

Education: Learning preferences

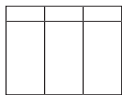
Listening skills: Making and organising notes
Speaking skills: Using personal information;
Reason linkers (because, so)

1 VOCABULARY

a Match 1–6 with the verbs in the table. More than one answer is possible.



1 a graph



2 a table



3 a video



4 a podcast



5 online



6 a lecture

listen to	read	watch

b In a week, how often do you do these things? Do you do them for study or for your interest?

2 LISTENING

- a Listen to Elif’s presentation about learning preferences. Choose the correct summary.
- Some students like studying together and need to work in the same groups.
 - Everyone learns in different ways and we often change the ways we choose to learn.



b Listen again and complete the notes. Put a word or number in each gap.

General information	Research	Elif’s examples
<ul style="list-style-type: none">learning preference = what students ¹ _____ doing when they ² _____	<ul style="list-style-type: none">every learner is differentstudents still like ³ _____ learning – ⁴ _____% more than online	<ul style="list-style-type: none">likes ⁵ _____ graphs & tablesalso likes reading ⁶ _____ and ⁷ _____ learning

STUDY SKILLS: ORGANISING NOTES

- Look at the student’s notes in 2b. What do they use to organise the notes?
- It’s a good idea to organise notes from reading and listening. Why?

3 PRONUNCIATION Syllables and word stress

- a These words are from Elif’s presentation. How many syllables do they have? Listen and check.
- | | | |
|-------------|-------------|---------------|
| 1 classroom | 3 different | 5 information |
| 2 everyone | 4 research | 6 preference |

2 syllables	3 syllables	4 syllables

- b Listen again and underline the stressed syllable in each word.
- c In pairs, practise saying these words.

4 LANGUAGE FOCUS because, so

- a These sentences are from Elif’s presentation. Complete the gaps with *because* or *so*. Listen and check.
- I like reading graphs and tables _____ they present the information clearly and I find them easy to understand.
 - But some people find graphs difficult _____ they don’t like learning that way.
 - People often think that students really like online learning _____ you can study when you want to.
 - There’s a lot of useful information online _____ I use the internet all the time.
 - But I like classroom learning too _____ I like asking teachers lots of questions.
- b Complete the rules with *because* and *so*.
- We use _____ before we talk about a reason.
 - We use _____ before we talk about a result.

c Match 1–4 with a–d to make sentences. Join the two parts with *because* or *so*.

- | | |
|---|--|
| 1 I learn well watching online videos | a I read very quickly. |
| 2 I always go to lectures | b my laptop is important for my learning. |
| 3 I have a lot of reading to do for my course | c a lot of my classmates are also my friends. |
| 4 I really enjoy going to classes | d I always find them interesting to listen to. |

d Read a student's description of their learning preferences. Complete the gaps with *because* and *so*.

Sometimes I don't go to lectures ¹ _____ it's a bit difficult to understand them. The lecturer always puts the PowerPoint slides online ² _____ students can get important information from them. I also read books and articles in the reading list. I always write notes when I read ³ _____ I can remember useful information. I enjoy tutorials ⁴ _____ I like talking about ideas with other students. It also helps me understand new ideas. Sometimes no one in my class understands a new idea ⁵ _____ we ask the tutor to explain it. That's really useful.

5 SPEAKING

a CRITICAL THINKING YOUR EXAMPLES

Answer the questions.


1 Why does Elif use personal examples in her presentation? Choose different reasons:

- | | |
|---|--|
| a <input type="checkbox"/> to make it more interesting | |
| b <input type="checkbox"/> she likes talking about her life | |
| c <input type="checkbox"/> to help students understand her ideas | |
| d <input type="checkbox"/> to tell her tutor how she wants to study | |

2 When does she use personal examples?

- | | |
|---|---|
| a <input type="checkbox"/> at the beginning | c <input type="checkbox"/> all the time |
| b <input type="checkbox"/> at the end | d <input type="checkbox"/> at the beginning and end |

b Prepare a short talk on learning preferences. Make notes but don't write sentences. Use some of the information from Elif's presentation and add your own personal examples. Use *because* and *so*.

c  In small groups, tell each other about learning preferences. Were your examples the same or different?

