

Pre-Intermediate – Finding Ideas & Information

Aim: To help students come up with new ideas and find specific information in order to use their ideas.

Lead-in: Explain to students that you would like them to think about different places where they get the information that they need. Pair students up and write the list of items below on the board. Ask: *Apart from on the internet, where or how can you get information about these things?*

- unknown telephone numbers
- official addresses, e.g., for a hospital or hotel
- concerts
- new films at the cinema
- theme parks or adventure playgrounds
- local events
- special offers at restaurants and pizzerias
- important school work
- museums and exhibitions
- local events

Give students five minutes to discuss the question in pairs and then elicit some of their suggested answers.

Encourage students to think about the situations when they might need this kind of information. The point of the activity is to get students to come up with reasons why knowing these pieces of information might be useful (e.g., *to organise weekend activities, birthdays, special events, in an emergency*).

Choose A Scenario: Ask students to work in pairs and choose one of the three scenarios (A–C). Explain that there are two stages to the task. First, they should consider the situation and come up with a list of sources to get the information from.

Next, students should create a to-do list to put their ideas into practice. They should ask themselves the following questions:

- What do we need to find out?
- *How do we find this information?*

When students have done this, encourage them to consider the final question:

- *Which of the ideas are suitable?*

Encourage students to put together a plan for the event or outing and to be able to explain how they found the necessary information.

Reflection Point: Explain to students that sometimes they may come up with lots of great ideas, but the ideas that they have aren't possible. That's why it's important for them to think carefully about how they can put their ideas into practice. Point out that it's important to consider money, the place, whether they are allowed to do it. Explain that it's also important for them to be organised and systematic in the way they get their information. Based on the information they can find, they should choose the best idea.

Class discussion: Put each pair with another that chose the same scenario. Ask them to compare their ideas and what they did to find information for their scenario. Develop a discussion with students using the following questions:

- Was it easy or difficult to think of ways to find information?
- Do you think working with somebody helped? How?
- Was it difficult to come up with other sources when information wasn't available online?
- Do you think it's easy or difficult to get information these days? Why(not)?
- When is finding information a useful tool for school work?

Work alone: Ask students to choose a second scenario (A–C) and work on finding ideas and information individually. Encourage them to follow the steps they used in Activity 2. When students have finished, invite individuals to stand up and explain which ideas they chose and how they planned to find information. Get the class to decide whether or not they think the suggested ideas will work or be feasible based on their budget and expectations.

Extension: Get students to work in pairs again and ask them to imagine they need to explain to someone who has never used the internet before how to go about finding information. They should think about:

- a) Where to start
- b) How to open up a page
- c) What search words to use

Ask students to write down two local attractions they want to visit. Elicit from them how they would find information about these places on the internet.