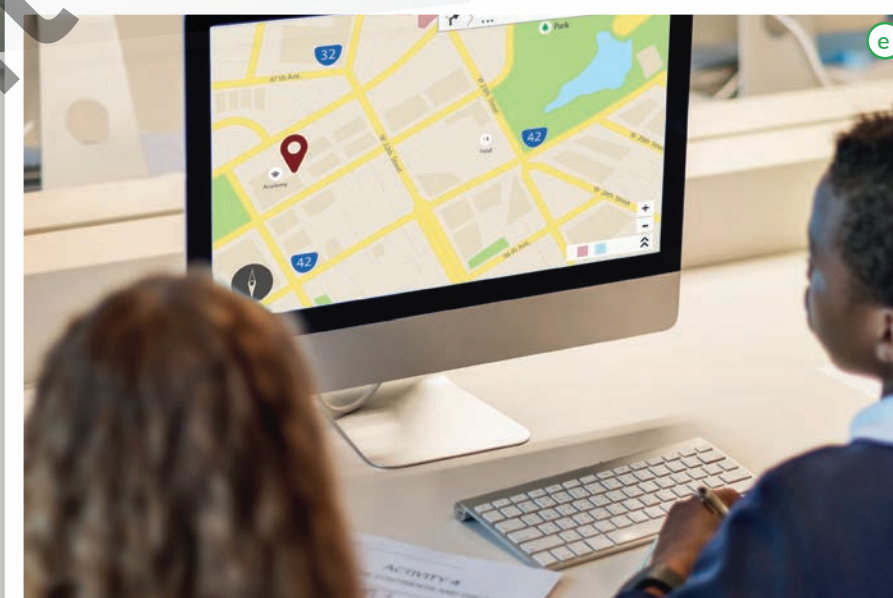


# Learning Styles

## Goals

- > Talk about different learning styles
- > Read and learn about learning styles
- > Use the Present Continuous to describe actions happening now
- > Use the Present Simple to describe habitual actions
- > Use Present conditionals and *can* / *can't* / *could* / *couldn't* to talk about learning styles
- > Listen and learn about the kinds of English spoken around the world
- > Write an online profile
- > Project: A presentation about learning styles

1 Everybody can learn, but each person learns differently. Look at the pictures. Join a classmate and discuss which learning styles you see.



2 Look at the pictures and find:

- 1 someone using his / her ears to learn.  
Explain how.
- 2 someone using his / her eyes to learn.  
Explain how.
- 3 someone using his / her body to learn.  
Explain how.

4 Match the quotes to the pictures.

- 1 "I like working with other students."
- 2 "If I hear it, I remember it."
- 3 "I don't work well with others."
- 4 "I remember better if I read or look at things"
- 5 "I learn by doing."



3 Look at the pictures again. Which students are working ...

- 1 alone? \_\_\_\_\_
- 2 with others? \_\_\_\_\_



## Think it up!

- You are going to prepare a presentation on learning styles.
- You are going to give advice to people with different learning styles about how to improve their learning.



## 1 Look at the text and choose the correct option.

- 1 Who is this text for?      2 What is the writer's attitude towards learning?      3 Where would you read this text?
- a students      a negative      a In a school magazine
- b parents      b neutral      b In a scientific magazine
- c teachers      c positive      c In a newspaper

## EVERYBODY CAN LEARN

It is how we learn that makes the difference. What do you know about your learning style?

by Alicia Ines Gechi

Each learner is unique and has more than one learning style. But we generally have one style that is the strongest. Knowing how we learn helps us to improve each day.

**a** Some people learn by doing. They learn best when their body is involved in the learning process. If you move your hands around a lot and are constantly moving, you are a / an \_\_\_\_\_.

**b** Some people prefer speaking and writing. They like learning through tongue twisters and rhymes. If you enjoy writing, speech and drama classes, you are a / an \_\_\_\_\_.

**c** Some learners think in pictures and patterns rather than words, and are good at understanding maps and graphs. If you like taking notes in different colours and creating diagrams and pictures, you are a / an \_\_\_\_\_.

**d** Some learners think in sounds and learn by listening. They think chronologically and perform well in oral exams. If you identify notes, rhythms and tones, and remember complete conversations, you are a / an \_\_\_\_\_.

