

## Learning styles

### Worksheet A – Listening tasks

Task 1: Listening for gist meaning

#### Are these statements True or False?

1. The three speakers are all learning English.
2. Josef uses pictures to help him learn English.
3. Ana finds learning English vocabulary too difficult.
4. Paula has a messy notebook.
5. Josef invents games to remember grammar rules.
6. Paula thinks that they all learn English the same way.

Task 2: Listening for detail. Reordering vertically

#### Put the following sentences into the order that you hear them in the audio text and say who says them. Ana, Josef or Paula?

1. I find grammar quite difficult.
2. I like the way you organise everything into columns and charts.
3. I just draw little pictures and symbols.
4. I think you'd better borrow Paula's. She takes lots of really good notes.
5. One man's meat is another man's poison.
6. I record myself reading grammar rules sometimes too.
7. We all seem to have completely different ways of studying and learning.

Task 3 Post-listening discussion task. Look back at who says what.

1. How would you describe Ana, Josef and Paula as learners? a. visual b. auditory c. kinaesthetic d. linguistic e. logical
2. What are their strong points?
3. Are there any of the learning strategies discussed in the extract that you already use in your own learning?

**Worksheet B – Personal dictionary cover page**

Name:

School year:

<p>Personal Dictionary</p>
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**Subject areas**




**Worksheet D – Grammar cards**

Phrasal verbs	When used without an object you can't separate them in a sentence. When used with an object you can separate them except when they include a preposition	Modals	These always precede a verb. They are never followed by the word 'to'. The form never changes even if the subject or tense does.
Present perfect simple	We can use this tense to describe life experiences, the effects in the present of past events and to describe the duration of an event in the past that continues up until the moment of speaking.	Present perfect continuous	We can use this tense to describe the present evidence of a recent event in the past, and when the sentences focuses on the duration of a past event that still continues today.
Punctuation – commas	Use this in a sentence to pause between two independent clauses when separated by a conjunction.	Quantifiers	Can be used to describe a large or small amount of something. 'Much' is used with uncountable nouns and 'many', 'a few' and 'some' are used with countable nouns.

**Worksheet E – Blank cards to be used for grammar game workshop**


**Worksheet F – Learner styles**

**Answer the following questions by thinking about the way you learn.**

Do you like learning:

1. by memory?
2. by problem solving?
3. by getting information for yourself?
4. by listening?
5. by reading?
6. by copying off the board?
7. by listening and taking notes?
8. by reading and making notes?
9. by repeating what you hear?
10. by using tables and charts?

(Tick ✓ your four favourite ways of learning)

1. Go around the room and try and find people who have ticked the at least three of the same sentences as you.
2. In your new groups discuss what sort of learners you think you are.
3. Write a list of your own strengths and define a list of learning strategies which you can use to help you learn better in the future.
4. Ask your teacher for guidance at this stage.

**Worksheet G – Lesson Feedback**

This lesson has been about reflecting about the way you learn. Now you should take the time to reflect on the lesson and discuss what you felt was effective.

**For each of the following activities first discuss with your neighbour what exactly you did. Then fill in the table below. Compare your results with your neighbour and then with the rest of the class.**

	<b>Did you enjoy this activity?</b>	<b>Did you find this activity useful?</b>	<b>Would you like to repeat the same type of activity in another lesson?</b>
<b>Pre-listening task</b>			
<b>Listening for gist meaning – true or false</b>			
<b>Listening for detail – reordering vertically</b>			
<b>Post-listening discussion</b>			
<b>Making a personal dictionary</b>			
<b>Recording grammar rules</b>			
<b>A grammar game workshop</b>			
<b>Idioms – match the meaning</b>			
<b>Recording vocabulary</b>			
<b>Learning styles questionnaire</b>			