

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 that you can choose from depending on the length of your class. However, these are just suggestions and there are many other ways you could divide the lesson up.

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

60 minutes – Complete all activities in Encyclopedias.

45 minutes – Complete all activities in Encyclopedias except the pronunciation activity.

Summary: This lesson is divided into two sections: Learning styles and Encyclopedias. 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 encyclopedias: 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 Encyclopedias 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 that 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 kinds 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 Divide the class into 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 Phrasebook 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?

ENCYCLOPEDIAS

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, encyclopedia, atlas, globe, asking someone

2 Ask which method is the quickest by taking a class vote. Now ask students to race to check the answers. You can divide the class 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 10 years ago.

4 Tell students they are going to read an article about encyclopedias. Give out copies of the Encyclopedias worksheets. Ask them to read through the article and match each paragraph to 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, have students circle any words or phrases that they don't understand.

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

Key: 1 *The origins of the word encyclopedia*; 2 *The first encyclopedia*; 3 *How encyclopedias are used*; 4 *Traditional ways of organizing information*; 5 *Multimedia encyclopedias*; 6 *The first online encyclopedia*; 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 figure out what their meaning is from context. When they have finished, have pairs 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 guess the real meaning.

7 Direct students to 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 encyclopedia*; 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 encyclopedia, so it also had audio and video content*; 7 *The future of the encyclopedia is on the internet*; 8 *Studies show that Wikipedia is as accurate as any other encyclopedia.*

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 encyclopedia comes from a Greek word.

Read the sentence aloud 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 practice 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 sports 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 practice 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
4 – very true

2 – only a tiny bit true
5 – completely true

3 – pretty 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 – _____

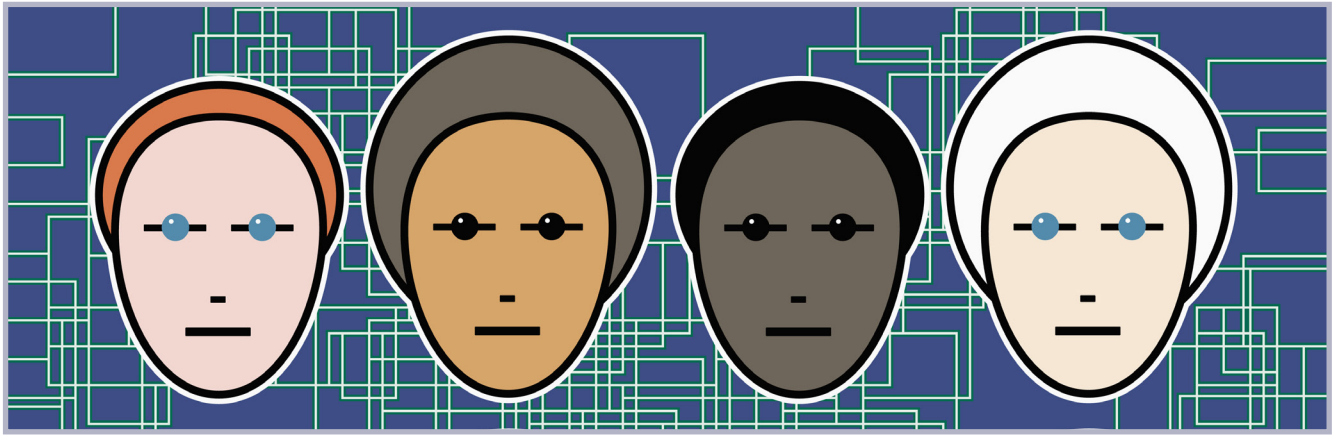
Add up your scores for questions 4, 5, 7, 14, 16, 18, 21, and 24. This is your total for a visual learning style.

Kinesthetic total – _____

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

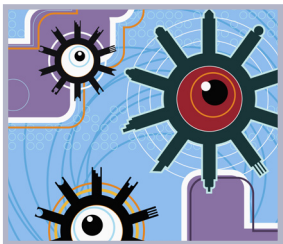
The highest total represents your preferred learning style. What kind of learner are you?