**e** Some learners prefer using reason and logic to understand cause and effect. They can also recognise patterns easily. If you enjoy classifying and grouping information together, and organising agendas and itineraries, you are a / an \_\_\_\_\_.

**f** Some learners learn best through interactions with other people. They are usually good at identifying the source of communication problems. If you are good at reading other people's emotions, facial expressions and group dynamics, you are a / an \_\_\_\_\_.

**g** Some learners prefer to work alone and be independent. They are often good at reflecting and keeping a learning journal. If you choose to use self-study techniques and can find connections between what you already know and new material, you are a / an \_\_\_\_\_.

## 2 Read the text and match the following learner types to the corresponding paragraphs.

- 1 solitary / intrapersonal learner \_\_\_\_\_
- 2 physical / kinaesthetic learner \_\_\_\_\_
- 3 auditory / musical learner \_\_\_\_\_
- 4 verbal / linguistic learner \_\_\_\_\_
- 5 social / interpersonal learner \_\_\_\_\_
- 6 visual / spatial learner \_\_\_\_\_
- 7 logical / mathematical learner \_\_\_\_\_

## 3 Read again and write T (true), F (false) or DS (doesn't say).

- 1 Physical / kinaesthetic learners practise judo. \_\_\_\_\_
- 2 Logical / mathematical learners identify patterns easily. \_\_\_\_\_
- 3 Visual / spatial learners are good at reading maps. \_\_\_\_\_
- 4 Social / interpersonal learners learn best by communicating with other people. \_\_\_\_\_
- 5 Everybody learns in the same way. \_\_\_\_\_



## In action!

- You can now identify the different learning styles.
- You can link them with different activities in the classroom.

## 3 Listen to 3 people talking about their learning styles and write A, B or C next to the activities each prefers. There is one extra activity.



- 1 concentrate \_\_\_\_\_
- 2 ICT \_\_\_\_\_
- 3 learn by doing \_\_\_\_\_
- 4 memorising \_\_\_\_\_
- 5 move \_\_\_\_\_
- 6 PE \_\_\_\_\_
- 7 study alone \_\_\_\_\_
- 8 talk \_\_\_\_\_
- 9 touch \_\_\_\_\_
- 10 work with others \_\_\_\_\_

## Your turn!

## Join a classmate and discuss.

What's your learning style? What do you prefer doing? Is there anything you enjoy doing that is characteristic of another learning style? Tell the class.



## In action!

- Now you have a list of preferred classroom activities and how they link with your learning style.
- Find some more examples.

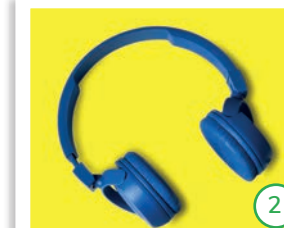
## The learning process – collocations

## 1 Circle the correct options.

- 1 It is important to **take / learn / identify** notes to study later.
- 2 Everybody **is / does / learn** good at something.
- 3 Solitary learners **read / get / use** self-study techniques.
- 4 You should **find / keep / understand** a learning journal to **look / find / start** connections between what you already know and what is new.
- 5 You can **write / see / read** facial expressions to identify emotions better.
- 6 Kinaesthetic learners **enjoy / practise / learn** by doing.
- 7 When you **understand / take / keep** cause and effect, you remember facts better.

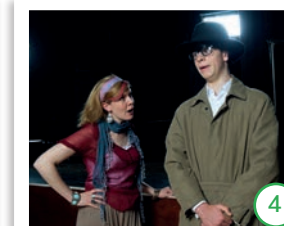
## Learning styles and activities

## 2 Write the missing letters and match the activities to the learning styles.



P \_\_\_\_ TE \_\_\_\_

L \_\_\_\_ T \_\_\_\_ N \_\_\_\_ N \_\_\_\_



S \_\_\_\_ LV \_\_\_\_  
PU \_\_\_\_ LES

RO \_\_\_\_ -P \_\_\_\_ YI \_\_\_\_



M \_\_\_\_ MOR \_\_\_\_ NG

- a logical / mathematical
- b solitary / intrapersonal
- c auditory / musical
- d physical / kinaesthetic
- e social / interpersonal

