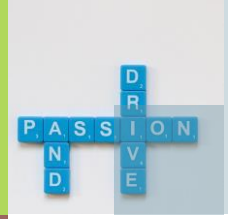
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Preliminary 3 B, unit 12, page 86, reading











Work in pairs. Make a list of useful ways to help you learn and remember information for a test.

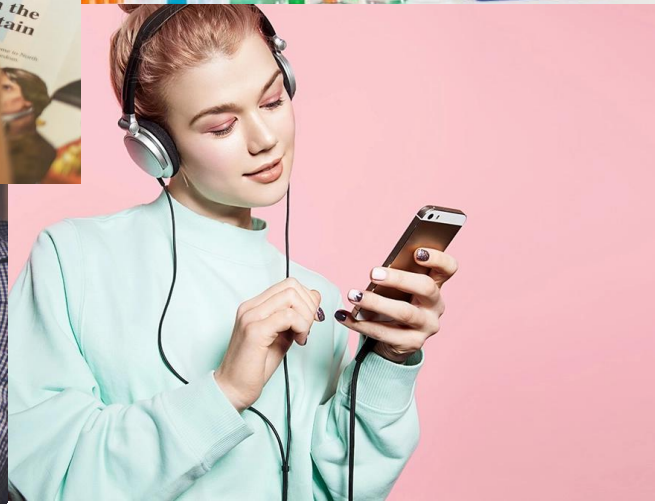












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repeat

/tʃænt/ noun









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chant



words or phrases that are repeated again and again by a group of people

e.g., Others in the crowd took up the chant (=began chanting).

I usually memorize the information by saying a chant.

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stand out

to be very easy to see or notice

e.g., A yellow background will make the black letters stand out.

Students use colors to make keywords stand out.



'role-play noun [countable, uncountable]

an exercise in which you pretend to be in a particular situation, especially to help you learn a language or deal with problems





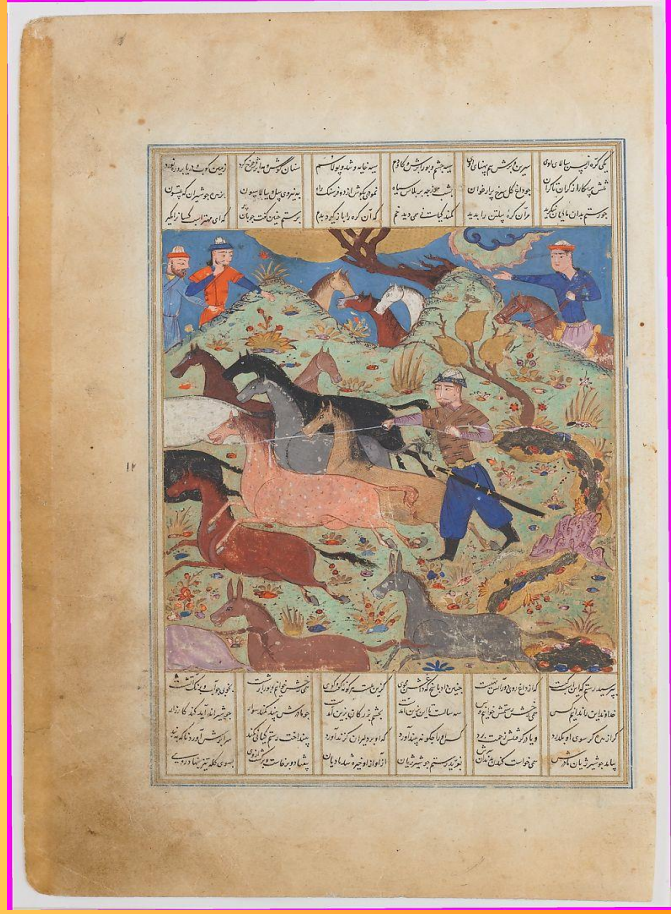
Language teachers often use role-play in the classroom.

