

Level: Intermediate – Upper intermediate / B1–B2

Age: Teenagers

Time: This lesson can be divided up in various ways to suit the time you have with your students. Below are three time options which you can choose from depending on the length of your class. However, these are just suggestions and there are plenty of other ways you could divide the lesson up.

90 minutes – Complete all activities in Learning styles and Encyclopaedias.

60 minutes – Complete all activities in Encyclopaedias.

45 minutes – Complete all activities in Encyclopaedias apart from the pronunciation activity.

Summary: This lesson is divided into two sections: Learning styles and Encyclopaedias. Students will (depending on the length of the lesson):

1. do a questionnaire to discover their learning styles;
2. come up with ideas for how they could learn English faster;
3. read the story of encyclopaedias: from Aristotle to Wikipedia;
4. learn about stress when contradicting incorrect information.

Key skills: reading, speaking, pronunciation

Subskills: describing learning preferences, definitions and descriptions, organizing information, pronunciation of corrections

Materials: one copy of Learning styles and Encyclopaedias worksheets per student

LEARNING STYLES

1. Tell students that they are going to do a questionnaire to find out how they learn. If they already know how they learn, then they will be able to find out about what strategies work best for them.

2. Give students copies of Learning styles worksheet 1 and ask them to read the instructions on the questionnaire. Check they understand what they have to do. Students then fill out the questionnaire individually. When they are finished, they can calculate their results.

3. What kind of learners are your students? Hand out Learning styles worksheet 2 and ask them to read the descriptions of the different kinds of learners and compare their results with a partner. Do they agree with the description of their learning style? Are they similar to their partner?

4. Put students in pairs or small groups with other students who have the same learning style as them. Tell them to look at the descriptions of different kinds of learners again. What can they do to help themselves learn English better? Hand out Learning styles worksheet 3. In the spaces provided on the worksheet, they should make a list of four things they can do inside class and four things they can do outside class to help them learn English more efficiently.

5. When students have finished, ask the groups to share their best ideas with the rest of the class. Direct students to the Language box on the worksheet which has phrases they can use to express their ideas. Are

there any suggestions that you, as the teacher, can agree to implement in order to help your students learn better?

ENCYCLOPAEDIAS

1. Ask students:

*Which continent is Eritrea in?
What is its capital city?*

Does anyone know the answer to either question? Brainstorm all the possible ways of finding this information and write the suggestions on the board.

Key (possible answers): *Smartphone; computer; encyclopaedia; atlas; globe; asking someone*

2. Ask which method is the quickest by doing a class vote. Now, ask students to race to check the answers. You can put students into groups, each using a different method. Or, you can tell all students to search for the answers on their smartphones. Use whichever approach suits your class.

Key: *Africa; Asmara*

Who was first and what method did they use? Was the class right about which method was the fastest?

3. Now ask how someone would have found the information ten years ago.

4. Tell students they are going to read an article about encyclopaedias. Give out copies of the *Encyclopaedias worksheets*. Ask them to read through the article and match each paragraph with one of the headings at the



top of the page. You might want to check that students understand the abbreviations BC and AD first (Before Christ and *Anno Domini*, 'In the year of Our Lord'). As they read, get them to circle any words or phrases that they don't understand.

5. As a class, check students have matched the headings correctly. Don't explain any unknown vocabulary at this stage.

Key: 1. *The origins of the word encyclopaedia*; 2. *The first encyclopaedia*; 3. *How encyclopaedias are used*; 4. *Traditional ways of organizing information*; 5. *Multimedia encyclopaedias*; 6. *The first online encyclopaedia*; 7. *Welcome to Wiki World*.

6. In pairs, ask students to look at the words and phrases they circled. They should talk about them and try to work out what their meaning is from context. When they have finished, get pairs to tell the rest of the class which words and phrases they circled and what they think they mean. At this point, either confirm their guesses or help them towards guessing the real meaning.

7. Direct students towards the incorrect sentences on the worksheet. Ask them to work in pairs, checking their comprehension of the article by correcting the sentences.