QUESTIONNAIRE RESULTS



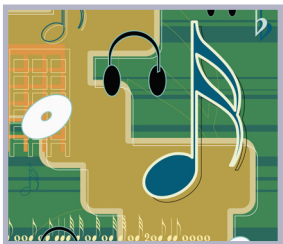
Your learning style is the specific way you learn things. When you start a new learning experience, it can help you a lot if you know how you learn things. If you know your learning style, you can make the most of your class time and use different strategies that work for you to help you remember things.

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, color 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 out loud or listening to a recording. Auditory learners may invent rhymes or expressions to help them remember information.



Kinesthetic 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 kinesthetic 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

PHRASEBOOK



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 we could ...
- ... would improve our English much faster, we think.
- Taking the time to ... would help us improve our pronunciation / vocabulary / grammar.
- We think that one of the most useful things we can do is ...

ENCYCLOPEDIAS

Write each heading above the matching paragraph.

The first online encyclopedia

How encyclopedias are used

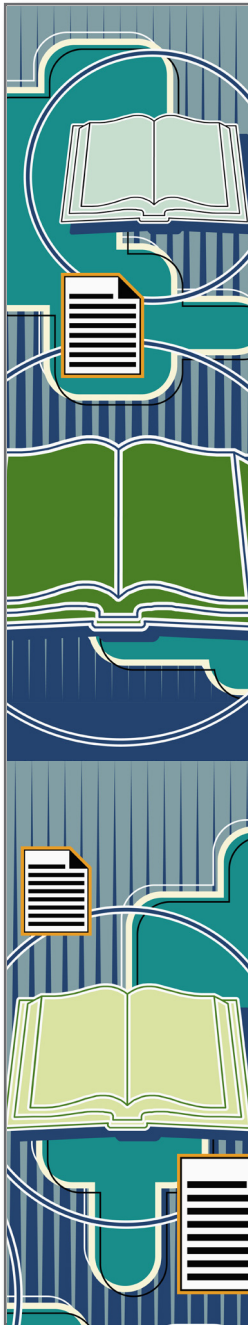
The origins of the word *encyclopedia*

Welcome to Wiki World

Traditional ways of organizing information

The first encyclopedia

Multimedia encyclopedias



1 _____
The word encyclopedia 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 encyclopedia 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 encyclopedias.” It is thought that the first encyclopedia was compiled in Greece in the fourth century BC, but no copy of the work now exists. An encyclopedia called *Disciplinae (The Disciplines)* was produced in Rome in 30 BC, but no copy of that work exists either. The oldest surviving encyclopedia was compiled in Rome by Pliny in about 79 AD. It’s called *Historia Naturalis (Natural History)*, and it originally consisted of 37 books and was popular for almost 1,500 years.

3 _____
Today, most encyclopedias 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 encyclopedias were very different in concept. They were written by one person and their purpose 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 encyclopedia was an essential part of any home library. This type of encyclopedia 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, encyclopedias 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 encyclopedias. Automated search facilities and hyperlinks allowed encyclopedia 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 Encyclopedia* became the first to publish a multimedia version on CD-ROM.

6 _____
 Surprisingly, the first encyclopedia went online *before* the first multimedia encyclopedia was available on CD-ROM. In 1980, the full text of the *Academic American Encyclopedia* was made available online to 200 homes in Columbus, Ohio, in the USA, but online encyclopedias 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 encyclopedia's new home. The internet allows for constant updating and links not only to other parts of the encyclopedia but also to an almost infinite array of other sites.

7 _____
 The spectacular growth of the internet encyclopedia Wikipedia has revealed another advantage of storing information online. The word *Wikipedia* is a combination of *wiki* and *encyclopedia*. (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 encyclopedia 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 in 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 encyclopedias written exclusively by experts.

Correct the sentences below.

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