role-play verb

repeat

/ˌɪləˈstreɪʃən/ noun



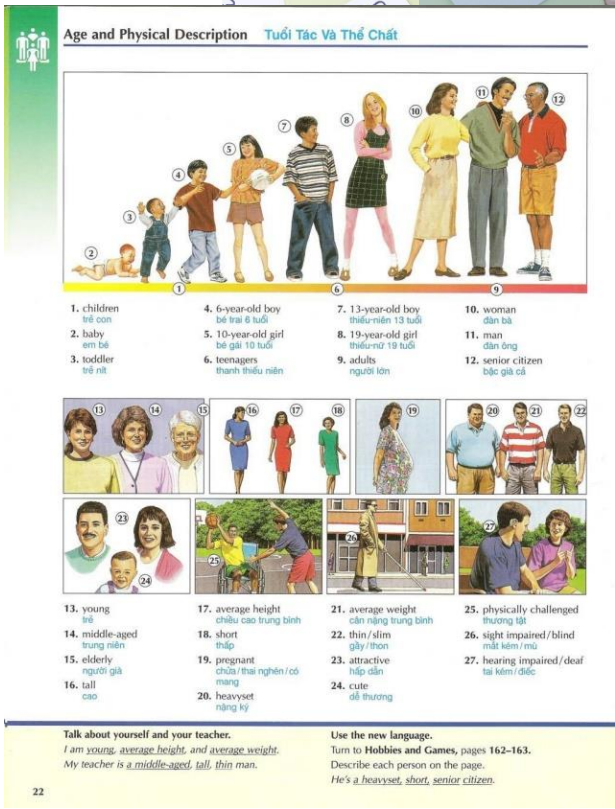


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illustration

a picture in a book, article etc, especially one that helps you to understand it

e.g., The book contains 62 pages of illustrations.



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repeat

/ˌdemənˈstreɪʃən/ noun







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Demonstration (n)

an act of explaining and showing how to do something or how something works

I am interested in watching a cookery demonstration on TV.

