

The final Unit does not attempt to provide input language. It is basically a review Unit and a “Let’s have fun” Unit. The title of the Unit is about “Learning for Life” and this is the message of the whole book: learning is ongoing and continues every day of our lives. But it can also be enjoyable, especially if we are intrinsically motivated (see the reference to Aristotle and the pursuit of happiness in Unit 17 (page 138, “Happiness”). This Unit therefore looks at learning styles, in particular Field Dependent and Field Independent, and present the content through interesting and challenging ideas. The final self-assessment, on page 152, is a review of the whole book and the student’s perception of how much he/she has achieved in terms of improvement of oral, cognitive, affective, social and cultural skills.

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Making a Möbius Strip

Task 1: (individuals)

- Students each need a strip of paper, scissors and glue.
- Individual students each make a Möbius Strip.

This can be done in pairs if wished, but the value lies in understanding the instructions and following them. Students might be familiar with this activity from their school science classes. In this case they will enjoy making the strip, since they will know what to expect and will be able to share their knowledge with the others. If they have not made a strip before, they will probably be very surprised.

Task 2: (pairs)

- Students discuss some optical illusions.

Some well-known optical illusions are provided here for students to talk about. The aim is to awaken their curiosity as well as their ability to describe unusual things in English.

The following reading passage will show that the way we look at things gives them their meaning, and that different people look at things in different ways.

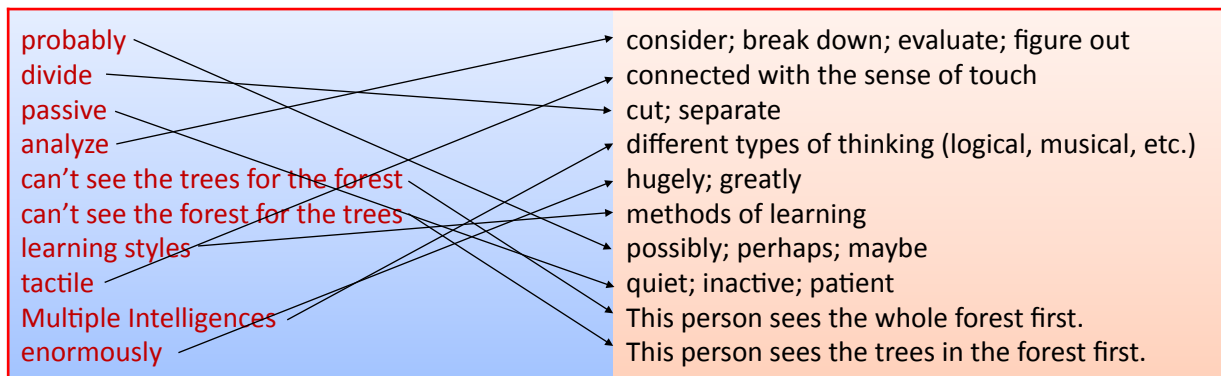
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What Do You See? (groups)

- Students talk about the title.
- Teacher: Play the audio CD (Track 59) and ask students to read the three paragraphs silently while they listen.
- Ask students to read the passage again together and discuss any vocabulary or idioms they don’t know.
- While they read, students should [match the words and phrases](#) at the bottom of the page.

This passage introduces Field Dependent, Field Independent, Visual, Auditory, Tactile and Experiential learning styles. Students don’t need to know much about these. It is more important to realize that

everyone has their own preferred way of learning and that this is OK. If students can identify their learning styles, then they can become more effective learners. There are learning style activities on the online site that help students identify their styles.



Further Reading: The note at the bottom of the page reminds students about the extra reading passages and other resources on the online site.

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Comprehension Check (pairs or groups)

- Students answer the questions to confirm their comprehension of the reading passage.
- Students should by now be able to check their answers with each other.

