

1 Styles of learning

Unit aims

READING

- Reading for key terms and guessing meaning in context
- Grammar in context: *-ing* forms
- Grammar in context: present simple in academic English
- Scan reading
- Reading for your course
- Gist reading

LISTENING AND SPEAKING

- Asking for study help

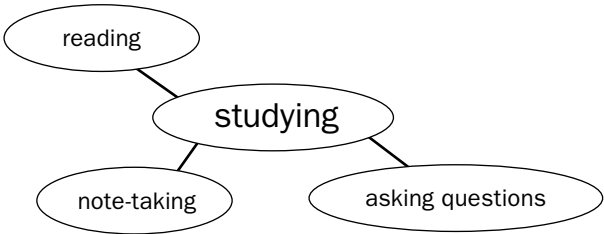
WRITING

- Organising ideas
- Linking words 1

Note

Monolingual groups are likely to have shared experiences of the same cultural requirements of essay writing, if they come from a similar educational background. You can use this to gain a more detailed explanation of what characterises essay writing in that particular linguistic culture. Multilingual groups will be able to discuss a range of different experiences in essay writing and the priorities that are key in this form of communication across different regions of the world.

- 3 Ask students to think of studying as a global term and to break it down into the range of sub-activities that can be included within the term *studying*. You could use a spider diagram to initiate the process.



- 4 In order to lighten the topic of this activity, encourage students to think of the feedback that they may have received for their homework from teachers and tutors in their previous study experiences. This may help them to remember the kind of adjectives that have been used to describe students' study approach(es). Ask them to talk about any differences in the way they see themselves as learners, and the way in which teachers have perceived them in the past. For example, a tutor may previously have considered a student to be lazy in class, but actually this may be more about being shy.
- 5 First, ask students if they have previously given thought to the actual process of learning and how they can improve their own skills in this way.
- The feedback for the second part of this question could be best collected by dividing the class into two groups. Ask students who prefer learning on their own to go to one side of the classroom and those who prefer group or team work to move to the other side. Then get each group to list reasons why they prefer that particular approach.

Getting started

1 How do you learn?

1.1 Optional lead-in

To introduce this topic, ask students to think about their experience of studying and learning at schools and colleges in their home country and their time studying overseas. Ask them how many different institutions (e.g. kindergarten, primary school, secondary school, Sunday school) they have attended, and to list as many different things that they have learned (e.g. subjects and skills) as they can.

- 1 Books open. Ask students to think of answers to the questions about positive learning experiences and the reasons why they were positive. If they struggle to think of examples from school, encourage them to refer to learning experiences from their parents or from other activities. Ask individual class members to share their experiences with the rest of the class.
- 2 Move on from the more general discussion above and ask students more specifically about their experiences of writing essays in their first language. Ask them in which subjects they are most familiar with essay writing.
- In pairs, students discuss their experiences of essay writing and how they normally approach an essay-writing task. What is the first thing they do, and what, if any, planning do they undertake? What have they been taught to do when writing an essay in their first language?

1.2a After the activity in 1.1 part 5, present students with both the summaries of this essay question and ask them to evaluate which is the correct answer. Try to get them to understand that the key lies in understanding your strengths and weaknesses as a student, rather than adopting any particular single approach to study. There are different circumstances when both working alone and teamwork are acceptable means of study or achieving something. Different situations may require different approaches.

Summary 2

1.2b Before asking the group to decide on which essay type is best, divide the class into three groups and ask them to put together a definition and explanation of each of the types of essay listed. Use this opportunity to make sure that the class understands the different types of essay. Then ask the group to decide which essay type is most suitable for this particular title. Try to elicit a rationale that explains why the discursive essay is best suited (because it allows consideration and evaluation of differing perspectives; it is more critical in nature).

Essay type 3 (also known as a discursive essay)

Reading

2 Reading for key terms and guessing meaning in context

- 2.1 In order for students to demonstrate their understanding of the terms *abstract* and *practical* in the essay title, ask them to give examples of things that can be described using these two adjectives.
- 2.2 After reading the extract, ask students to confirm if their understanding of the two terms has remained the same or developed further. Check any vocabulary that may not have been understood by all students.
- 2.3 Check students' understanding and have other members of the group explain if any of the suggested responses do not align with these answers.