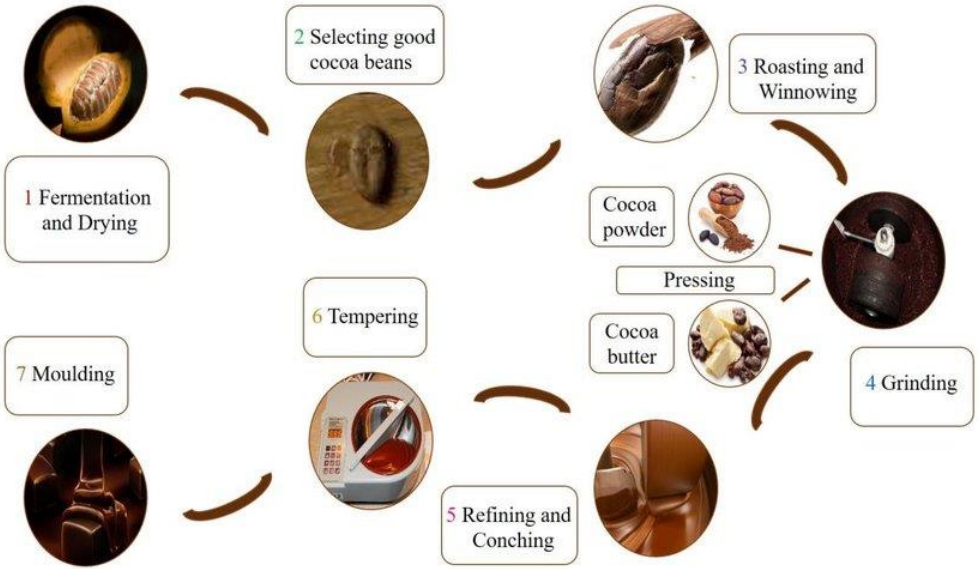


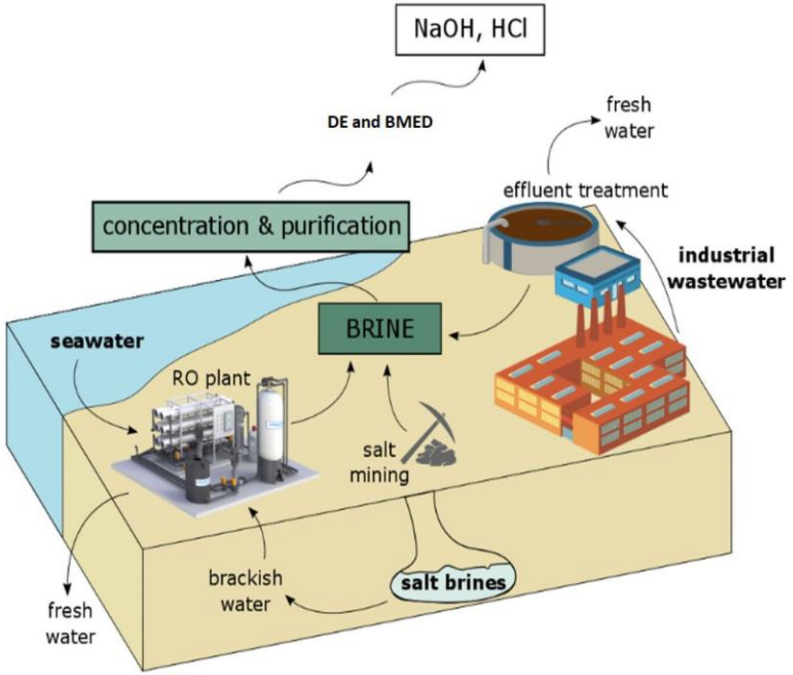




repeat

/ˈprɑːses/noun



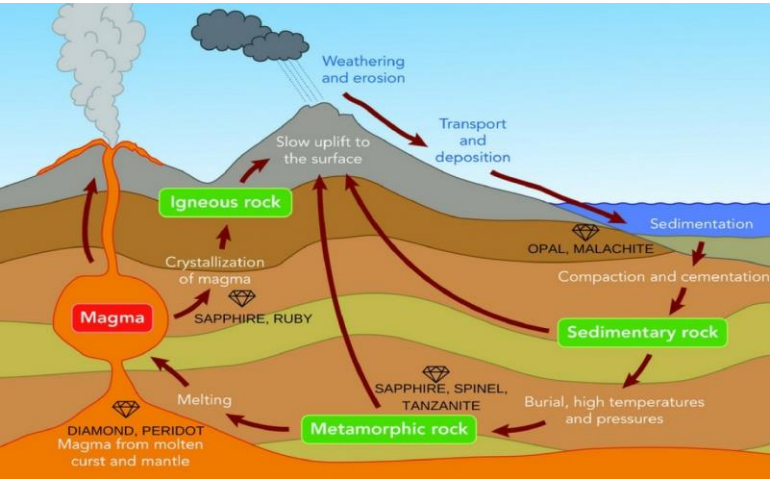


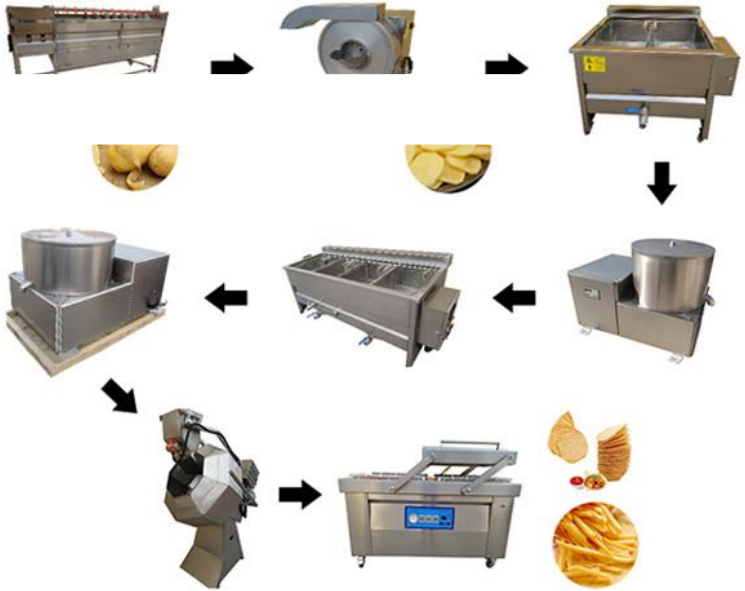
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Process (n)

