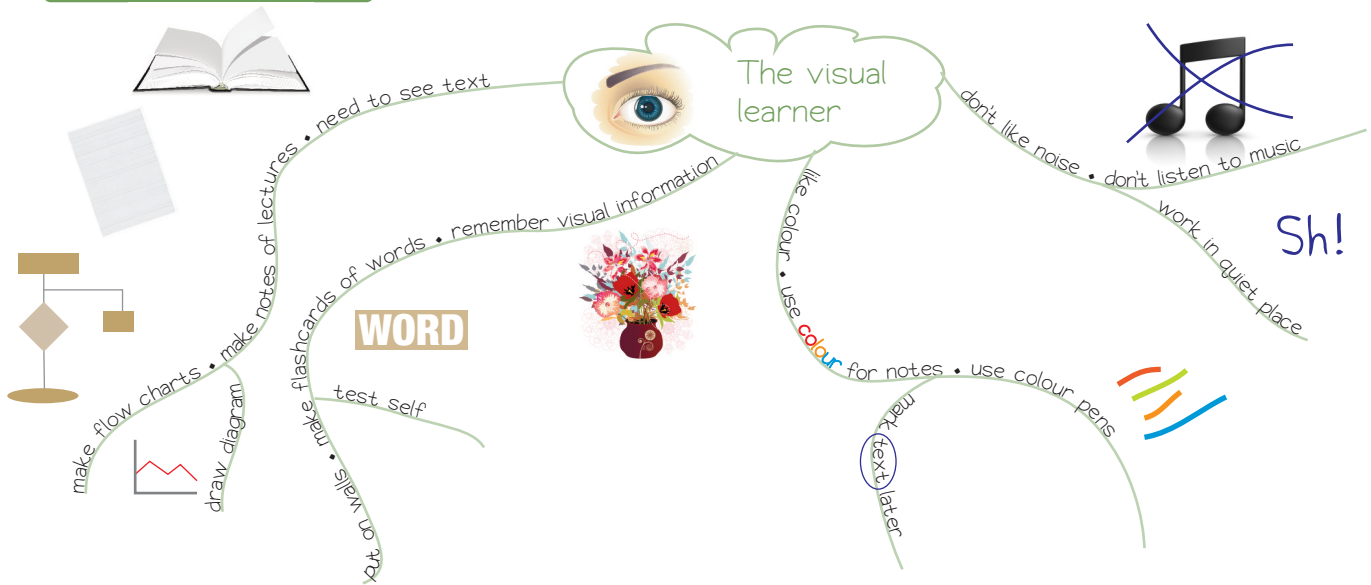
If you like to move around when you are studying, you are probably a kinaesthetic learner. *Kinaesthetic* means 'of feeling and movement'.

Finally, if you like to do two or more of these things, you are probably a multi-mode learner. *Mode* means 'method or way of doing something', and *multi* means 'many'. Sixty to seventy per cent of learners are multi-mode.

aloud (*adj*)
annoying (*adj*)
aural (*adj*)
clearly (*adv*)
collect (*v*) [= bring from a place]
colour-coding (*n*)
concept (*n*)
consider (*v*)
corridor (*n*)
efficiency (*n*)
fire alarm
highlight (*v*)
improve (*v*)
improvement (*n*)
in halls
institute (*n*)
kinaesthetic (*adj*)
know your way around
learner (*n*)
mode (*n*)
noisy (*adj*)
on campus
preference (*n*)
preferred (*adj*)
recommendation (*n*)
rent (*n*)
sum up (*v*)
theory (*n*)
think of (*v*) [= opinion]
underline (*v*)
untidy (*adj*)
visual (*adj*)
visualize (*v*)

1.7 Real-time speaking

The visual learner



A Activating ideas

Study the mind map above and the assignment on the right. Which parts of the mind map provide information for each part of the assignment?

B Preparing to give a talk

Study the extract from a talk on the right.