- 1 abstract
- 2 practical
- 3 practical
- 4 practical
- 5 practical

2.4 Go through each of the words in turn and nominate a student to provide the correct response. Ask the class for a consensus agreement before revealing the answers. You could split the class into two or more teams for this and make it competitive by giving points for correct answers.

1 b 2 a 3 a

3 Grammar in context: -ing forms

3.1a Ask one student or a pair to write the words which use -ing forms on the board. Next, using a dictionary, ask the class to find the -ing words and to identify the different kinds of word. Make the point that although -ing words may look the same, they are actually used in different situations as different parts of speech.

- 1 starting
- 2 learning, doing, trying, watching
- 3 guessing, meaning, learning
- 4 signing

3.1b Before completing this activity, ask students to present their findings from the dictionary work they did in 3.1a. If they have used the dictionary properly, they should have made observations that will be similar to the answers to exercises in this section.

- 1 noun
- 2 nouns
- 3 noun; adjective
- 4 verb/present participle

Optional extension

Read these example sentences and decide if *abstract* is being used as a noun or an adjective.

- *She sent in the abstract for her conference presentation for the committee to consider.* (noun)
- *The reason why I don't want to continue studying philosophy is that I find the ideas too abstract and not connected with day-to-day life.* (adjective)
- *The benefit of abstract thinking is that you don't need to worry about practical details – it frees my mind.* (adjective)
- *I always read the abstracts of journal articles quite carefully because they tell me if the article is worth reading or not.* (noun)
- *I don't enjoy his tutorials. When I ask a question, his explanations are so abstract that I can't understand what he's saying and I end up feeling more confused.* (adjective)

3.2 Before reading and completing the rule in this section, ask students if they can suggest the rules themselves.

- 1 verbs 2 adjectives 3 nouns

4 Grammar in context: present simple in academic English

- 4.1 Write the two sentences on the board and ask students to come to the front of the class to highlight the present simple, as indicated in the question. In order to illustrate the usage for a) routine and habit in contrast to what is b) general occurrence, ask students to create similar sentences from their own experience. For example:
- a) *The sun shines in the summer.*
b) *I go to bed at ten o'clock at night.*

a

1 learn

2 study

b




routine/habit = 2

generally true = 1

4.2

Optional lead-in

This section could be approached in a number of ways. As the aim is to identify further rules for the usage of the present simple, you may like to start by asking students to list any further rules that they are aware of.

 /  /  You could allocate different questions within the section to different groups, pairs or individuals and then gather feedback at the end. This would make a useful and interesting way of piecing together a set of rules.

a

Function 2

b

It's possible, but not necessary – both past simple and present simple can be used.

c

1 ✓

2 ✗


3 ✓

Note

See the Grammar and vocabulary section for further practice.

Listening and speaking

5 Asking for study help

- 5.1  1.1 To prepare students for listening activities, it is always useful to set the scene by asking them to think about the context that they are about to listen to. This is a way of tuning in before the listening activity starts. In the real world, there are many contextual clues that help us understand what we are listening to, so it can be useful to re-create this in the classroom as far as possible. From the Student's Book, it is apparent that the conversation is set in a library and it is about working with colleagues. Focus students by asking some of these questions:
- *Do you enjoy team-working, or do you prefer working alone?*

- *What challenges do you think team-working presents?*
– *What kinds of resource can you find in a library?*
– *How do libraries work?*
– *What kind of work do you think Diana and Charlie will be doing in the library?*

1


She doesn't understand why he has to return a library book he only took out yesterday.

2

surprised

3

He didn't go to the library tutorial, so isn't sure how returning books works.


- 5.2 This next conversation takes place between a librarian and a student. Before playing the recording, ask students to think of what that conversation might involve. What questions would they ask each other? Then play recording .

1

yes

2

Students have to return books if another student puts a reserve on them.

- 5.3 Play recording  again. Encourage students to listen for detail by crossing off each of 1–5 when they hear them. The one item left uncrossed will then be the correct answer.



They do not do 2.

- 5.4 Ask students to look at the expressions. Is the speaker asking for permission or asking for information? Ask students to think of examples of sentences which perform each function. If they are not sure, provide some yourself and write them on the board. This will get them used to what they might expect to hear and will help them to identify the correct answer.