a series of actions that are done in order to achieve a particular result

e.g., Repetition can help the learning process.

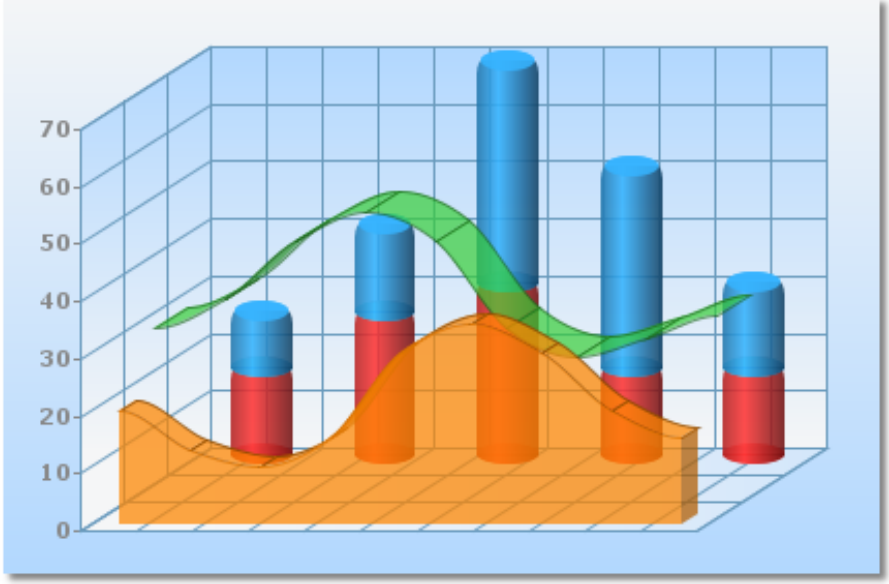


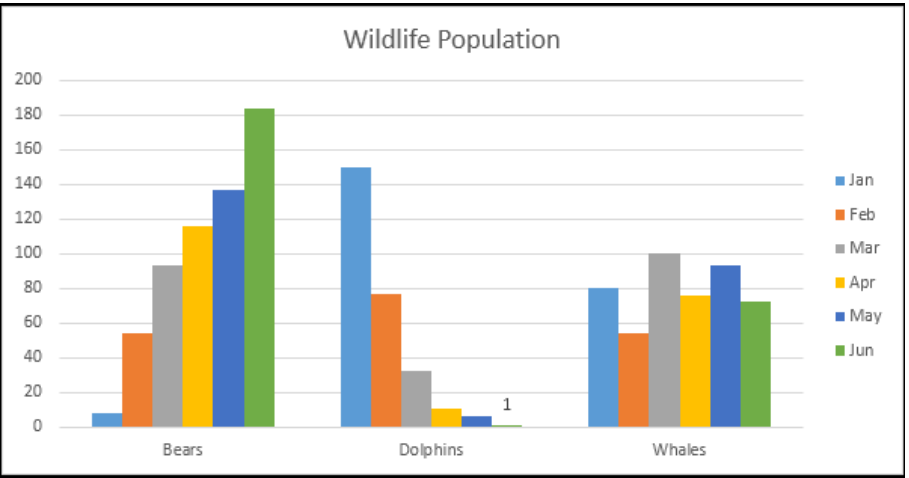


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repeat

/tʃɑːrt/noun







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chart

information that is clearly arranged in the form of a simple picture, set of figures, graph etc, or a piece of paper with this information on it **SYN** *diagram*



