

### Section 3

You will hear a talk. First, you have some time to look at questions 21 to 30.

Now listen carefully and answer questions 21 to 30.

Speaker 1: Come in everyone. The office might be a bit crowded with four of us and all these materials. There's coffee over there. Help yourselves. Now, we're here to discuss three types of learners. Kinesthetic, visual and auditory and how we can teach each type. I gave each of you one of them to consider. Jack. Can we look at yours first, please? You were assigned to kinesthetic learners weren't you?

Jack: Yes, I was. The first idea I had was using gestures, particularly finger gestures. Teachers can use them to emphasize stress on certain syllables. They can also use their fingers to write words in the air, spelling out the letters. The second thing is that the teacher can use the board. The teacher can ask students to spell words by going to the board and writing them up. The teacher could also ask students to write a letter each, in order. The teacher could put a poster on the board and students could go to the board with labels and label it as directed by the teacher. Another possibility is to ask students to organize words into categories on the board.

Speaker 1: Good. The important thing is to keep kinesthetic learners active, moving.

Helen: Games are good for them. Jack. Did you think of any?

Jack: yes, Helen! I thought of a couple. One is like charades. Divide the students into two or three teams. Give the students on one team some words and ask them to act them out. For example, if the word is cold, a student might shiver. The other teams have to guess the words.

Speaker 1: Good idea, simple, but effective. Well done, Tina?

Tina: Well, I was asked to think about teaching visual learners. Flash cards are good in my opinion. The students can guess words from seeing part of the flash card, which can be a word or a picture or the teacher can show students the flashcards very quickly. Maybe that's how flashcards got their name. Flashcards can also have different background colours depending on

which part of speech they are: noun, verb, adjective, adverb etc. Students could also learn from their peers by highlighting words they don't know, in a text, for example, then asking, helping each other with unknown words.

Jack: I know a good game for visual learners. Make a set of cards half with words on and half with pictures. The cards are face down and students can turn over two at a time. If the word and picture match they keep the cards. If they don't, they turn them, face down again and the next student tries.

Speaker 1: Great idea. Visual learners are often good at categorizing words. Each page in the student's notebook refers to a category of words. Students write new words on the correct page in their notebook for faster recall. For example, page one might be food and page two could be telephone phrases.

Tina: Spider diagrams are good, too.

Speaker 1: Yes, they are. Helen, you were assigned auditory learners?

Helen: Okay. I had these ideas for teaching auditory learners. First, they could listen to a dictation and draw what they hear. For example, students listen to the teacher describing items of furniture and then draw them in the appropriate rooms of the house or the teacher could describe a picture. After the description the teacher and students can see whose picture was closest to the original. Flash cards can also be used. Each student gets a flash card and they hold up their card when they hear that word or phrase in a song, poem or story. Another way of using them is to go around the class with each student adding a sentence to a story, including the word on their flashcard.

Speaker 1: Auditory Learners can also learn using songs and music. Any suggestions ?

Tina: The teacher could give the students a text of a song, you know, the lyrics with some words replaced by a rhyming word. Students then listen to the song and make corrections.

Speaker 1: That's a really good idea. Perfect for auditory learners. Well, Thank you for your suggestions.

Tina: I have a few other ideas you might consider.

That is the end of Section 3. You now have half a minute to check your answers.

## Question 21-30

### Q. 21-24

Complete the notes on how to teach kinaesthetic learners, using only **ONE** word for each gap.

21 Use gestures – especially \_\_\_\_\_ ones.

22 Spell out words in the \_\_\_\_\_

23 Put a \_\_\_\_\_ on the board and students label it.

24 Students \_\_\_\_\_ out words and others guess them.

### Q. 25-27

Complete the following sentences about visual learners, using **NO MORE THAN THREE WORDS** for each gap.

25 Flashcards can be different colours according to the \_\_\_\_\_

26 Students can word in texts and ask their partners for meanings \_\_\_\_\_

27 Lastly, Tina points out that can be used \_\_\_\_\_

### Q. 28-30

Complete the summary on auditory learners, using **NO MORE THAN THREE WORDS** for each gap.

Students listen to a 28 \_\_\_\_\_ and draw what they hear, or the teacher could describe a picture and the teacher and students can see whose picture was closest to the original. Each student gets a flashcard and holds up their card when the 29 \_\_\_\_\_ is used in a song, poem or story. Students add a sentence to a story, including the word on their flashcard.

The teacher gives the students lyrics with some words replaced by 30 \_\_\_\_\_ words. Students listen to the song and make corrections.