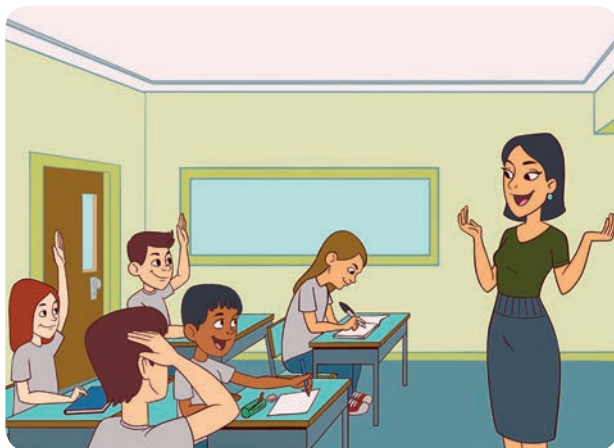


## Present Continuous

We use the **Present Continuous**:

- to describe what is happening now.  
E.g. *I'm reading now / at the moment / right now.*
- to describe what is happening in a picture.  
E.g. *What is your mum doing in this photo?*

- 1 Look at the picture and complete the sentences. Use the correct form of the verbs in the box.



do put up show speak take touch

- The teacher \_\_\_\_\_ to the class.
- The girl at the front of the class \_\_\_\_\_ notes.
- What \_\_\_\_\_ the boy on the left \_\_\_\_\_? He \_\_\_\_\_ his head.
- Why \_\_\_\_\_ those two students \_\_\_\_\_ their hands? They \_\_\_\_\_ that they want to say something.

## Present Simple

We use the **Present Simple**:

- for things we habitually do.  
E.g. *We always ride our bikes to school.*
- for things we do on special occasions.  
E.g. *She blows out candles for her birthday.*
- for things we don't expect to change.  
E.g. *I live in Argentina.*
- for feelings.  
E.g. *Do you enjoy learning by doing?*
- for things that are always true.  
E.g. *The sun doesn't shine at night.*



I **usually study** with a friend.  
She **doesn't always enjoy** working alone.  
They **are often** at home in the evening.  
He **goes** to the gym **twice a week**.

- 2 Complete the text with the correct form of the verbs in the box. There is one extra verb.

be get hate help love not like want

Albert <sup>1</sup> \_\_\_\_\_ a very good student. He always <sup>2</sup> \_\_\_\_\_ excellent grades. He <sup>3</sup> \_\_\_\_\_ working with others and he often <sup>4</sup> \_\_\_\_\_ his classmates. What <sup>5</sup> \_\_\_\_\_ he \_\_\_\_\_ doing? Memorising. He <sup>6</sup> \_\_\_\_\_ being like a parrot.

## Present Simple and Present Continuous

- 3 Look at the table and complete the text about the Bertrand family.

	every day	today
Mr and Mrs Bertrand	open their office at 8 a.m.	not go to work
Alexandra	prepare breakfast	leave earlier
Francisco	take the bus to school	walk to school with friends
Gastón, the exchange student	live in France	arrive in an hour

Mr and Mrs Bertrand <sup>1</sup> open their office at 8 a.m. every day, but today they <sup>2</sup> aren't going to work. Alexandra <sup>3</sup> \_\_\_\_\_, every day but today she <sup>4</sup> \_\_\_\_\_. Francisco <sup>5</sup> \_\_\_\_\_ every day, but today he <sup>6</sup> \_\_\_\_\_. Gastón, the exchange student, <sup>7</sup> \_\_\_\_\_ and he <sup>8</sup> \_\_\_\_\_ to stay with the family for a month.

They **like / love** solving puzzles.  
She **hates** studying alone.  
I **don't mind** working in groups.

- 4 Write true sentences about your study preferences.

- I love \_\_\_\_\_.
- I don't mind \_\_\_\_\_.
- I don't like \_\_\_\_\_.
- I hate \_\_\_\_\_.
- I like \_\_\_\_\_.

## Present Conditional

CONDITION (if / when ...)	RESULT
Present tense	Present tense / Imperative
If you <b>need</b> any help, When you <b>like</b> interacting with other people,	<b>ask</b> the teacher. you <b>are</b> a social learner.