- a chart showing last year's sales
- a weather chart



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repeat

/ˈaʊtlaɪn/noun

Essay Outline

I. Introduction Thesis: _____

II. Body Paragraph #1- Topic Sentence: _____
   A. supporting idea
   B. supporting idea

III. Body Paragraph #2- Topic Sentence: _____
   A. supporting idea
   B. supporting idea

IV. Body Paragraph #3- Topic Sentence: _____
   A. supporting idea
   B. supporting idea

V. Conclusion

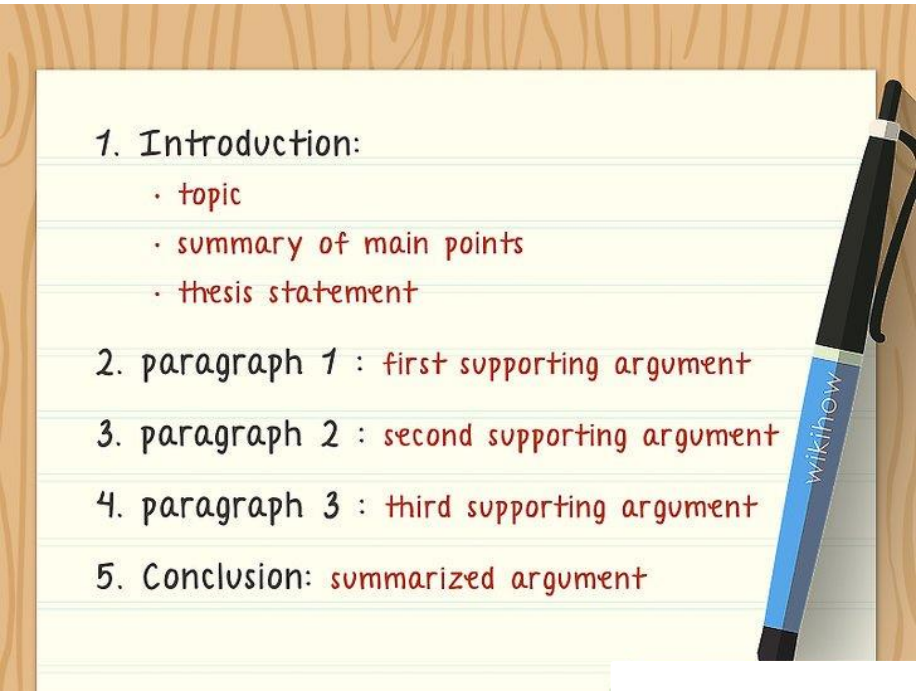


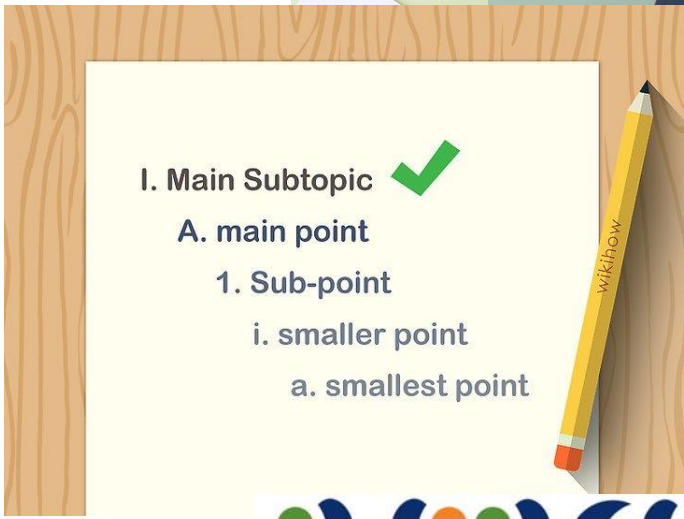
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outline

a plan for a piece of writing in which each new idea or fact is separately written down

Always write an outline for your essays.



