

Unit 1 Self and Society: identifying sources of information

Objective: to provide further practice of this soft skill within the area of **Self and Society** (identifying resources to help you choose which kind of car to buy).

The three-step strategy for developing this soft skill is:

Step 1 Decide what information you need. (Ex. A)

Step 2 Identify resources that can give you that information. (Ex. B)

Step 3 Find useful information. (Ex. C, Ex. D)

You may decide to highlight this strategy at the beginning of the lesson, at the end, or as you go through the exercises in the section. However, if you prefer to teach this lesson without discussing the underlying soft skill, this is also possible. The lesson is designed to be engaging and successful either way.

For more information about teaching life skills and ideas for highlighting the soft skill, please refer to pp. 9–10 of the *Pre-intermediate Teacher's Book*.

MATERIALS:

- board and markers

Lead-in

To set the context for this lesson, ask the students to raise their hand if they own a car or if they regularly drive someone else's car. For those who raise their hand, elicit the different kinds of car that they own or regularly drive and write them in a list on the board. If you drive, add your car to the list.

If you wish, ask the students to recall the lesson from the *Pre-intermediate Student's Book*, pp. 16–17 and say what they learnt (e.g. *that some sources of information are better than others; that you can use more than one source of information to find something out etc.*).

A

- Put the students into groups. Ask them to work individually at first. Encourage them to imagine they want to buy a new car. For those who don't drive, they can imagine they are helping a parent or other family member to buy a new car. Ask them to look at the list of cars on the board and write down two cars that they are interested in buying. Point out that they should choose a different kind to the one they currently own or regularly drive.
- Now ask the groups to brainstorm a list of questions they can ask to help them decide what kind of car to buy. If necessary, elicit or give one or two examples to get them started (e.g. *How much is the car? How much does it cost to run?*). You may need to monitor and help with vocabulary.
- Give the students about five minutes to do this. While they are working, erase the board. At the end of five minutes, elicit their ideas and write them on the left-hand side of the board. Make sure they understand all the vocabulary.

Possible answers

How much is it?
How much does it cost to run?
How big is the engine?
What type of fuel does it use? (petrol, diesel, hybrid)
Is it environmentally-friendly?
How big is the car?
How fast does it go?
What does it look like?
How many doors does it have?
Is it comfortable to sit in?
Are there any problems with this kind of car?

B

- Ask the students to stay in their groups and to think about where they could find the information listed on the board for each car they are interested in. Invite them to brainstorm different resources they could use. Make sure they have their Student's Book closed for this exercise.
- Allow the students about five minutes for this, then elicit ideas and write them on the right-hand side of board.

Possible answers

car magazines
car websites
car blogs and forums
other people with cars (friends, family)
local garage/mechanic
other resources

- Now write the following words on the board and elicit or explain their meaning: *biased* (in favour of a particular point of view); *unbiased* (neutral; not in favour of one view over another); *reliable* (can be trusted to be accurate); *unreliable* (not definitely true or accurate); *trustworthy* (reliable; able to be trusted); *untrustworthy* (not able to be trusted); *easy to access* (easily available).
- Ask the students to copy the list of sources into their notebooks. Then ask the groups to discuss and write down the advantages and disadvantages of using each source. Encourage them to use the words on the board as well as their own ideas. Allow five to ten minutes for this, then elicit answers.

Possible answers

car magazines – advantages: unbiased, reliable, trustworthy; disadvantage: not free
car websites – advantages: unbiased, reliable, trustworthy, easy to access
car blogs and forums – advantages: easy to access, free; disadvantages: possibly biased, unreliable and untrustworthy
other people with cars – advantages: free, truthful; disadvantages: could be biased, might only have limited information
local garage/mechanic – advantage: probably unbiased if independent, free; disadvantage: could be unreliable and/or untrustworthy, might only have limited information

- Encourage the students to work individually to choose which resources to use. Ask them to compare their ideas with the rest of their group.

C

- Write the following question on the board:
Do you know anything about ...?
- Remind the students that one of the resources they can use is their classmates (and teacher).
- Tell the students they are going to find out information about the two cars on their list. Demonstrate by doing the task for yourself and eliciting some responses, e.g.
Teacher: *Do you know anything about the Honda Civic or Ford Focus?*

Student: *I know about the Honda Civic because I have one.*

Teacher: *What fuel does it use and what is the engine size?*

Student: *I have a petrol one and it's a 1.8 litre.*

Teacher: *How many doors does it have and is it comfortable?*

Student: *It has five doors and it's very comfortable if you're not very tall!*

- Invite the students to circulate individually with their notebooks and a pen and to talk to classmates to find out about both of the cars on their list. They need to find someone who knows about each car and to find out as much information as possible. Point out that they can also ask you.
- Encourage them to make notes. Set a time limit of ten minutes for this.

EXTRA: RESEARCH

If you have access to computers, you could allow students to use the internet to find out information about their chosen cars.

D

- Ask the students to work with someone who chose one of the same cars (they can do this in groups if necessary) and to compare the information they found.
- Then ask them to find and work with someone who chose the other car on their list and compare information in the same way.
- Finally ask the students to choose one of the two cars to buy. Elicit answers and encourage them to say why they chose that car.

Reflect

- Erase the board and write the following question:
How can identifying sources of information be useful in other areas of your personal life?
- Give the students time to think about the question before putting them into pairs to discuss their answer. Allow two or three minutes for this, then elicit ideas from the class (e.g. *finding out about places to go out in town; deciding what kind of new phone to buy*).

EXTRA: HOMEWORK

Ask the students to do further research on the two cars on their list. Encourage them to use other resources (e.g. they can look at car magazines in a newsagent's). In the next class, ask them to say which resources they used and which were the most helpful.