We use **Present conditional**:

- to talk about real situations.  
E.g. *If the cup falls, it breaks.*
- to say that one event always follows another.  
E.g. *If you press the button, the lights go on.*
- to describe rules.  
E.g. *If your counter lands on a red square, you miss a turn.*



Notice the position of the comma.  
If we write the **condition first**, we **add a comma**.  
E.g.: *When you like participating in hands-on lessons, you are a kinaesthetic learner.*

If we write the **result first**, the **comma is not necessary**.  
E.g.: *You are a visual learner if you like replacing words with colours and pictures.*

- 5 Complete the sentences with ideas about learning styles. Add a comma (,) where necessary.

- If you want to memorise numbers \_\_\_\_\_.
- If you are good at listening \_\_\_\_\_.
- You can improve your learning performance \_\_\_\_\_.
- You get good results \_\_\_\_\_.
- When you keep a learning journal \_\_\_\_\_.

## can / can't / could / couldn't

We use **can / can't / could / couldn't**:

- to talk about ability.  
E.g. *I can ride a bike. I could run fast when I was young.*
- to talk about something possible or allowed.  
E.g.: *I couldn't meet you yesterday because I was busy. I can't turn on my mobile phone.*



We can go. NOT We can to go.  
Alicia can speak English. NOT Alicia cans speak English. OR Alicia can speaks English.  
Could you understand the Maths problem? NOT Did you can understand the Maths problem?  
I can't read gestures. NOT I don't can read gestures.

- 6 Look at the table and write about Margaret.

	5 years ago	now
Meet friends in the afternoon	✗	✓
Study languages	✗	✓
Swim in the river	✓	✗

5 years ago ...

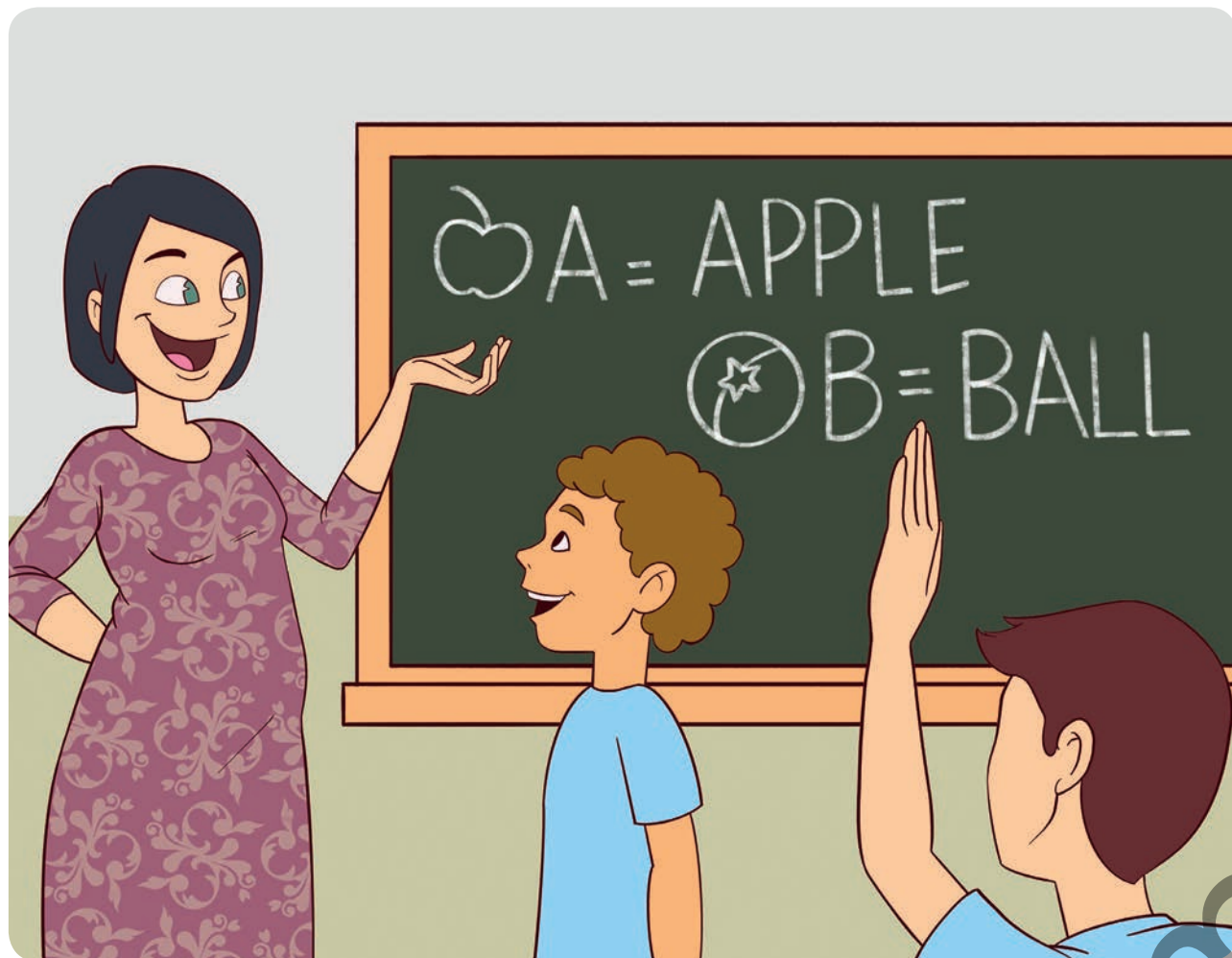
- Margaret couldn't meet friends in the afternoon.
- \_\_\_\_\_
- \_\_\_\_\_