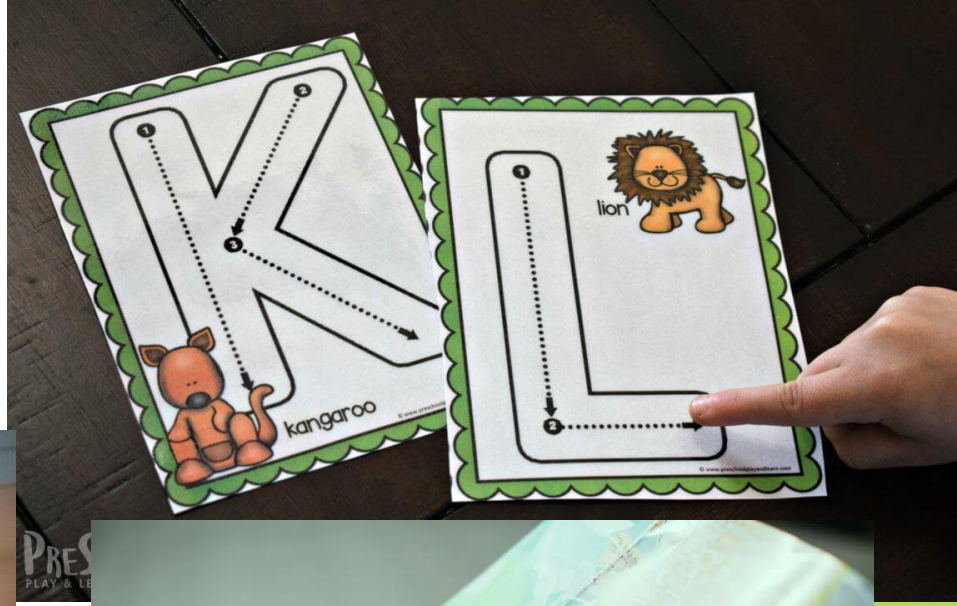


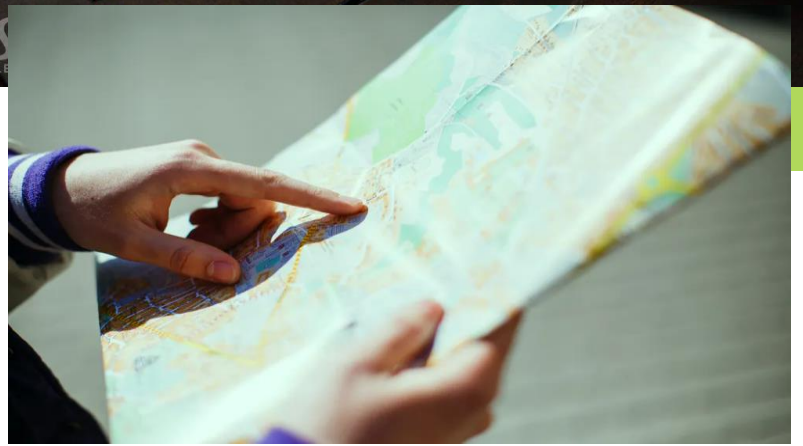
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repeat