The speaker is asking for information in all of them.

- 5.5 Before playing the recording, read this sentence aloud, using intonation to emphasise the politeness of the question:

Can you tell me where the short-loan section is, please?

Then read the same sentence again without the emphasis on intonation. Ask students which sentence sounds more polite to them. Now play recording  and ask students to identify the more polite form in each of the six pairs. When they have done this, get them to analyse what caused them to choose their answers. Finally, play recording  with further examples of the same contrast for students to listen to and repeat.

a

1 a

2 b

3 b

4 a

5 b

6 a

b


2

5.6

Optional lead-in
Before practising the expressions, it might help to watch one of the videos available on YouTube. Just type 'university library' into the search engine. Alternatively, the video provided by De Montfort University on this topic is available at the following link: <http://www.youtube.com/watch?v=jvoLfbmBpXE>.

Practise the expressions from **5.4** in order to familiarise students with the university library environment.

If students are nervous about using the role-play cards, make sure they have enough time to plan what they are going to say.

 Go around the class and monitor students while they are practising, and choose a confident pair to perform in front of the class.

Reading

6 Scan reading

- 6.1
- In preparation for this activity, encourage students to go to the library in their current institution and use the library computer to find a book. If necessary, give the class a single book title so that they find similar details in their search. Ask them to either print out or write down some of the information that they find. If they don't have access to a library with a computerised catalogue, they may be able to use a search engine such as Unicorn by logging on to a university website.
- In the next class, ask them to show the results that they have gathered and the different types of information they have found.

- 2 the title of the book

3 the reference number on the book (call number)

4 information on if you can get the book

5 the place of publication

6 the publisher

7 the year of publication

8 the author

Optional extension

1 What do we call the reference number that tells you where to find the book in the library? (call number)

2 If the book is currently in the library and ready to borrow, what will the search result say? (available)

- 6.2
- Depending on the time available, you may wish to divide these questions amongst two or three teams in the class or make it a competition with a prize for whoever can finish first. As a practice activity for this exercise, you could give the class a photocopy of the inside page of a book which contains this type of bibliographic information. Ask them to label the different type of information that is available. This may help them answer the questions in this section more quickly, as they will already recognise the kind of details that are displayed.

- 2 journal

3 *Learning styles in education and training*

4 370.153TIL

5 *The Kolb learning style inventory*

6 no

7 *Learning for themselves: pathways to independence in the classroom*

8 an e-book

Optional extension

PHOTOCOPIABLE
Understanding book reviews page 111 (instructions page 103)

- 6.3
- Scan reading is useful for locating specific words, phrases or numbers in texts without necessarily understanding the information around the word, phrase or number.
- a 2

b 3
- 6.4
- Draw students' attention to the importance of *discuss*, which identifies which type of essay Diana will have to write.

successful, discuss

- 6.5
- Encourage students to examine each of the books in turn and not to be influenced by Diana's initial decision. Explain the importance of objectivity. Clarify the point that the aim is to identify books which may be relevant to the essay title. Make sure students are also aware that they shouldn't be put off by words in the book titles that they may not understand.

All of Diana's decisions are good except for the ones relating to Book 2 and Journal 6. Not understanding a word or term is not a good reason not to look at a book, and the term *learning style* is in the title, so it is likely to be relevant. The journal *Learning and teaching* is not only going to be about teaching. Furthermore, it is a journal and will contain different articles, some of which will focus on learning and quite possibly on learning styles. It is therefore worth looking at this journal.

7 Reading for your course

Play recording  1.5.

- 1

Maria and Fei mention compulsory reading lists. Maria contrasts this with ‘books ... you could be interested in’, while Fei mentions reading that is ‘important for your study’.
- 2

Anitha did less reading because she was studying maths.

8 Gist reading

Optional lead-in

As a quick introduction to the term *learning styles*, ask students to look at the results from a set of Google definitions. You can get this by typing ‘define: learning styles’ into Google or by using the following link: <http://www.google.co.uk/search?hl=en&q=define%3A+learning+styles+&meta=>.

8.1 This question is a good measure of the gist-reading skills of the class. They should be able to answer this question if they have gathered some of the underlying meaning within the text.

