

MACMILLAN EDUCATION ENGLISH WEDNESDAYS

LIVE

 **MONDADORI**
EDUCATION



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education



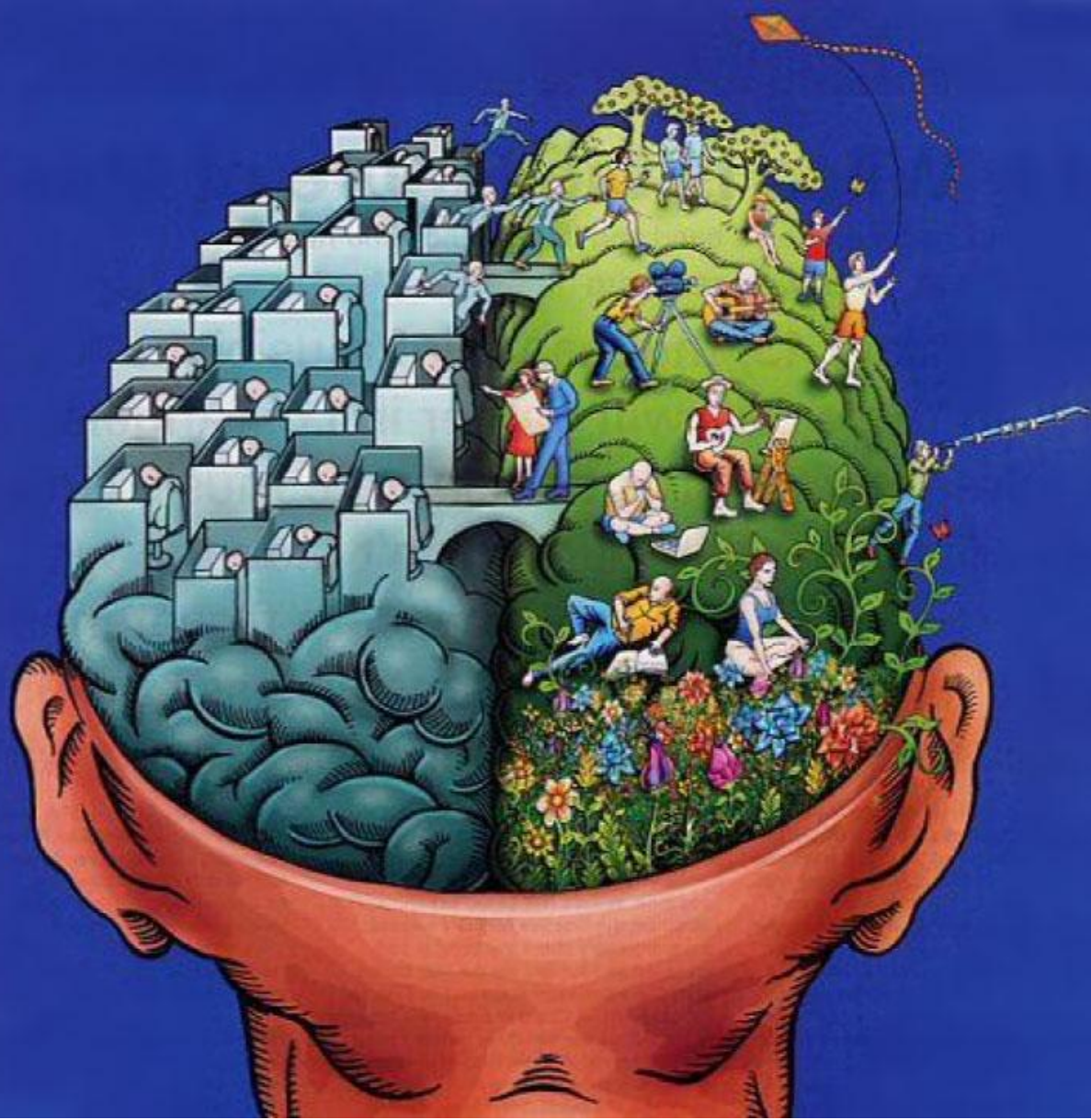
**MACMILLAN EDUCATION
TEACHER TRAINING DAYS**

VAKOG & Learning Styles



Teresa Doguelli



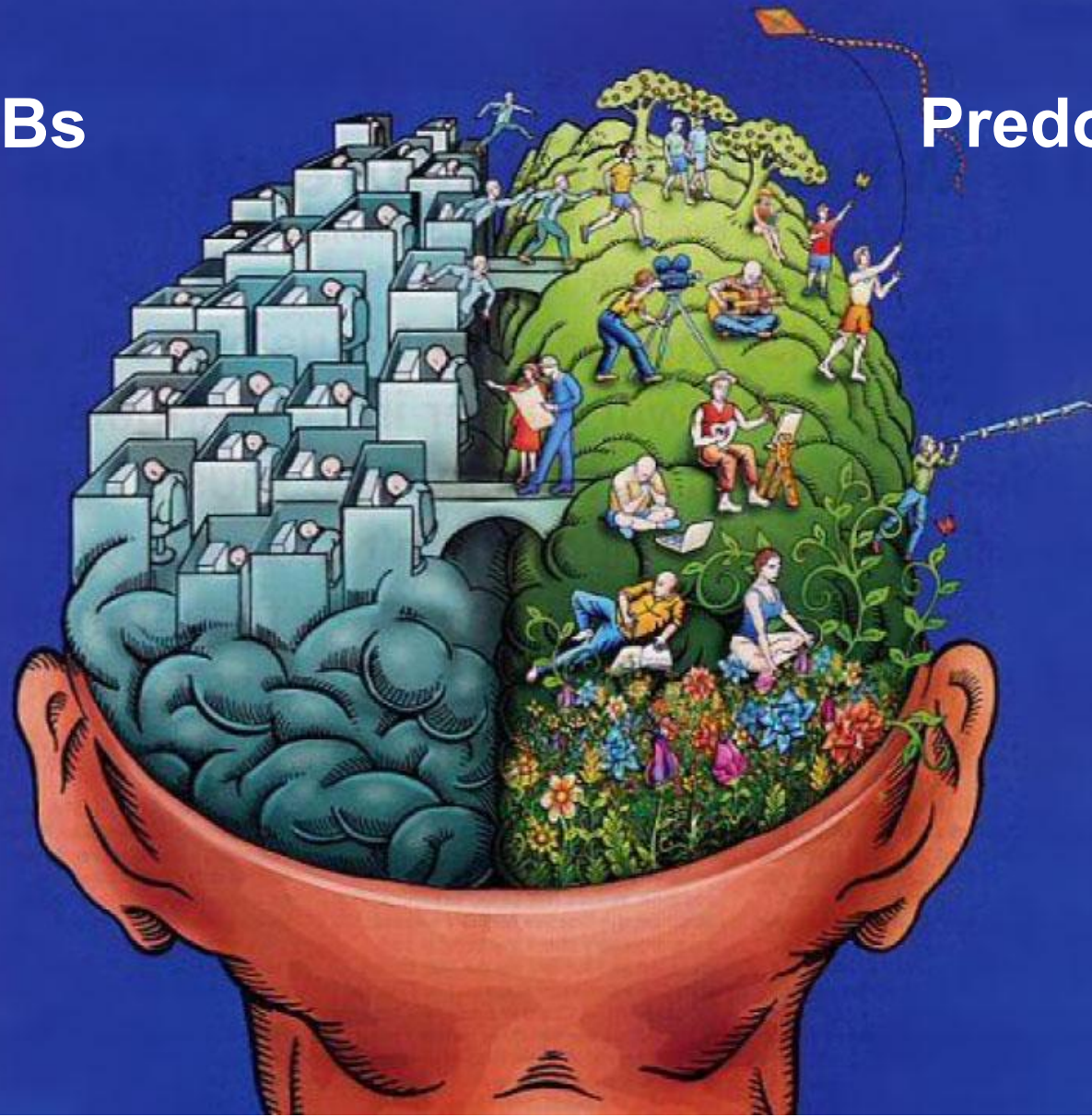


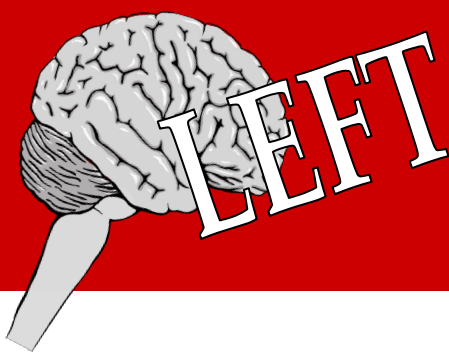
LEFT / RIGHT BRAIN TEST

1. At school, did you prefer ...
(a) arts subjects (b) science subjects?
2. Do you prefer sports which...
(a) are team games (b) you do alone?
3. Do you remember your dreams vividly...
(a) often (b) seldom or never?
4. When talking, do you use...
(a) many gestures (b) very few gestures?
5. Clasp your hands. Is your right thumb...
(a) on top (b) underneath?
6. Without looking at your watch, try to guess the right time. Was your guess...
(a) wrong by more than 10 minutes (b) right within 10 minutes?
7. Do you best remember...
(a) people's faces (b) people's names?