8. Check the answers as a class.

Key: 1. *It comes from a Greek phrase*; 2. *He wrote about many subjects but didn't produce an encyclopaedia*; 3. *It was written in Rome (Italy)*; 4. *They were similar in function to textbooks*; 5. *They are organized alphabetically*; 6. *It was a multimedia encyclopaedia, so it also had audio and video content*; 7. *The future of the encyclopaedia is on the internet*; 8. *Studies show that Wikipedia is as accurate as any other encyclopaedia*.

9. Ask students to give their reactions to the article. What was the most interesting thing they learned from it?

10. Tell students to cover their worksheets. Write the following incorrect sentence from the worksheet up on the board.

- The English word *encyclopaedia* comes from a Greek word.

Read out the sentence and ask for a volunteer to tell you the correct sentence (*It comes from a Greek phrase*). Now, tell students you're going to focus on pronunciation. When you are correcting information, the new, correct word or phrase gets special emphasis. Model the correct pronunciation.

- No, it comes from a Greek **phrase**.

You may want to point out that you pronounce the corrected word with a higher pitch and a falling tone.

11. Direct students back to the worksheet and tell them to work in pairs: first, they must remember the correct information, then they must practise contradicting each other by giving the correct information starting with *No, ...* Circulate, making sure students are pronouncing the corrections as they should.

Homework task

Students write eight sentences, four about themselves and four on another topic – perhaps an academic one, or one related to sport or TV. Two of the sentences about them and also two of the sentences on another topic must be true and the rest must contain a mistake. In the following lesson, students form small groups and read their sentences to each other. Their fellow students must guess which sentences are correct and which contain a mistake. For the incorrect sentences, they should offer a correction starting with *No, ...* and practise stressing the correct information properly.



LEARNING STYLES

Write a number from 1 to 5 next to each sentence below depending on how true the sentence is for you.

1 – not true at all

2 – only a tiny bit true

3 – pretty true

4 – very true

5 – completely true

Learning styles questionnaire

1. I prefer listening to an explanation to reading the rules in a book.
2. I often touch and hug my friends.
3. I frequently tell jokes and stories.
4. I easily understand and follow directions on maps.
5. I understand things better if they are presented visually (for example, on the board).
6. I'm excellent at sports.
7. I follow written instructions better than oral ones.
8. I'm always moving.
9. I follow oral directions better than written ones.
10. I usually prefer to stand while I'm working.
11. I often sing, hum or whistle to myself.
12. I'm good at making or fixing things with my hands.
13. I'm often restless and do things like tap my pen or play with keys in my pocket.
14. I like to take notes during verbal talks and discussions to review later.
15. I enjoy participating in discussions or classroom debates.
16. I'm very good at drawing.
17. I prefer to listen to the radio than to read a newspaper.
18. I remember best by writing things down or drawing pictures.
19. I remember lyrics to songs.
20. I generally talk quickly and use my hands a lot to communicate.
21. I think the best way to remember something is to make a mental picture.
22. I talk to myself when I'm alone.
23. I need to participate in an activity to learn how to do it.
24. I need to watch a speaker's facial expressions and body language to fully understand what they mean.

Auditory total – _____

Add up your scores for questions 1, 3, 9, 11, 15, 17, 19 and 22. This is your total for an **auditory** learning style.

Visual total – _____

Add up your scores for questions 4, 5, 7, 14, 16, 18, 21 and 24. This is your total for a **visual** learning style.