Now ...

- Margaret can meet friends in the afternoon.
- \_\_\_\_\_
- \_\_\_\_\_



English is useful!



1 Look at the picture and discuss.

- 1 Who are these people?
- 2 Where are they?
- 3 What are they doing?

2 Listen and check your ideas.

3 Listen again and answer.

- 1 Why doesn't the first student want to study English?
- 2 What does the second student say they can do if they speak English?
- 3 Why is it better to read about science on the internet?

- 4 What problem did the third student have when he tried to speak with a Turkish friend online?
- 5 What do the teacher and the students agree on at the end?

**Your turn!**

**Join a classmate and discuss.**  
Do you use English at home? What for?

Different kinds of English

4 Look at the picture and answer the questions.

- 1 What is the meaning of the title of the presentation? Is there more than one kind of English?
- 2 Which kinds of English do you know?



5 Listen and check your answers.

6 Listen again and tick what you hear.

- |   |     |                       |
|---|-----|-----------------------|
| 1 | ELF | <input type="radio"/> |
| 2 | ESP | <input type="radio"/> |
| 3 | EPS | <input type="radio"/> |
| 4 | EFL | <input type="radio"/> |
| 5 | EAP | <input type="radio"/> |
| 6 | AEP | <input type="radio"/> |

7 Listen once more and answer.

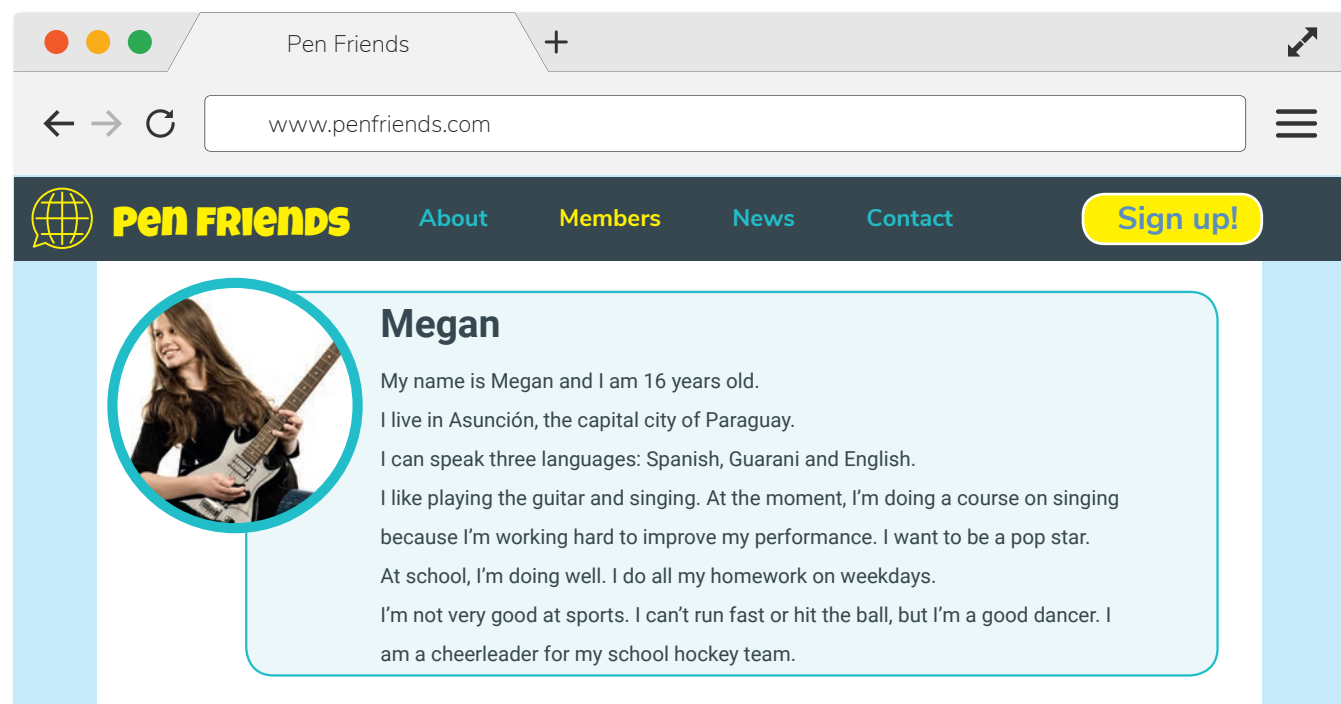
- 1 What "official languages" does the speaker mention?
- 2 Where do we study ESP and EAP?
- 3 Which English do we use to speak to a Japanese online friend?

**Your turn!**

**Join a classmate and discuss.**  
Which English do you study at school?  
What can you do with the English you study?  
How do you study English? What is your learning style?

## Write your pen friend's profile

1 Read Megan's profile and write the questions she answers.



Pen Friends

www.penfriends.com

**Pen Friends** About Members News Contact Sign up!

**Megan**

My name is Megan and I am 16 years old.  
 I live in Asunción, the capital city of Paraguay.  
 I can speak three languages: Spanish, Guarani and English.  
 I like playing the guitar and singing. At the moment, I'm doing a course on singing because I'm working hard to improve my performance. I want to be a pop star.  
 At school, I'm doing well. I do all my homework on weekdays.  