8. With both eyes open, hold up a pencil or finger in line with a window frame or vertical column. Close your left eye and notice how far the pencil or finger moves. Now do the same with the right eye closed. Did the pencil/finger move least with...
(a) the left eye shut (b) the right eye shut?

Predominantly Bs

Predominantly As





How the Brain Works



Dimension/Shape

- Logical; Rational; Thinks linearly
- Classifies
- Categorizes; Lists; Sequences
- Analyses
- Mathematical
- Conscious; Aware; Alert
- Uses language correctly
- Sees details
- Focuses on parts
- Systematic and disciplined
- Objective
- Short-term memory

SUBJECTIVE



Smells



Intuition



Imagination

Creative



Hears

Touch

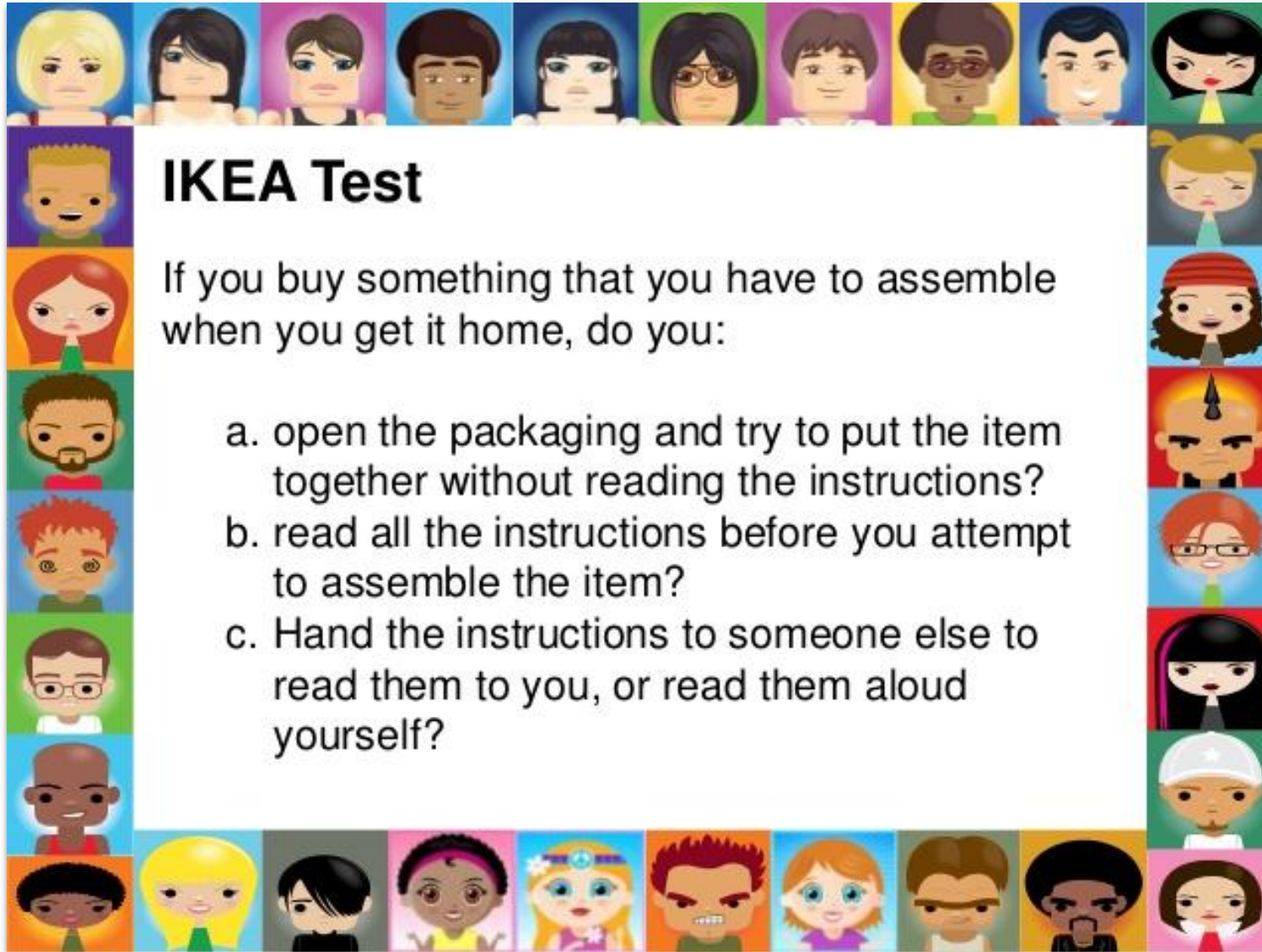
Tastes



Remembers long-term

RHYTHM

Sees things as a whole



IKEA Test

If you buy something that you have to assemble when you get it home, do you:

- open the packaging and try to put the item together without reading the instructions?
- read all the instructions before you attempt to assemble the item?
- Hand the instructions to someone else to read them to you, or read them aloud yourself?