Answers:

1. FD means Field Dependent. FI means Field Independent.
2. “You can’t see the forest for the trees” means that FI people have little trouble in separating details from the background
3. FD learners often find it difficult to divide something into its parts. They tend to be passive learners, accepting information from the teacher and needing help in analyzing that information. You could say that FD students “can’t see the trees for the forest.” However, they have good social skills and are good at making relationships. Because of this, they like to work in pairs and groups.
4. FI learners like working alone.
5. Everyone has the same Multiple Intelligences but in differing amounts.
6. Another word for “learner” in the passage is “student”.

Think for Yourself

Students think about FD and FI learners. They look at two images (optical illusions) which test FD/FI. Those who are FD will think that the long lines are not parallel and the central circles are different sizes. Students should realize that this is not a problem. the important thing is to be aware of one’s characteristics and study accordingly.

The fifth question asks whether it is possible to be both FD and FI. This is an important question, since we have the ability to modify our learning styles. If we are aware of our strengths and weaknesses, we can alter them positively.

Suggested answers:

1. I think I am an FD(FI) learner?
2. Yes, the long lines in this picture are parallel.
3. The central circles in this picture seem different sizes. But actually, they are the same size.
4. The first person I saw in the picture on page 126 was the young woman (the old woman) (the old man).
5. - Yes, I think it is possible to be both FD and FI.
- No, I don't think it is possible to be both FD and FI.
6. I think I am a Visual (Auditory, Kinesthetic, Tactile), Innovative (Analytic, Common sense, Dynamic) learner.

Background Information

The Background Information mentions 4 learning styles, 9 Multiple intelligences and 4 types of learners. Students can make a profile of themselves in these 3 categories. There are various tests for these which can be found on the Internet site: www.pearson.co.kr.

Again, the important thing is to be aware of one's learning preferences and to make the most of them.

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Discussion (groups)

- Students read the **Conversation Strategies** at the bottom of the page.
- Then they read and do the instructions.
- Students discuss the questions, using the Conversation Strategies: 'Making a guess' and "Asking other people".

It can be helpful to ask students to use one conversation strategy phrase every time they speak.

The optical illusions continue on this page. They should be a source of interest and curiosity for students, showing that things aren't always what they seem. Those who have seen them before will be able to explain them - in English! They might also like to visit the Official M. C. Escher website and view lots of interesting pictures using optical illusions: <http://www.mcescher.com>. These can be viewed more easily by doing a google "images" search for "M. C. Escher".

Suggested answers:

1. - I think optical illusions are very interesting. They tell us about how we think.
- I think optical illusions are boring. They are just a trick.
2. My learning styles are Visual (Auditory, Kinesthetic, Tactile) and Innovative (Analytic, Common sense, Dynamic).
 - I have all the Multiple Intelligences. Some are stronger than others. I think my strongest ones are my logical, interpersonal and naturalistic intelligences.
3. I think that learning styles affect the way we study. If I am a Visual learner, my best way of studying is different from that of an Auditory learner.
 - I believe that the best way for me to study is to make mind maps and visuals. I also like to make notes and write things down when I study.
4. - Yes, I believe that we can change our learning styles. I think that we can make ourselves more auditory or dynamic. I think we can improve our multiple intelligences. We just need to focus on the new styles. This will make us better learners.

- No, I don't think we can change our learning styles. I think that we make our learning style naturally and then it's fixed. Why should I change, anyway?
- 5. - Yes, I am good at learning new things. I like the challenge.
- No, I am not good at learning new things. I like to stay as I am.
- 6. - I think that some people are better at learning than others because they have good learning styles for what they are doing. Some people learn facts well. Other people learn how to handle things well.
- I don't think some people are better at learning than others. I think we can all be good learners. We just need to be interested in what we are doing
- 7. - Yes, I think learning should be fun. If it is enjoyable, we learn much better.
- No, I think learning should not be fun. It should be hard work. There is a saying, "No pain, no gain." I firmly believe this.
- 8. - I would tell people that they should love learning. Then they will learn well.
- I would tell people to work hard, even if they are bored or tired. Effort equals success.
- I would tell people to study for short periods. They should take a break every 45 minutes.
- 9. I have had various good and bad learning experiences. Let me tell you about them. The best learning experience I had was when The worst learning experience I had was when
- 10. - Yes, I will stop learning after school. Once I have passed all my exams I will just focus on my work.
- No, I will never stop learning. Even after school there will always be many things to learn.
- No, I will not stop learning. I will have to learn new things in my career.
- No, I will not stop learning. I think learning is for life.

