

try it

THE SHIFT



01

ACTIVITY 1

In the video, many of the characters talked about how they learned English in their home countries. Students who learned English in a classroom with a teacher may find that learning English on their own is challenging. However, it is not impossible!

Check the statements that describe your experience learning English in your home country.

A

OR

B

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Students do not decide what they will learn. | <input type="checkbox"/> Students and the teacher work together to plan what students will learn. |
| <input type="checkbox"/> Students treat teachers with great respect. The teacher has a lot of power over students. | <input type="checkbox"/> Teachers have some power, but students are treated with respect. |
| <input type="checkbox"/> The teacher tells students when they can speak. | <input type="checkbox"/> Students are free to question the teacher, or ask for more speaking practice in class. |
| <input type="checkbox"/> On a test, each question has one correct answer. | <input type="checkbox"/> On a test, there may not be only one correct answer to a question. |
| <input type="checkbox"/> Teachers are supposed to know the answers to any question a student might ask. If they don't know, they guess. | <input type="checkbox"/> Teachers might not know the answers to some questions. Students are encouraged to find these answers for themselves. |
| <input type="checkbox"/> Students are expected to act and dress the same. So individual interests and talents are only shared outside of class. | <input type="checkbox"/> Students emphasize their individual talents and interests in class. They try to dress differently to express their personalities. |
| <input type="checkbox"/> Teachers want students to learn many facts. Successful students have memorized a lot of information and can produce this information on a test. | <input type="checkbox"/> Teachers want students to learn how to find information themselves. Successful students have good research and presentation skills. |
| <input type="checkbox"/> Students are encouraged to reproduce what the teacher told them on a test. | <input type="checkbox"/> Students are encouraged to produce new ideas, not the same ones the teacher told them, on a test. |

If there are more ✓'s in column A, this means:

You may need more training on how to plan your learning.

If there are more ✓'s in column B, this means:

You may have greater skill at planning your own learning.



ienglish

LIFE IS THE CLASSROOM – IMMERSE YOURSELF

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02

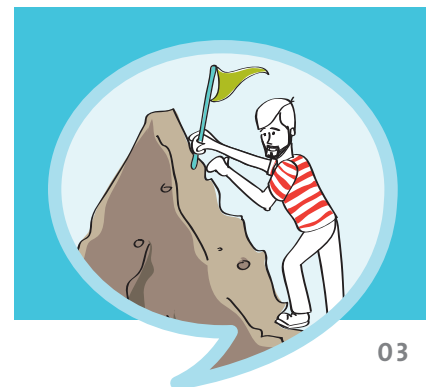
ACTIVITY 2

Different students like to learn English in different ways. Some students prefer to see the words they are hearing. Other students find it easier to learn from listening to music. Some students need to write down words many times to learn them well. Knowing how you learn best is important. This activity will help you identify your learning style. For each task, check the statement that is most accurate — A, B or C.

TASK	STATEMENT	A	B	C
SPELLING	When I spell a word, I try to see it in my mind.	<input type="checkbox"/>		
	When I spell a word, I say it out loud, or imagine I can hear it.		<input type="checkbox"/>	
	When I spell a word, I write it out. If it feels right, I know I have spelled it properly.			<input type="checkbox"/>
TALKING	I don't talk very much, but I dislike listening for too long. I use words like see, picture, and imagine.	<input type="checkbox"/>		
	I enjoy listening, but I become impatient if I do not get to talk. I use words like hear, tune, and think.		<input type="checkbox"/>	
	When I talk, I use lots of gestures and expressive movements. I use words like feel, touch, and hold.			<input type="checkbox"/>
CONCENTRATING	I am distracted by untidiness.	<input type="checkbox"/>		
	I am distracted by sounds.		<input type="checkbox"/>	
	I am distracted by activity around me.			<input type="checkbox"/>
MEETING SOMEONE	I often forget names, but I usually remember faces, or where we had met.	<input type="checkbox"/>		
	I often forget names, but I usually remember what we talked about.		<input type="checkbox"/>	
	I remember best what we did together the last time we met.			<input type="checkbox"/>
CONTACTING PEOPLE	I prefer direct, personal, face-to-face meetings.	<input type="checkbox"/>		
	I prefer to meet on the telephone.		<input type="checkbox"/>	
	I like to talk while walking or participating in an activity.			<input type="checkbox"/>

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03

ACTIVITY 2 (cont.)

For each task, check the statement that is most accurate —A, B or C.