SENSORY CHANNELS DICTATION

I SEE	I HEAR	I FEEL WITH MY BODY (Emotion, Smell, Taste, Physical)

SENSORY CHANNELS DICTATION

Baby
Marriage
Garden
Argument
Birth
Teenager
Senior citizen
Angry
Breakfast
Smartphone
Family
Homework

People commonly have a **main preferred** learning style, but this will be part of **a blend** of all three. Some people have a **very strong preference**; other people have a more even **mixture of two** or less commonly, **three** styles. When you know your preferred learning style(s) you understand the type of learning that best suits you. This enables you to **choose the types of learning that work best for you**. There is no right or wrong learning style. The point is that there are types of learning that are right for your own preferred learning style.





NLP Solutions: Understanding Yourself & Others

Mental Maps: Preferred Modes of Thinking

The Visuals (“see” the world)

- Think by making pictures in their mind
- Understand something better if they see it
- Appearance is very important

The Auditories (“hear” the world)

- Think by analyzing sounds
- Get more information from how you say things than from what you are saying
- Love to hear themselves and others talk

The Kinethetics (“feel” the world)

- Act on what they feel
- Get more information from touch, emotions, gut instincts, and hunches
- Love to touch people and things

Three Groups of People and their Share in the Population

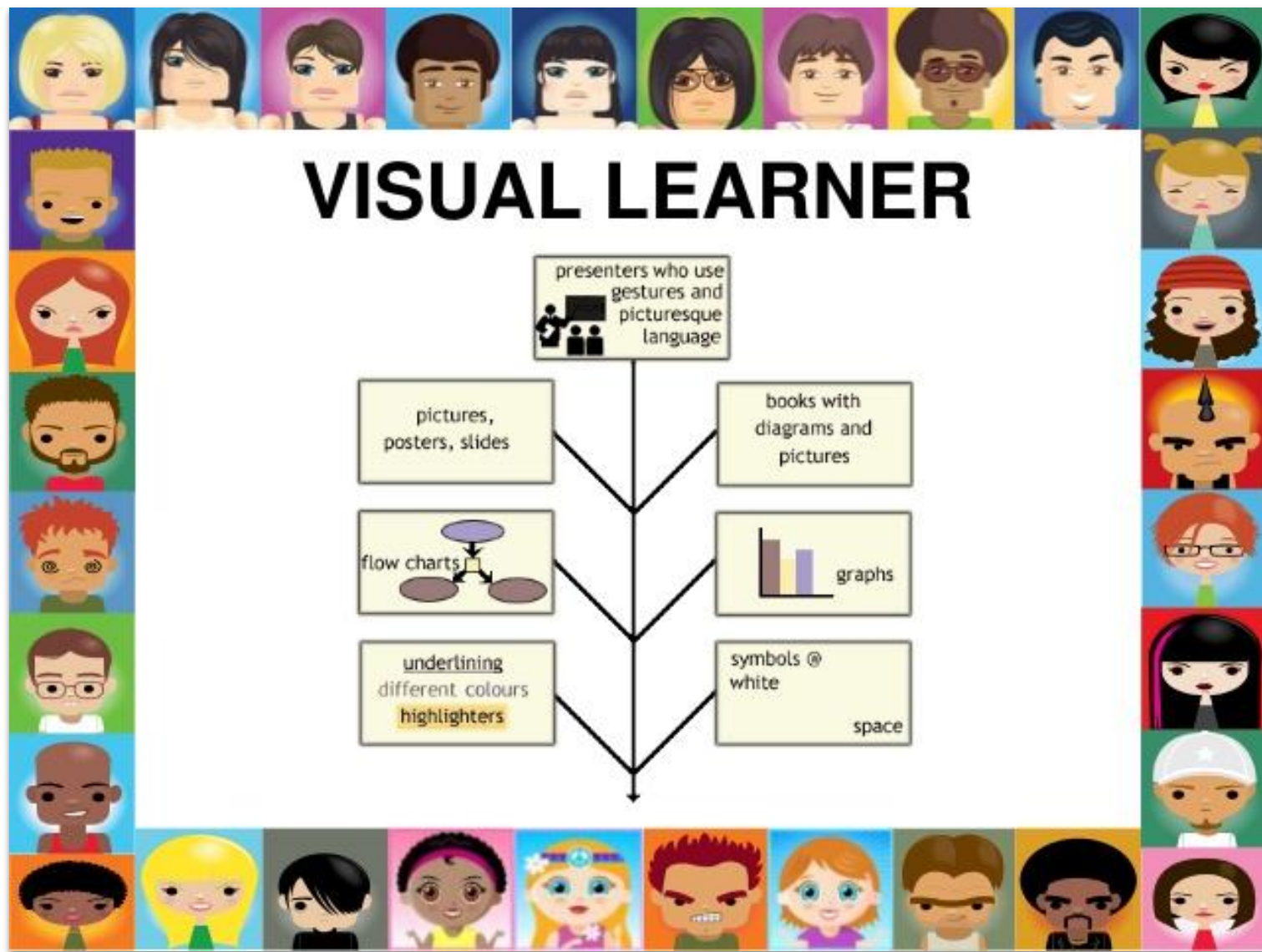


These are preferred modes of thinking, not exclusive ones

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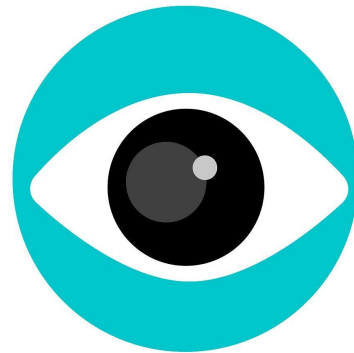
What does this mean for a Teacher?