The descriptions refer to both abstract ideas and practical learning.

Optional extension

If you have time, there is also an interesting online learning-styles inventory which can be completed free on the Accelerated Learning website (http://www.acceleratedlearning.com/method/test_launch.html). This could be a worthwhile homework activity if there isn’t time in class. This will help students to understand the nature of the text more fully before they start reading. It is also likely they will need some synonyms for the word *inventory*, which is likely to be unfamiliar to many of them.

8.2 1 no 2 yes 3 no 4 yes

8.3 Ask students to justify why they think they have a particular learning style and what they think are the strengths and weaknesses of that style.

Optional extension

If you had time to look at the inventory on the Accelerated Learning website (see 8.1 extension), ask students to compare the two inventories and the results. Ask students to explain why they think it is useful to understand your learning style in more depth.

Writing

9 Organising ideas

9.1 Make students aware that before something can be discussed, the nature of what is being discussed first needs to be explained, otherwise the discussion may be confused or off topic.

There isn’t any point discussing something if you don’t know what you’re discussing!

The extract provided describes different learning styles. This is done first so that the usefulness of understanding learning styles in independent learning can then be discussed later.

- a

The explanation should come first.
- b

It’s from the explanation.

Note

See the Grammar and vocabulary section for further practice

9.2 A general statement is provided at first in order to give an initial description of each of the styles. Further information is then given in order to give more detail, and this is finally summed up at the end of each section.

Description 2

- 9.3
- a

1 four (cardinal number)
2 four (cardinal number)
3 first (ordinal number)
4 second (ordinal number)
- b

1 cardinal
2 ordinal

Optional extension

As a vocabulary-building exercise, ask students to think of adjectives associated with a number of the learning styles introduced in this unit. You could ask students to work in pairs or, if they are confident, to work alone. Give the class ten minutes’ thinking time and then build up a series of spider diagrams on the board, showing each learning style in the centre and the adjectives around the outside.

10 Linking words 1

10.1 As an introduction, explain to students that linking words are used to connect ideas and sentences within a paragraph or essay. Ask them to list any linking words that they are already aware of. If students need further explanation, you can explain the different categories of linking expression and ask them to give examples such as these.

Adding details			
and	in addition	as well as	also
too	furthermore	moreover	apart from
in addition to	besides	what is more	

Summing up			
in brief	in short	in summary	to summarise
to put briefly	to conclude	in conclusion	to sum up
as a final point			

Organising ideas			
the former ... the latter	firstly, secondly, finally	the first point is	lastly
the following			

Providing a reason			
due to / due to the fact that	owing to / owing to the fact that	because	because of
since	as	due to	as a result of
according to			

Contrasting			
but	however	even though / although	despite / despite the fact that
on the other hand	nevertheless	nonetheless	while
whereas	in spite of / in spite of the fact that	by contrast	

- 1 according to
- 2 by contrast
- 3 although

- 10.2
- 1 four
- 2 first
- 3 A
- 4 By contrast
- 5 third
- 6 although

To test the depth of students’ understanding, ask them to identify which category of linking expression in 10.1 each of the words in 10.2 falls into.

10.3 This exercise would make a good timed activity to finish off this section of the unit. Ask students to review the different exercises they have covered, and then to write the summary, incorporating some of the language that they have studied. Encourage them to move from general to more specific in their descriptions of the different ‘layers’, and to use connectives where possible and appropriate.

/ When students have finished this individually, ask them to compare their work in pairs. Go around and correct students’ writing while they are discussing each other’s work.

See the model answer on page 17.

Focus on your subject

Ask students to feed back to the class regarding some different categories within their own particular areas of academic specialism or interest. This is a useful way to show students the transferability of the language and skills studied in this unit.

Grammar and vocabulary

- Noun forms
- -ing forms
- Present simple in academic English
- Sentences with *if* that talk about what is generally true
- Collocations with *conclusion*

1 Noun forms

Optional lead-in
Introduce students to the idea of changing adjectives to nouns by using suffixes. First, test their knowledge of prefixes and suffixes, then ask them to decide which suffix will work for each of the groups in this table.