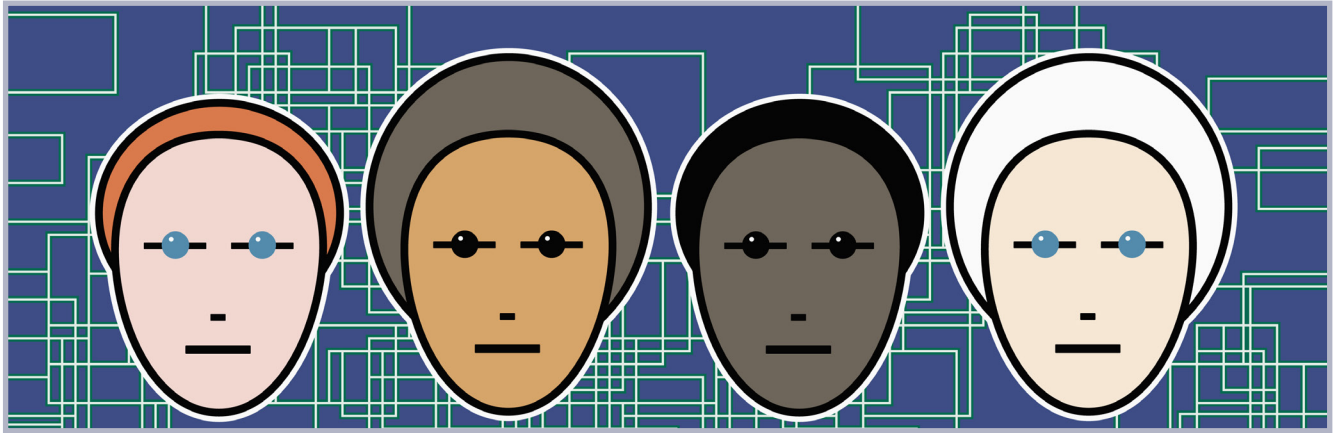
Kinaesthetic total – _____

Add up your scores for questions 2, 6, 8, 10, 12, 13, 20 and 23. This is your total for a **kinaesthetic** learning style.

The highest total represents your preferred learning style. What kind of learner are you?

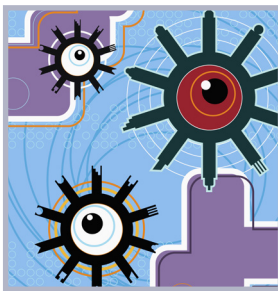


Questionnaire results

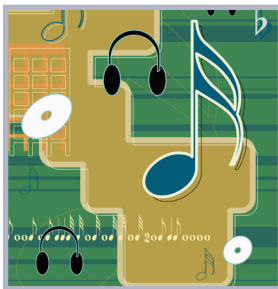


Your learning style is the specific way you learn things. When you start a new learning experience, it can help you a lot if you know how you learn things. If you know your learning style, you can make the most of your class time and use different strategies that work for you to help you remember things.

Three types of learning styles

**Visual learners**

These learners need to see things to learn better. It helps if they sit near the front of the class, so that they can see the teacher's expression and body language during class. They may think in pictures and learn best from visual displays (diagrams, colour presentations, videos and handouts). During a lecture or explanation, visual learners sometimes like to take detailed notes.

**Auditory learners**

Auditory learners learn best through *hearing* information. They enjoy lectures, discussions and talking about things that they have learned. Written information has little value unless it is heard. These learners can benefit from reading something aloud or listening to a tape recorder. Auditory learners may invent rhymes or expressions to help them remember information.

**Kinaesthetic learners**

For this kind of learner, it isn't enough to read or hear information to learn; they have to *do* things in order to really retain the information. They learn best through actively exploring the physical world around them. For kinaesthetic learners, it may be difficult to sit still for a long class. They need activities and exploration.

Helping you learn English better

In groups, consider your learning style and think of things you can do to learn English more efficiently.

Four things you can do inside the classroom

- _____
- _____
- _____
- _____

Four things you can do outside the classroom

- _____
- _____
- _____
- _____

LANGUAGE BOX



Telling others your ideas

You can use these phrases to tell the class about your best ideas for improving your English faster!

- We'd like to suggest that, to help us learn English faster, our teacher ...
- It would be really great if, in class, we could ...
- Given our learning style, we should make more of an effort to ...
- It would really help us if, in our own time, we ...
- ... would improve our English much faster, we think.
- Taking the time to ... would help us improve our pronunciation / vocabulary / grammar, etc.
- We think that one of the most useful things we can do is ...



ENCYCLOPAEDIAS

Write each heading above the matching paragraph.