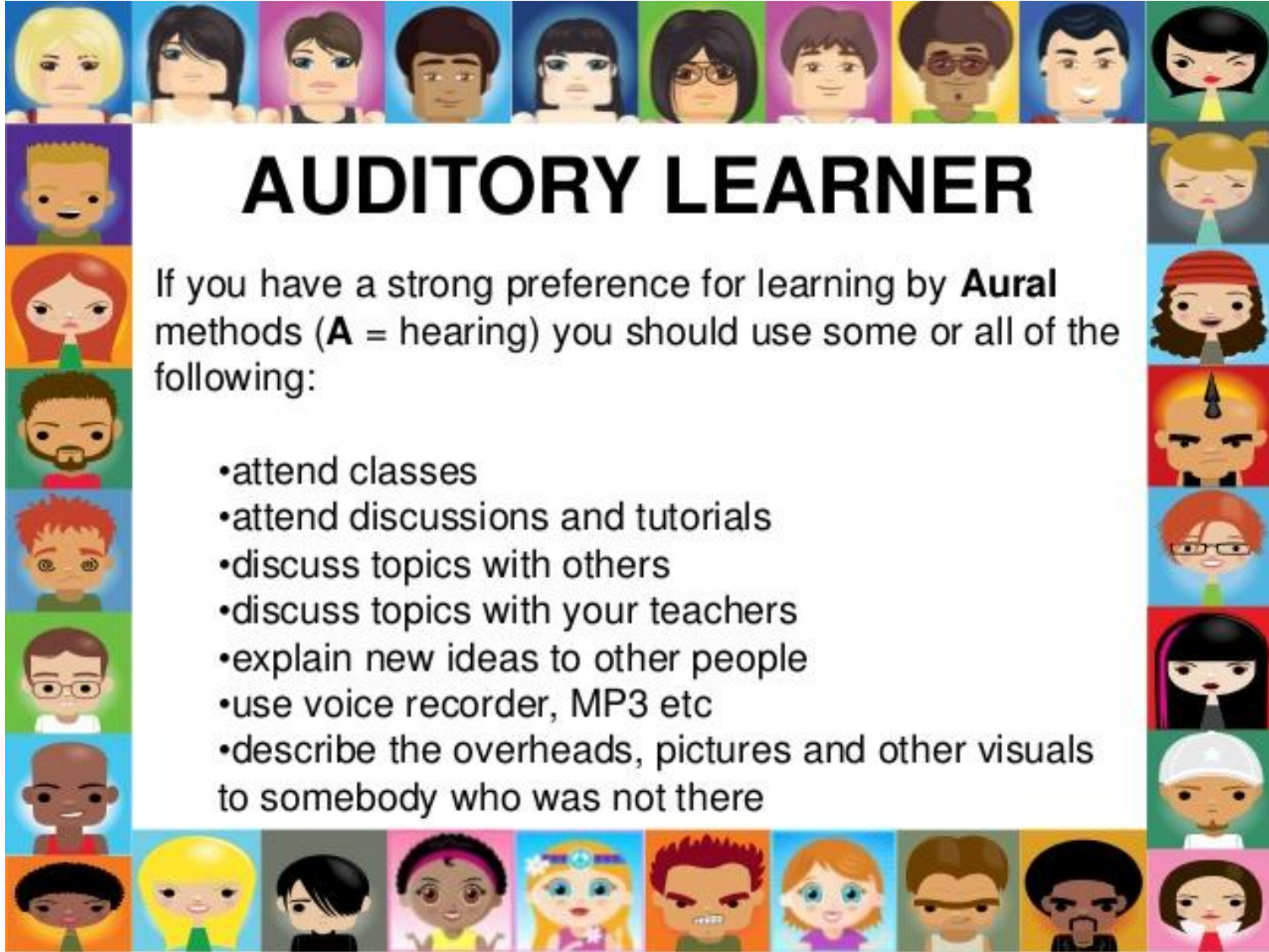




Visual Learners

Someone with a Visual learning style has a preference for seen or observed things, including **pictures, diagrams, demonstrations, displays, handouts, films, flip-chart**, etc. These people will use phrases such as *'show me', 'let's have a look at that'* and will be best able to perform a new task after **reading the instructions** or **watching someone else do it first**. These are the people who will work from **lists** and **written directions** and **instructions**.





AUDITORY LEARNER

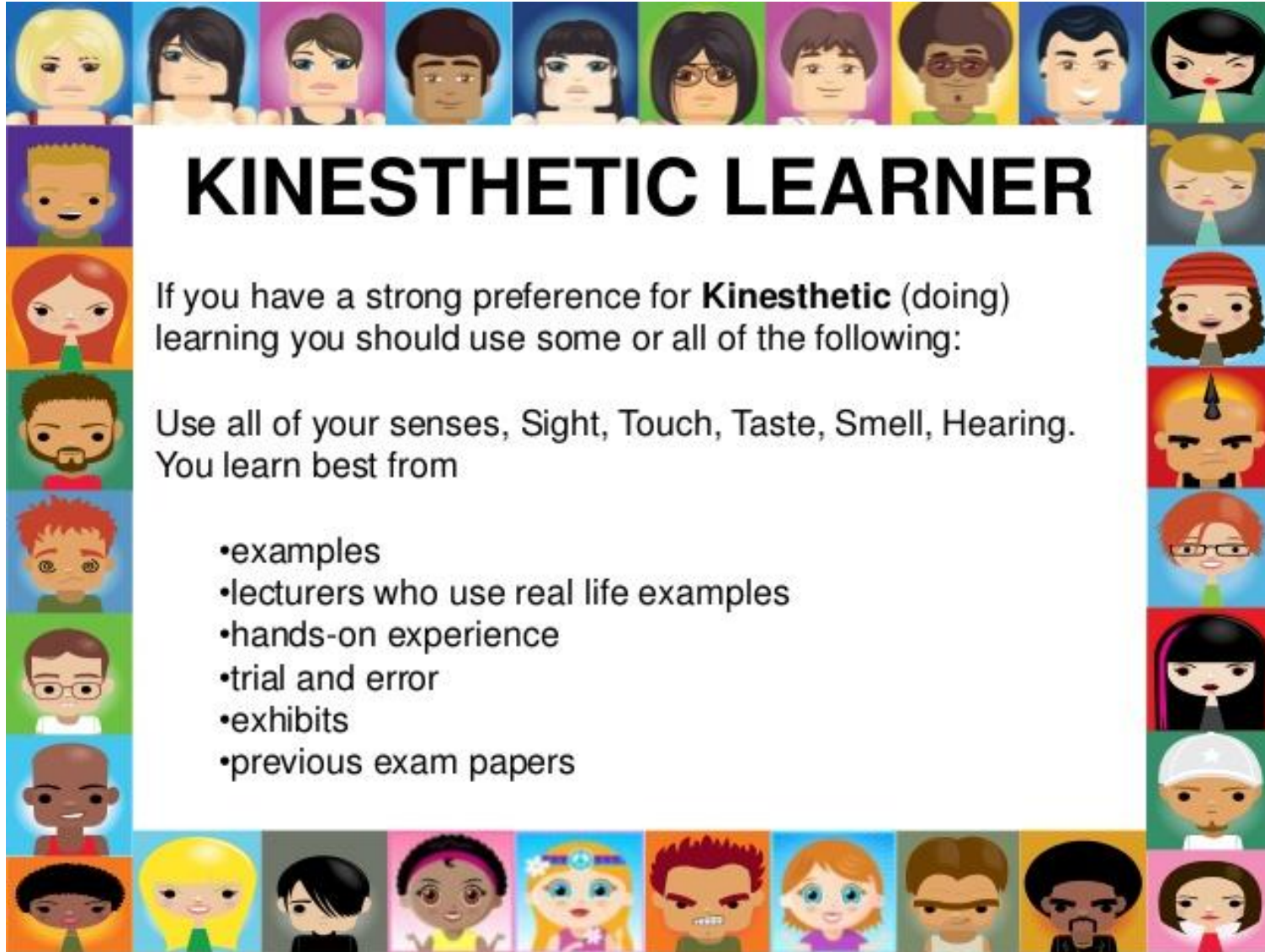
If you have a strong preference for learning by **Aural** methods (**A** = hearing) you should use some or all of the following:

- attend classes
- attend discussions and tutorials
- discuss topics with others
- discuss topics with your teachers
- explain new ideas to other people
- use voice recorder, MP3 etc
- describe the overheads, pictures and other visuals to somebody who was not there

Auditory Learners

Someone with an Auditory learning style has a preference for the transfer of information through listening: to **the spoken word**, of **self or others**, of **sounds and noises**. These people will use phrases such as *'tell me'*, *'let's talk it over'* and will be best able to perform a new task **after listening to instructions from an expert**. These are the people who are happy being given spoken instructions **over the telephone**, and can remember all the words to **songs** that they hear!





KINESTHETIC LEARNER

If you have a strong preference for **Kinesthetic** (doing) learning you should use some or all of the following:

Use all of your senses, Sight, Touch, Taste, Smell, Hearing.
You learn best from

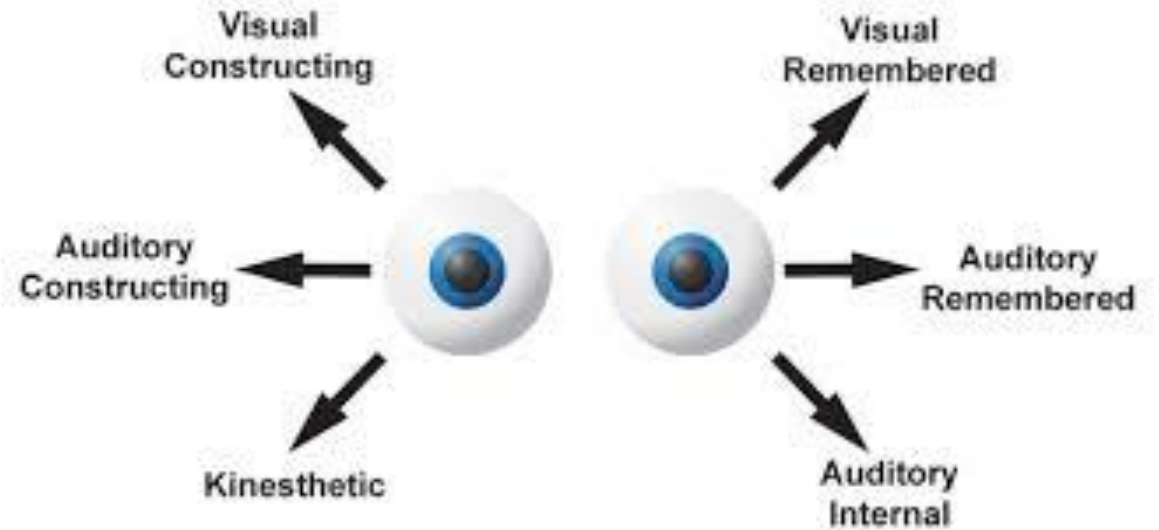
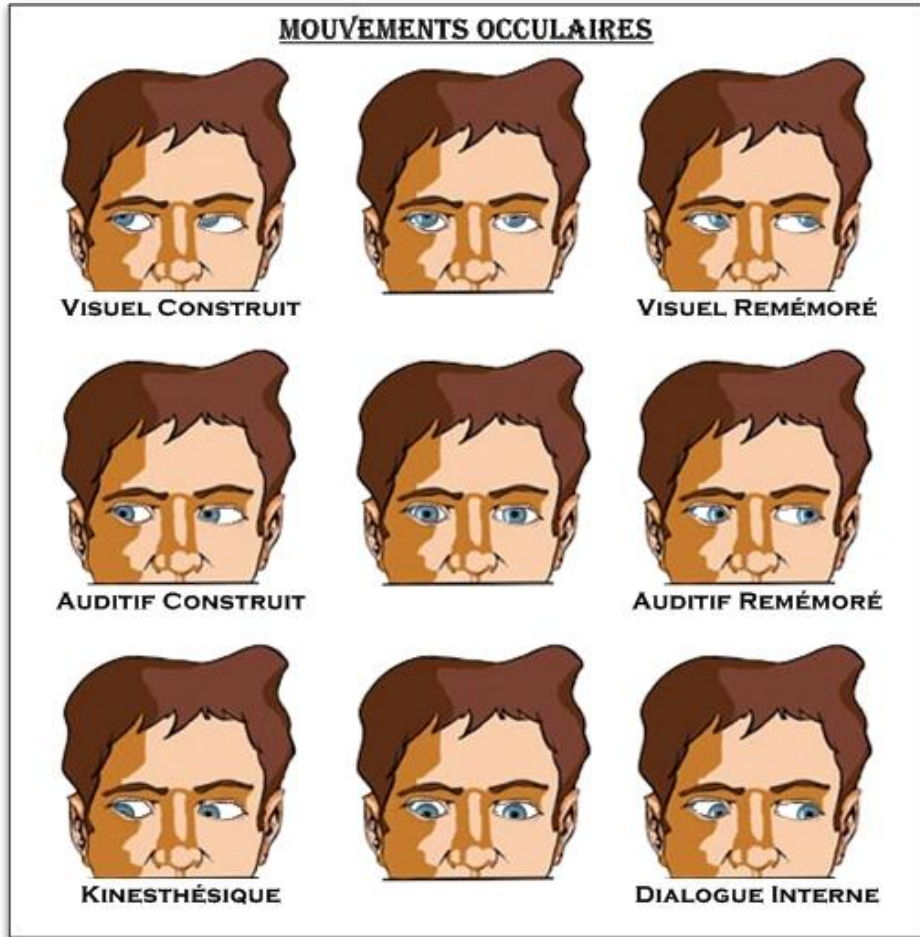
- examples
- lecturers who use real life examples
- hands-on experience
- trial and error
- exhibits
- previous exam papers

Kinesthetic Learners

Someone with a Kinaesthetic learning style has a preference for physical experience - **touching, feeling, holding, doing, practical hands-on experiences**. These people will use phrases such as *'let me try', 'how do you feel?'* and will be best able to perform a new task by going ahead and **trying it out, learning as they go**. These are the people who like to **experiment, hands-on**, and never look at the instructions first!