- Find:
 - the learning preference
 - the recommendations
- Practise saying the sentences.
- Make three more paragraphs from the information in the mind map above. Practise giving the talk.

C Studying a model

1.13 1.D Watch a student. He is giving a talk about visual learners. Answer the questions.

- How many sections are there in his talk?
- What information is in each section?
- What signpost words does he use to help the listeners?
- What do you notice about the way he gives the talk?

He looks at the audience.

D Developing critical thinking

Discuss these statements.

- In a large class, it is not possible for the teacher to consider the needs of different types of learner.
- It is the responsibility of the student to improve learning efficiency, not the teacher.

Faculty of Education

According to the Institute of Learning Styles Research, there are seven types of learning style.

Research the topic and prepare a short talk on ONE learning style.

- Explain the learning preferences for that learning style.
- Make recommendations to improve learning efficiency.

Firstly, / visual learners need to see written text / so they should make notes of lectures. They could draw diagrams and make flow charts from the notes.

Extract from a talk

Everyday English Making friends



A Activating ideas

1. When you arrive at university, what do you talk about with other new students?
2. Look at the pictures. What areas of university life do they show?

B Studying models

1. Cover the conversations. Look at the questions in the box. Think of a possible answer for each one.
2. 1.14 Listen and complete the conversations.

What course are you doing?	Have you met your tutor?	Are you staying on campus?
When are your lectures?	Have you been into town yet?	How long have you been here?

1 A:
 B: Environmental Science.
 A: Is that a BSc?
 B: Yes. It's three years, full time.

4 A:
 B: Yes, I went to her office yesterday.
 A: What's her name?
 B: I've forgotten. But she seems really nice.

2 A:
 B: Yes. I'm in the halls of residence.
 It's really good.
 A: Are the rooms shared or single?
 B: They're all single study bedrooms.

5 A:
 B: I arrived on Sunday by train. You?
 A: I've been here for a week.
 B: So you know your way around then?

3 A:
 B: No, not yet. Have you?
 A: I'm going today. I've got a map here.
 B: Oh great. Can I come with you?

6 A:
 B: I've got five hours a week, on three days.
 A: My lectures are on Monday and Friday.
 B: Oh, that means no long weekends, then?
 A: Yes, it's a bit annoying.

C Practising the model

1. Practise the conversations.
2. Ask your partner the questions in Exercise B1. Continue your conversations. Give real facts if possible.

Are you in halls?
 Yes, I'm in Holland House, near the sports centre.
 I know the place. One of my friends lives there. He says it's nice.
 Yes it's great. It's clean and warm.

1.8 Learning new speaking skills Giving a short talk

A Reviewing vowel sounds

1. Read the **Pronunciation Check**. How many vowel sounds are there in the examples?
2. Say each pair of words with correct vowel sounds.

a.	word	ward
b.	most	must
c.	learn	lean
d.	how	hoe
e.	notes	knots
f.	means	mains
g.	ways	wise
h.	all	Al
i.	room	rom
j.	should	showed
k.	could	cold

B Identifying a key skill

What should you do:

- before a talk?
- during a talk?

Read the **Skills Check** and check your ideas.

C Rehearsing a model

1. Write a short talk about yourself.
Follow the advice in *Before the talk*.
Include information about:
 - your education
 - your qualifications
 - your plans for the future
2. Give your talk in groups.
Follow the advice in *During the talk*.

D Evaluation

Who gave the best talk in your group?

Why was it the best talk?

Think about:

- content
- organization
- presentation



Pronunciation Check

Vowel sounds

1.15

Sometimes words only have one vowel sound that is different.

Examples:

pat = /pæt/ part = /pɑ:t/
 pet = /pet/ pert = /pɜ:t/
 pit = /pɪt/ Pete = /pi:t/
 pot = /pɒt/ port = /pɔ:t/
 putt = /pʌt/ put = /pʊt/
 pout = /paʊt/ pate = /peɪt/

You must use the correct vowel sounds when you speak.