TASK	STATEMENT	A	B	C
READING	I like descriptive scenes. I often pause while reading to imagine what they look like.	<input type="checkbox"/>		
	I enjoy conversation. I often imagine I can hear the character's speaking.		<input type="checkbox"/>	
	I prefer action stories. Or, I don't like reading very much.			<input type="checkbox"/>
DOING SOMETHING	Before I begin, I like to see demonstrations, diagrams, posters or slides.	<input type="checkbox"/>		
	Before I begin, I prefer to talk with someone else and get verbal instructions.		<input type="checkbox"/>	
	I don't need a lot of instruction beforehand. I prefer to jump right in and try it.			<input type="checkbox"/>
PUTTING SOMETHING TOGETHER	I usually look at the directions and the picture.	<input type="checkbox"/>		
	I prefer to have someone tell me how it is done first.		<input type="checkbox"/>	
	I usually ignore the directions and figure it out as I go along.			<input type="checkbox"/>
NEEDING HELP WITH COMPUTER SOFTWARE	I usually consult the manual, or the help files. I especially look for pictures and diagrams.	<input type="checkbox"/>		
	I call the Help Desk or ask a co-worker to explain how the software works.		<input type="checkbox"/>	
	I just keep trying to do it. If I can't make it work on my computer, I try it on another computer.			<input type="checkbox"/>
TOTAL		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

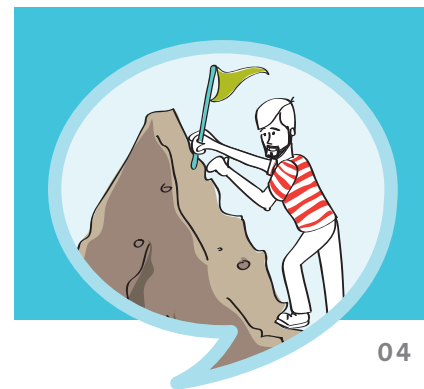
The column with the highest number indicates your dominant learning style:

A= Visual B = Auditory C = Kinesthetic and Tactile

See the next page for descriptions of these three learning styles.

Did you already know your learning style? Were you surprised with the results of the exercise?

How will you use this information to make you a better English learner?



ACTIVITY 2 (cont.)

Description of learning styles:

A. Visual learners: learn through seeing

- need to see body language and facial expressions
- prefer sitting at the front of the classroom
- may think in pictures
- learn best from visual displays
- prefer to take detailed notes

B. Auditory learners: learn through listening

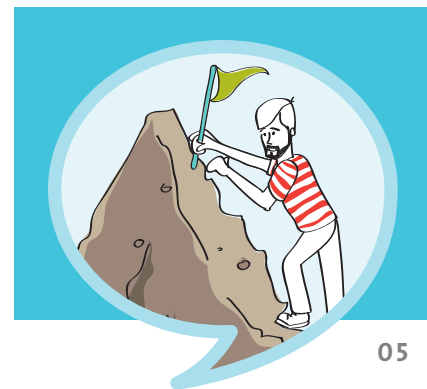
- learn best through verbal lectures, discussions, talking things through
- interpret the underlying meanings through tone of voice, pitch, speed and other nuances.
- benefit from reading text aloud and using a tape recorder

C. Tactile/Kinesthetic Learners : learn through moving, doing and touching...

- learn best through a hands-on approach
- actively explore the physical world around them

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05

ACTIVITY 3

There are many ways to get and stay motivated, which you will learn about in a future iEnglish video. One way is to use motivational quotations! Read some of the motivational quotations below. Next, try to paraphrase what they mean.

See the "Answer Key" to check your answers.

1. If the wind will not serve, take to the oars.

Meaning:

2. Do not wait to strike till the iron is hot; but make it hot by striking.

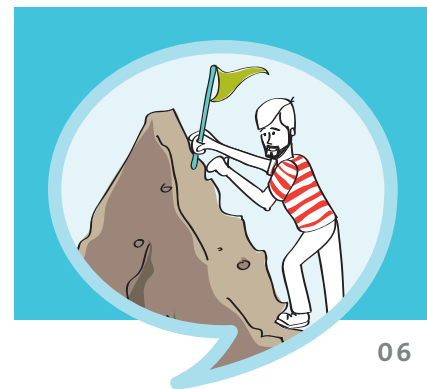
Meaning:

3. Nothing great was ever achieved without enthusiasm.

Meaning:

4. Knowing is not enough; we must apply. Willing is not enough; we must do.

Meaning:



ACTIVITY 3 ANSWER KEY

There are many ways to get and stay motivated, which you will learn about in a future iEnglish video. One way is to use motivational quotations! Read some of the motivational quotations below. Next, try to paraphrase what they mean.

1. If the wind will not serve, take to the oars.

Meaning: Sometimes, you need to take control to get what you want. If there is something you want to learn in English, go after it yourself. Don't wait for a teacher to give it to you.

2. Do not wait to strike till the iron is hot; but make it hot by striking.

Meaning: You can't wait for good things to happen. You need to make them happen. You can't wait for someone to teach you English. You need to teach yourself.

3. Nothing great was ever achieved without enthusiasm.

Meaning: Success requires motivation! Stay positive, and your English will be great.

4. Knowing is not enough; we must apply. Willing is not enough; we must do.

Meaning: Practice is important to success. Wanting to speak good English won't help you speak good English. You need to actually do it.