 I'm not very good at sports. I can't run fast or hit the ball, but I'm a good dancer. I am a cheerleader for my school hockey team.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

10 \_\_\_\_\_

2 Read and find the conjunctions she uses to ...

- 1 add information: \_\_\_\_\_
- 2 contrast different ideas: \_\_\_\_\_
- 3 add a negative idea: \_\_\_\_\_
- 4 add a consequence: \_\_\_\_\_
- 5 add a reason: \_\_\_\_\_

3 Now use the questions to organise your own profile.

**Remember!**

Each paragraph should have related information. Sentences start with a capital letter and end in a full stop. Use the conjunctions in Exercise 2 to connect information.



## GO FOR IT!




## Improving your learning styles

## Let's complete the Project!

- 1 You now have a list of classroom activities which you can associate with different learning styles.
- 2 Describe how activities can influence and improve learning according to different learning styles. Use the Present conditional.
- 3 Look for pictures to represent the activities.
- 4 Group the pictures according to learning style.
- 5 Prepare the presentation. Each member of the group should speak about a different aspect of the topic.
- 6 Practise and remember that the mark the group gets depends on each member's effort.



## ✓ My learning record

			
Discuss different ways of improving learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand my own responsibility in the learning process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe routines and preferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe what is happening now or in pictures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk about abilities in the present and in the past	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand the value of learning English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify and respect different kinds of English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write a profile for an online social network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Present a detailed description of learning styles and activities that suit them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflect on the importance of individual effort to achieve a common goal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

😊 = very well  
 😐 = I can manage  
 ☹️ = I need to revise