Skills Check

Giving a talk

Before the talk

Brainstorm / research and write down your information in a mind map, a spidergram, a table, etc.

Organize your ideas logically, e.g., point, explanation, example.

Make notes of the key words on file cards.

Number the cards in order.

During the talk

Look at each **card** before you speak.

Then **look** at the **audience**.

Speak **loudly** and **clearly**.

Do not speak **too fast**.

1.9 Grammar for speaking *should / could; so / because*

We can use *should* and *could* to make recommendations.

We use *should* for very strong recommendations. We use *could* for suggestions or ideas.

3

subject	modal	inf. to	object	function
Visual learners	should	make	notes of all lectures.	= strong recommendation
They	could	draw	diagrams.	= suggestion, idea
		make	flow charts.	= suggestion, idea

1.16 Listen to the sentences in the table.

The vowel sound in both *should* and *could* is short, /ʊ/, the sound in *good*.

The letter *l* is silent in both words. The letter *d* is silent in front of consonants.

A Talking about recommendations

What *should* you do in these situations?

1. You are late with an assignment.
2. The fire alarm goes off in a lecture.
3. A friend offers to write your assignment.
4. You have an important test tomorrow.
5. Your rent is due and you have no money.



B Talking about suggestions

What *could* you do in these situations?

1. You don't understand an assignment.
2. You have lost your room key.
3. You have no coursework this weekend.
4. You share a house with four friends. It is always dirty and untidy.
5. It's your turn to cook dinner tonight.



We can talk about **reason** and **result** with *so* or *because*.

4

reason	result
Visual learners need to see written text	so they should make notes of lectures.
or	Because visual learners need to see written text, they should make notes of lectures.
or	Visual learners should make notes of lectures because they need to see written text.

1.17 Listen to the sentences in the tables.

C Giving reasons

Give a reason for each of your recommendations in Exercise A.

Example:

You should explain the reason to your tutor because then he/she will still mark it.

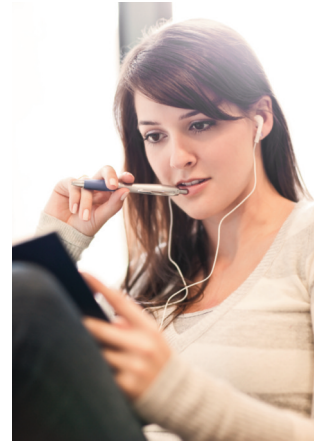
1.10 Applying new speaking skills

The aural learner

A Previewing vocabulary

What is the missing word in each sentence?

1. According to the Institute for Learning Styles Research, there are seven types of learning style.
2. Today, I'm going to talk one of the seven types, the visual learner.
3. How the visual learner prefer to learn?
4. How the visual learner improve learning efficiency?
5. I mention some learning preferences and make recommendations in each case.
6. Visual learners make notes of lectures.
7. They draw diagrams or make flow charts from the notes.
8. visual learners like colour, they should use colour for their notes.
9. I explained some of the learning preferences of visual learners.
10. you are a visual learner, try some of the ideas that I have suggested.



B Activating ideas

You have heard a talk about visual learners. In this lesson, you are going to give a talk about **aural** learners or **kinaesthetic** learners.

Work in two groups.

Group A

1. How do aural learners learn?
2. How can they improve their learning efficiency?

Group B

1. How do kinaesthetic learners learn?
2. How can they improve their learning efficiency?

C Researching information

Continue in your groups.

Group A

Study the information on page 171.
Make notes, a mind map or a spidergram.

Group B

Study the information on page 169.
Make notes, a mind map or a spidergram.

D Using a key skill

1. In your group, prepare a talk about your learning style.
Remember:
 - Make three sections – introduction, main body, conclusion.
 - In the main body, talk about each learning preference then give one or more recommendations.
 - Link the points with *Firstly*, *Secondly*, etc.
 - Make notes on cards.
2. Make pairs – a student from Group A with a student from Group B. Give your talk. Follow the advice in *During the talk* in the **Skills Check** on page 20.