/treɪs/ verb







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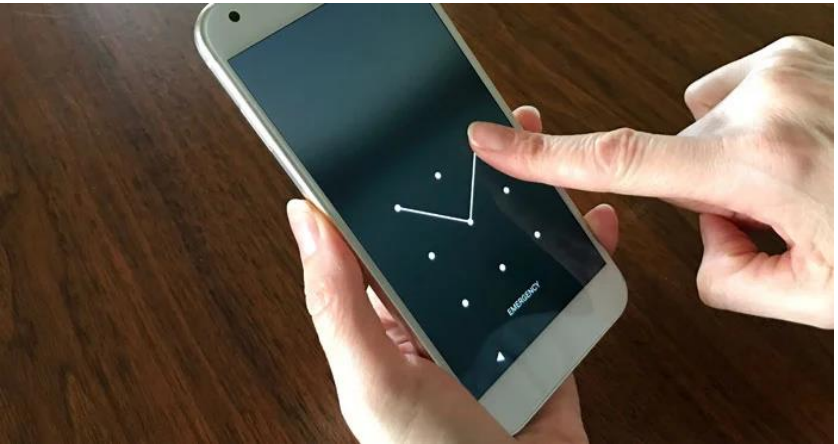
trace

to draw real or imaginary lines on the surface of something, usually with your finger or toe

e.g., Rosie’s fingers traced a beautiful pattern in the sand.







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repeat

/ˈɒːdətɔːri lɜːrnər/





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Auditory learner

A learner that learns through listening



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repeat

/ˈvɪʒuəl lɜːrnər/





Visual learner

A learner that learns through seeing charts, illustrations, etc





repeat

/ˈtæktl lɜːrnər/





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Tactile learner

A learner that learns through doing something.



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VOCABULARY

1 Match the characteristics to the type of learner. Then complete the sentences.

like talking and discussing.	listen carefully to every word.	write down every word.
like working on projects.	are not happy talking.	learn by doing.
learn through listening.	like practicing what they are learning.	~~learn through reading.~~

VISUAL LEARNERS	AUDITORY LEARNERS	TACTILE LEARNERS
a learn through reading.	a _____	a _____
b _____	b _____	b _____
c _____	c _____	c _____

Now join your partners and compare your answers.



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2 Look at the following words and answer the questions.

recordings	~~slides~~	charts
role-playing	diagrams	demonstrations

1 Which four are visual aids?

slides, _____

_____

2 Which one is an auditory aid?

_____

_____

3 Which one involves acting?

_____

_____

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Let's check the answers.



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Work in pairs. Discuss the questions with your partner.

- How do you think you learn best?
- Are you a mostly visual, auditory, or tactile learner?

Take the quiz. Answer each question with a, b, or c.

Learning quiz

1 When I study I like to
- a use colors to make keywords stand out.
- b explain the information to someone else.
- c memorize information by saying a chant or rhyme.

2 I like to study
- a alone in a quiet place.
- b in a group so I can listen to others.
- c with one other person using role-playing games.

3 I remember things better if I
- a write things down and read them back.
- b record the information and listen.
- c make lists and copy them again and again.

4 I don't remember things well if I don't
- a see pictures or illustrations.
- b say the information out loud.
- c watch a demonstration.

5 I remember information as soon as I
- a draw a picture of a process.
- b create songs with the information.
- c act out the information.

6 I remember things best when I
- a read them.
- b hear them.
- c say them.

7 Do you usually remember people's names?
- a I can't remember people's names until I see them – then I remember.
- b I never forget names and faces after I've shaken hands with someone.
- c As soon as I hear someone's name, I remember it.

8 Before I take a test I like to
- a make an outline.
- b trace pictures, diagrams, and charts with my finger.
- c read out loud.



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Now check your answers. Do you mostly have as, bs, or cs?



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In pairs, tell each other your answers. Take down notes.



Learning quiz

1 When I study I like to
a use colors to make keywords stand out.
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c memorize information by saying a chant or rhyme.

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c read out loud.

Analyzing the text



- Make something stand out
- Explain / memorize / record / say the / create something with / act out / highlight / remember information
- Say a chant / take up chant (began chanting)
- Create / write / read a song
- Say something out loud
- Watch a demonstration
- Trace pictures / diagrams / charts with your finger
- Read out loud

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Let’s discuss these questions together.

1. What’s the most effective way you learn?
2. What are some ways to help you learn and remember information for a test?



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HOMEWORK



Prepare a one minute presentation about learning styles.

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