What the eyes 'tell' us



Problems

Who.....?

- Has problems following oral instructions
- Needs to write everything down
- Is constantly messing with their hair, their pen, other people
- Has greatest difficulties with understanding listening texts
- Can't stop talking to friends
- Always wants to play games
- Taps out 'tunes' on the desk with their fingers
- Always has their hand up even if they don't know the answer
- Doodles during lessons
- Wanders round the classroom at every opportunity
- Has problems with writing
- Needs to listen to music while they study

Problems

Who.....?

- V/K** Has problems following oral instructions
- V** Needs to write everything down
- K** Is constantly messing with their hair, their pen, other people
- V** Has greatest difficulties with understanding listening texts
- A** Can't stop talking to friends
- K** Always wants to play games
- K/A** Taps out 'tunes' on the desk with their fingers
- K/A** Always has their hand up even if they don't know the answer
- K/V** Doodles during lessons
- K** Wanders round the classroom at every opportunity
- A** Has problems with writing
- A** Needs to listen to music while they study

VISUAL

**Need to work with pictures, colourful cards.
Like to copy everything off blackboard.
Need to see words written.
Enjoy reading, using computer and video to learn.
Good imagination and photographic memory.
Have problems remembering spoken instructions and understanding listening texts if can't SEE it.
Remember best what they have seen.**

AUDITORY

**Like to talk a lot to themselves and to others.
Always leaders in discussions.
Enjoy reading aloud.
Often tap out a rhythm with their fingers or feet on a table or desk.
Love listening to music and songs.
Remember sounds and voices very well.
Are good mimics.
Have problems with maths and writing.
Remember best what they have heard.**


KINESTHETIC

**Need to move around a lot.
Often swing their legs, fiddle with their hair, touch people and put their hands up at every opportunity.
Like to memorise while walking around.
Gesture a lot when speaking.
Love drama and role-play.
Learn by doing and making things with objects, pictures & cards.
Have problems with details.
Remember best what they have 'lived'.**

Are all Learning Styles being catered for in this activity? Could we add an extra activity?

L LISTENING

■ A DIALOGUE ABOUT AN INCIDENT

2 **LISTENING**  019 | Listen to a boy telling his friend about something that happened to him last night. Order pictures A-D chronologically.

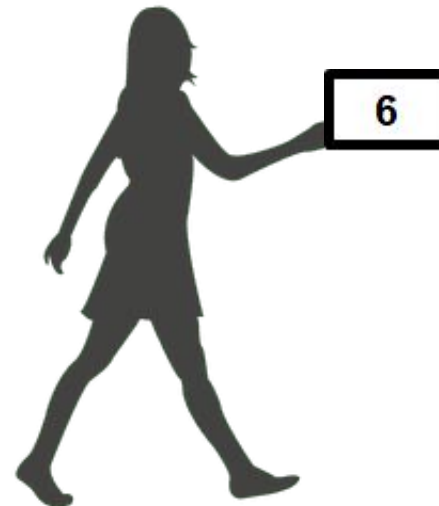
A 

B 

C 

D 

Mobile Story



Are all Learning Styles being catered for in this activity? Could we add an extra activity?

R READING

A PODCAST ABOUT CRIMES

2  017 | Read and listen to the stories and match each one with a picture.



True Crime Podcast

A True Crime Podcast Episode 139
7 DAYS AGO
Tommaso Bonardi, 78, and Vittorio Laudani, 70, are a pair of experienced thieves. Last weekend, they tried to steal from a luxury fashion shop in Rome.

They went into the shop in the middle of the night wearing smart suits. At 4 am they were putting clothes and accessories worth €100,000 into a bag when the police arrived. But the criminals didn't run away. They stood completely still and pretended to be part of the fashion display. The police looked for them but didn't see them. Then one of them moved. The police arrested them immediately, and not for the first time!

B True Crime Podcast Episode 138
3 WEEKS AGO
Police in Devon, UK, had a difficult case to investigate last week. A work of art disappeared at a literary festival. The work of art was a bottle of water.

It was special because the water came from melted Antarctic ice. An American artist called Wayne Hill brought back two litres of the special water and made a bottle for it. The work represented the problem of global warming. It had a value of over £42,000, so Hill wasn't very happy about its disappearance. Did an art thief take it? Or maybe somebody came across the bottle, thought it was rubbish and threw it in the bin. The police looked into the case but no evidence turned up.

ART

THIEVES

WATER

ARE



BOTTLE

Fly-Swatting

POLICE

WERE

DISPLAY

GLOBAL

INVESTIGATE

EVIDENCE

SMART

More Kinesthetic Activities

- Research online about other interesting crimes. Write a **short description** and hand to the teacher to duplicate for class. **Draw a picture/poster/cartoon and display on class walls**. Ss in pairs walk around the Crime Gallery, **matching crimes to pictures / posters / cartoons**.
- Think of / research another unusual crime. **Mime** it for another pair/group/the class to guess
- In groups, start miming an unusual crime. Stop and do not move when the teacher shouts **"Freeze!"** T takes a photo of each group & invites class to guess what is happening in each **group photo**.
- **Prepare your own podcast** about an unusual crime
- **Messenger (Running) Dictation** in groups
- **Jigsaw Reading/Jigsaw groups**



TEAMS & BUZZERS VAK?



READING  057 | Read and listen to the text. Are the statements True (T) or False (F)?

1 Kids in the 1980s loved

Find and correct a mistake with articles in each sentence.