Suffixes: (1) -ment (2) -ness (3) -ity (4) -ance, -ence (5) -ship and -hood		
1 replace arrange refresh employ merry	2 kind happy sad dark weak	3 possible complex pure major superior
4 absent silent important relevant assistant	5 relation member bachelor child friend	

- 1a 1 reflection 2 association 3 consciousness
- 1b 1 reflection 2 consciousness 3 association

Optional extension
Ask students to practise using the dictionary to find the definitions listed in the Student’s Book. If there is time, ask students to use the dictionaries to create a similar activity using three of the words in the above table and their definitions from the CALD.

1.2 As this section again refers to different parts of speech and ways of using suffixes to convert verbs to nouns, check that students are taking appropriate notes in a record book of some description. Make sure students are using a systematic method of logging how different vocabulary items can change their form through the use of different suffixes.

Stress that words like *silent*, *silently* and *silence* should not be logged three separate times, but recorded once with an understandable reference which shows how the different parts of speech are created.

Encourage students to bring their vocabulary books to every class and monitor the way in which they record new words and definitions.

Verb	Noun	Verb	Noun
1 anticipate	anticipation	5 cooperate	cooperation
2 appreciate	appreciation	6 exhibit	exhibition
3 aware	awareness	7 isolate	isolation
4 construct	construction	8 select	selection

1.3a

New word: associate (v)
definition: 5 to connect someone or something in your mind with someone or something else [CALD]
register: 3 formal neutral ✓ informal
pronunciation: 1 /ə'səʊsi:jeɪt/
word forms: 2 association (n)
common collocations: 4 noun form: in association with

1.3b

New word: appreciate (v)
definition: to recognise or understand that something is valuable, important or as described [CALD]
register: formal neutral ✓ informal
pronunciation: /ə'pri:ʃjeɪt/
word forms: appreciation (n)
appreciative (adj)
common collocations: verb form: fully appreciate
noun form: appreciation of/for

Optional extension
Ask students to bring their vocabulary books to the next class and to follow the pattern described for recording new items. It may be useful to take in the vocabulary books and even mark them, in order to emphasise the importance of good record-keeping.

2 *-ing forms*

- 2.1
- 2 Making

3 find

4 thinking

5 studying; joining

6 debate

7 teaching; motivating

8 read; interesting

- 2.2
- Making (n) thinking (adj) studying (v) joining (v)
teaching (adj) motivating (adj) interesting (adj)

3 Present simple in academic English

- 3.1
- ✓ = correct, ✗ = incorrect

2 ✗ suggests suggest

3 ✗ focus-on focuses on

4 ✓ argue

5 ✗ identifies identify

6 ✗ shows show

7 ✓ explains

8 ✗ describe describes

4 Sentences with *if* that talk about what is generally true

- 4.1
- a Sentence 4

b a Sentences 4, 5 b Sentences 1, 2, 3

- 4.2
- 1 *if* + subject + present simple, subject + will + base form of verb
OR *if* + subject + past simple, subject + would + base form of verb

2 *if* + subject + present simple, subject + present simple
OR *if* + subject + present simple, subject + may + base form of verb

- 4.3
- 1 may find

2 find

3 won't

4 are

5 will be

- 4.4
- 1 If you don't do some reading before lectures, you will find them difficult to understand.

2 If you enrol and pay for the second semester now, you'll get a discount on your fees.

3 If you go to tutorials, you get a chance to discuss course content with other students.

4 If you talk to your lecturer, he'll let you know whether you can have an extension on your assignment.

5 If a student's motivation is strong, their learning style is not that important.

5 Collocations with *conclusion*

- 5.1
- Definition 2

- 5.2
- 1 simple

2 the

3 second

4 easily

5 about

Model answer



10.3 Model answer

Curry describes a model of learning which consists of four different layers. The first layer is called the ‘instruction preference’ and describes the kind of learning context that learners prefer. The second layer is called ‘social interaction’. This states that learners prefer to interact with other people when learning. A third layer is called ‘information processing style’. This outlines the individual way learners understand information. The final layer is known as ‘cognitive personality style’ and describes the learner’s personality which can be seen in different learning situations. Curry suggests that although the first layer is closest to the outside and can be changed, the fourth level, in the middle of the onion, is less flexible and difficult to change.