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Dialogue (three people)

- Students read the instructions.
- They read the dialogue together, checking the vocabulary in the [Key Words and Expressions](#) box.
- The teacher plays Track 60 (CD-Rom).
- Students read the dialog again, changing roles.
- Finally, they answer the questions in the [Dialogue Quiz](#).

Answers:

1. Mrs. Brown thinks Jenny's homework is really interesting.
2. Helen or her mother did not do homework like this at school.
3. The ink blots help Jenny with Social Studies because they help her find out about her personality.
4. Jenny is looking for her homework. I think Helen hid it.
5. If I do a google search I can find out about ink blot tests. For example, I discovered that inkblot tests were invented by Hermann Rorschach in 1921. He was a psychiatrist from Switzerland.

Students might be interested in finding out about the Rorschach inkblot test. If they do a google search they will find lots of interesting information plus the original inkblot shapes. There are also online sites offering personality tests based on these shapes. Links to some of these are on the website at www.pearson.co.kr.

Page 150

Trivia Game: Ideas (Individuals)

- Students (individuals) choose 5 items of trivia from the “Background Information” of different Units (pages 11, 19, 27, ... 147).
- They write the (summarized) information in the boxes in the upper half of this page.
- They then turn the statements into questions and write them in the boxes in the bottom half of this page.

This is the final role-play in the book.

This is an opportunity for students to practice their “Wh” and “How” questions, though the teacher might want to ask them to do this page for homework.

Each group of 4 students now has 20 questions for the Trivia Game. It is possible that some students might have chosen the same items of Background Information, but this will be dealt with on the next page (page 151).

Page 151

Trivia Game (2 groups of 4 students)

- Students get into groups of 4.
- They compare their questions and rank them according to their difficulty - 100, 50, 20 and 10 points.
- They then play the game using the instructions on this page.

If it is not possible to have 4 students in every group, 3 or 5 will be OK. In this case the group can be asked to come up with 20 questions.

Students should know how to play the game once they see the the questions receive different points. However, if the instructions are too difficult, students can make their own rules. This is an opportunity for creativity.

This is the last activity in the book (apart from the reflection on the following page), so students should be ready to negotiate the instructions.

Students should enjoy this activity, which reviews the “Background Information” sections. However, it should not be too competitive. The value is in the process and there need be no winners or losers. Teachers should not promise to give a prize to the group with the highest score or other incentives. The prize is in the participation.

Teachers interested in the issue of competition, rewards and punishment in the classroom might like to read “Punished by Rewards” and “No Contest”, both by Alfie Kohn.

Page 152

Reflect and Review

- Students fill in a reflection survey about the book and their learning.

This is the final page of the book, but it is still important. This is an opportunity for students to give feedback on the book and to reflect on their achievements.

The feedback about the various parts of the book will be useful for the teacher, since it will indicate which Units, reading passages, discussion, role-plays and debates the students preferred. This will be helpful when using the book again.

Students should also benefit from the reflective items, since these are (once more) about consciousness raising. An essential part of autonomy is an awareness of one's strengths and weaknesses. At this stage in the book, students should be sufficiently confident and motivated to be able to set up future learning goals and plans and get started on them. These should be realistic goals - step by step, small success by small success.

The "Thank you" and "Goodbye" at the end indicate that this is the end of the book and remind students to thank their teachers and say good bye to them. They might also like to make SNS groups among themselves and stay in contact.

Finally, my thanks to the teacher for using this book. I hope these suggestions in the Teacher's Guide have been useful.

Health and peace

Andrew Finch