- 1 I'm a vegetarian. I never eat the meat.
- 2 My mum is the doctor in a big hospital.
- 3 Could you pass me potatoes?
- 4 I had a cat but a cat disappeared last month.
- 5 He's a student at University of Edinburgh.
- 6 She's got a brother and the sister.
- 7 I haven't got a watch - can you tell me a time?

for adults as it is for children. T F

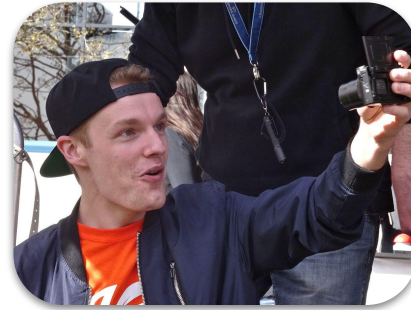
6 Adults find ordinary TV series less relaxing than interactive ones. T F



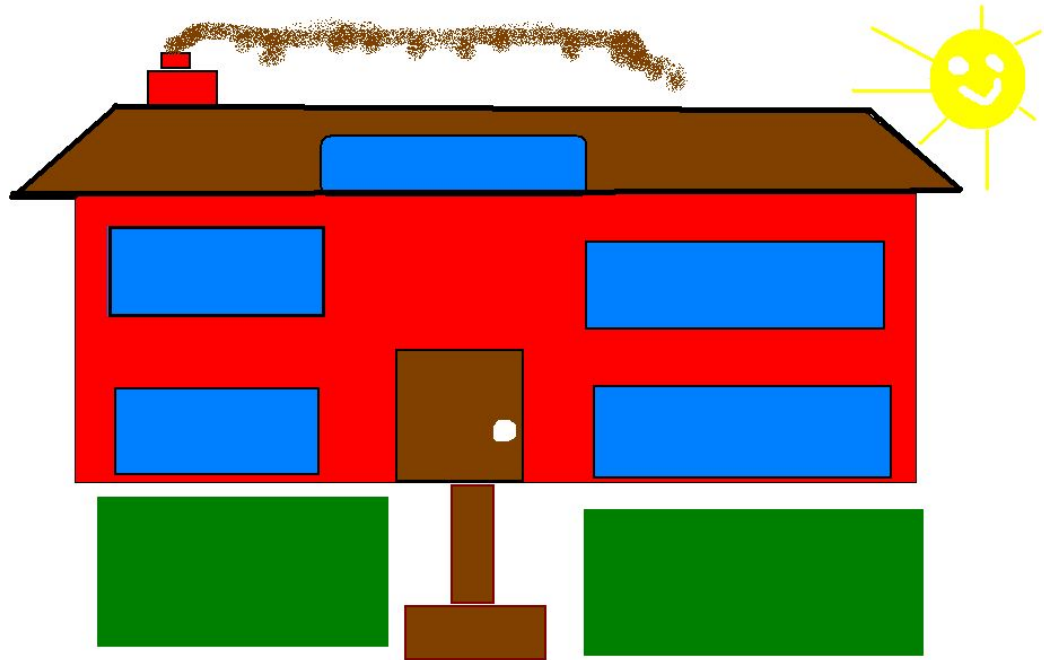
Show & Tell VAK?

Find something which...

- you've never liked, but you keep in your house anyway.
- you've broken – and fixed!
- you've been eating a lot of recently.
- you haven't worn for over a year.
- you've been reading for ages and still haven't finished.



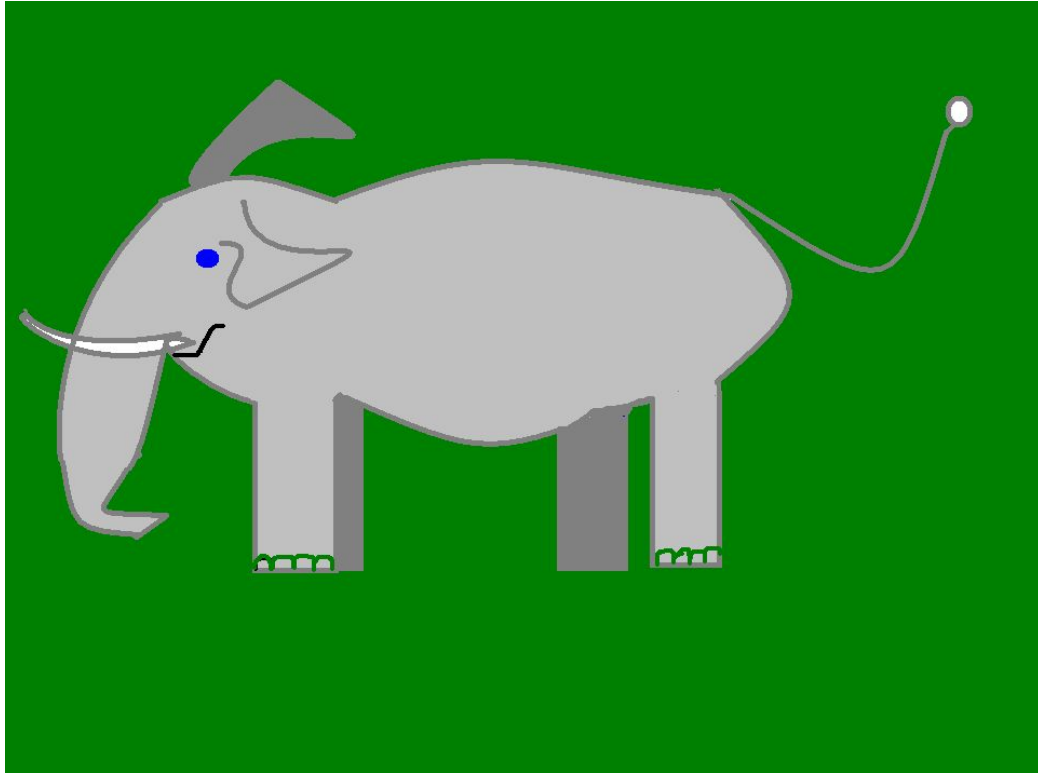
Vocabulary: VAK?



disposable (adj) usa e getta,
monouso
electricity (n) elettricità
energy (n) energia
extinct (adj) estinto
filthy (adj) sporco, sudicio
formal (adj) formale

Add a bit of relevant background music while they are drawing

Vocabulary: VAK?



fall out (with somebody) (v phr) litigare (con qualcuno)
get on well (with somebody) (phr) andare d'accordo (con qualcuno)
hang out (with) (v phr) andare a spasso
have arguments (with somebody) (phr) discutere
have in common (v phr) avere in comune
make (it) up (v phr) fare pace, riconciliarsi
see eye to eye (phr) vedere le cose allo stesso modo

Add a bit of relevant background music while they are drawing

Learners' Choice: Learning Stations

2 Unscramble these words and put the stages of life in order.

■ itrhb *birth*

- a dlo gae
- b hoildodch
- c atdeh
- d escalencedo
- e uladoodth
- f idmled gae

■ THE FAMILY

4 Divide these words into three lists as below.

aunt • *brother-in-law* • *close relative* •
distant relative • *grandmother* • *grandson* •
nephew • *niece* • *sibling* • *stepmother* • *uncle*

MALE	FEMALE	MALE OR FEMALE
<i>brother-in-law</i>	<i>aunt</i>	<i>sibling</i>

GUIDED SPEAKING Work with a partner. Imagine you have a different family. Tell him/her about your imaginary family. Use these questions to get started.