The first online encyclopaedia

How encyclopaedias are used

The origins of the word *encyclopaedia*

Welcome to Wiki World

Traditional ways of organizing information

The first encyclopaedia

Multimedia encyclopaedias



1. _____
The word *encyclopaedia* comes from an ancient Greek phrase *enkyklios paideia*, which means 'general education'. Translated literally, the phrase means 'complete instruction' or 'complete knowledge'. The term was first used to describe an encyclopaedia in the 16th century, but the Greek phrase was incorrectly written as one word.

2. _____
The idea of collecting together all existing knowledge about the world in one work is thousands of years old. The Greek philosopher Aristotle (384–322 BC) wrote about many areas of human knowledge and is sometimes called 'the father of encyclopaedias'. It is thought that the first encyclopaedia was compiled in Greece in the fourth century BC but no copy of the work now exists. An encyclopaedia called *Disciplinae (The Disciplines)* was produced in Rome in 30 BC but no copy of that work exists either. The oldest surviving encyclopaedia was compiled in Rome by Pliny in about 79 AD. It's called *Historia Naturalis (Natural History)*, originally consisted of 37 books and was popular for almost 1,500 years.

3. _____
Today, most encyclopaedias contain general information about all subjects and entries are written by a group of experts in different fields. They are reference works written for the general public – you simply look up information when you need it. Early encyclopaedias were very different in concept. They were written by one person and their aim was to collect together all that was known at the time about one subject or about a number of different subjects. They were not reference books but were used for study, in the same way that we use textbooks today.

4. _____
Until very recently, the traditional printed encyclopaedia was an essential part of any home library. This type of encyclopaedia is normally organized alphabetically and has relatively short entries. This way of organizing information is based on the dictionary and was first used in the 18th century. Before that, encyclopaedias were generally organized by subject. *The Disciplines*, for example, had nine volumes that dealt with nine different subjects – grammar, dialectic, rhetoric, geometry, arithmetic, astrology, music, medicine and architecture.



5. _____
The CD-ROM revolutionized encyclopaedias. Automated search facilities and hyperlinks allowed encyclopaedia information to be organized thematically but accessed in a variety of ways – by subject, alphabetically, by searching for key word and by clicking on links in the information itself. Audio and video material could be added to entries, too. And all this multimedia information was available on something you could carry around in your pocket. In 1985, the *Academic American Encyclopaedia* became the first to publish a multimedia version on CD-ROM.

6. _____
Surprisingly, the first encyclopaedia went online *before* the first multimedia encyclopaedia was available on CD-ROM. In 1980, the full text of the *Academic American Encyclopaedia* was made available online to 200 homes in Columbus, Ohio, in the United States, but online encyclopaedias have only recently made discs seem like history. After almost 2,000 years of books, it's clear that the internet, and not the disc, is the encyclopaedia's new home. The internet allows for constant updating, and links not only to other parts of the encyclopaedia, but to an almost infinite array of other sites.

7. _____
The spectacular growth of the internet encyclopaedia Wikipedia has revealed another advantage of storing information online. The word *Wikipedia* is a combination of *wiki* and *encyclopaedia*. (A wiki is a piece of software that allows multiple writers to edit a web page.) Since its launch in 2001, Wikipedia has become, in its own words, 'the largest, most extensive and fastest growing encyclopaedia ever compiled'. All articles are written by anonymous volunteers, and most can be edited by anyone with an internet connection. The fact that anyone can contribute to Wikipedia has raised questions about its reliability and students on some university courses are prohibited from using Wikipedia as a source for their information. According to Wikipedia, independent studies show that incorrect information is generally corrected quickly by users, and that it is just as accurate as encyclopaedias written exclusively by experts.

Correct the sentences below.

1. The English word *encyclopaedia* comes from a Greek word.
2. Aristotle wrote the first encyclopaedia.
3. The oldest encyclopaedia that still exists was written in Greece.
4. The first encyclopaedias were reference books for students.
5. Most printed encyclopaedias are organized by subject.
6. The first encyclopaedia on CD-ROM only contained text.
7. The future of the encyclopaedia is on DVD-ROM.
8. Studies show that the information on Wikipedia is unreliable.