- Are you middle-aged or a teenager?
- Are you a parent or a distant relative?
- Do you have siblings and nephews/nieces?

Look at the picture. Write sentences about what the different members of the family are doing or not doing. Use the present continuous form of the verbs given.

cry • drink • laugh • listen •
 play • read • sit • sleep •
 stand • talk • watch

■ *The daughter is talking on the phone.*



Complete the sentences with these words.

born • *bring up* • *divorced* • *grow up* •
one-parent • *only child*

- 1 An doesn't have brothers or sisters.
- 2 If you are married and then end your marriage, you are .
- 3 Single mothers and fathers their children on their own.
- 4 Approximately 800,000 babies are every year in the UK.
- 5 What do you want to be when you ?
- 6 Over 19% of Canadian children live in a family.



- 1** 004 | Watch or listen to the vlog and answer these questions.
- 1 Why is Olivia showing two tickets?
 - 2 What does she want to do with them?
 - 3 What typical questions do Olivia's mum, brother and her mother's partner ask her?
 - 4 Why does she say these questions are an 'interrogation'?
 - 5 How important is Straccio to Olivia? Why?

MEMORY QUIZ 004 | Complete Olivia's sentences with the missing word(s). Then watch or listen again and check your answers.

- 1 Because my middle-aged uncle says it's _____, and now my mom _____ he is right.
- 2 But why _____ attending the _____ of the year?
- 3 The money will help the shelter buy _____ toys and even new _____ for all the cute puppies!
- 4 And then, like _____ three minutes later, he's left the _____ to go out to the cinema with the new girlfriend.
- 5 Let me _____ the tickets. My fate is _____.

Learners' Choice: Learning Stations

PRESENT SIMPLE AND PRESENT CONTINUOUS

1A Look at these sentences. Which sentences are in the present simple and which are in the present continuous?

- 1 I'm **having** a really hard time at the moment.
- 2 My mum and dad never **knock** before coming into my bedroom!
- 3 Parents and teenagers always **argue** about music.
- 4 I **don't know** what to do.

1C Complete the sentences with the correct form of *study*.

PRESENT SIMPLE

- **Affirmative:** He studies history.
- **Negative:** He _____ physics.
- **Question:** _____ he _____ english?

PRESENT CONTINUOUS

- **Affirmative:** She _____ english now.
- **Negative:** She _____ maths now.
- **Question:** _____ she _____ french?

1B Match the sentences (1-4) in 1A with the explanation of their uses in (a-d).

- a Verbs that describe states (*love, like, hate, think, believe, know, understand, want, need*) are used in the present simple.
- b For regular or routine actions.
- c For things that are always or generally true.
- d For actions that are happening now or temporary actions.

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SPEAKING Work with your partner.

Think of 6 questions to ask your favourite singer or actor in an interview about their life now. Then roleplay the interview.

3 Complete the dialogue about the picture using the present simple or present continuous form of the verbs given.

MOLLY: Hi, Julia. What (a) _____ you _____ (do)? Are you at home?

JULIA: Yes. I never (b) _____ (go) out on Wednesdays.

MOLLY: (c) _____ you _____ (watch) TV?

JULIA: No, right now mum (d) _____ (watch) her favourite series. She always (e) _____ (watch) it on Wednesdays.

MOLLY: What's that sound? (f) _____ somebody _____ (cry)?

JULIA: Yeah. It's my baby cousin.

MOLLY: (g) _____ she always _____ (cry) like that?!

JULIA: No, she (h) _____ . (i) _____ you _____ (know) what my dad (j) _____ (do) at the moment?

MOLLY: No, I (k) _____ .

JULIA: He (l) _____ (listen) to loud music because he (m) _____ (hate) the sound of crying! And the amazing thing is that now my grandfather (n) _____ (sleep). He usually (o) _____ (sleep) in the afternoon. I don't know how he does it!



SPEAKING Work with your partner.

Think of 6 questions to ask your favourite singer or actor in an interview about their life now. Then roleplay the interview.

Musical Dialogues



Dramatic Dialogues many Ways



Projects: Decluttering & Minimalism

CITIZENSHIP TASK

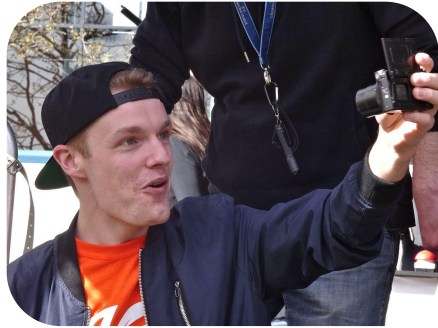
3 You want to let other teenagers know what they can do at home to protect the environment. In groups, prepare a leaflet to give them ideas how to do this. Follow this plan:

- Make a list of ideas for each room. Use the ideas in the video. Add your own ideas and search for others on the Internet.
- Organise your ideas in a logical way. Think about how to illustrate them.
- Write a title for the leaflet and/or for different sections.
- Make your leaflet!

- Swap leaflets and try out another group's suggestion.
- Report how it went and post your results online.

Action	Progress	Feeling	Effect
Day 1			
Day 2			
Day 3			
Day 4			
Day 5			
Day 6			
Day 7			

Projects: Decluttering & Minimalism



+ Ideas for Integrating **FLIPGRID**

Math < > %
 Explain solutions/thinking
 Create/solve word problems
 Correct errors
 Share algorithms

Science 🔬
 Record hypothesis
 Video tape experiments
 Brainstorm project ideas

Reading 📖
 Record oral reading
 Monitor fluency progress
 Share decoding strategies
 Ask questions and make inferences
 Discuss text with literature circles
 Share book reviews
 Share examples of writer's craft
 Share connections
 Practice reading with expression

MUSIC 🎵
 Record performances
 Share compositions
 Sing song ideas
 Brainstorm lyrics

Writing ✍️
 Read published pieces
 Share revisions
 Crowd-source ideas/opinions

ART 🎨
 Discuss artist's statement
 Share thoughts about artwork
 Discuss favorite artists
 Answer essential questions

Feedback Reflections
Goals Questions
Ideas ?

Social Studies 🌍
 Communicate globally
 Mystery Sessions
 Share artifact boxes
 Discuss primary sources
 Cross-cultural communication

Conduct Interviews 🎤
 Improve confidence in communication skills

Created by @joliboucher

COLLABORATE WITH EDUCATORS FROM AROUND THE WORLD!



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 ENGLISH WEDNESDAYS**

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Thank
You!

