

Unit 1 Work and Career: identifying sources of information

Objective: to provide further practice of this soft skill within the area of **Work and Career** (obtaining information to plan a business trip).

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)

You may decide to highlight this strategy at the beginning of the lesson, at the end, or as you go through the exercises. 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 how to highlight the soft skill, please refer to pp. 9–10 of the *Pre-intermediate Teacher's Book*.

MATERIALS:

- board and markers
- holiday or tourist brochures for famous world cities (optional)
- computers with internet connection or the school library (optional)

Lead-in

To set the context for this lesson, ask the class how good their geography is. Put the students into pairs. Tell them they have two minutes to brainstorm a list of as many countries and their capital cities as they can. At the end of two minutes, ask the pairs to form groups of four and count up the number of items on each other's lists. Find out which pair in the class made the longest list. Elicit the names of some countries and cities and write them on the left-hand side of the board. Elicit at least eight famous capital cities.

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 there are many different possible sources of information, including the people around you; that each type of resource has advantages and disadvantages etc*).

A

- Put the students into groups of four. Ask them to imagine they are going on a four-day business trip next week to one of the capital cities listed on the board.
- Ask each group in turn to select a city from the list to visit. Ensure that each group chooses a different destination.
- Ask the groups to brainstorm a list of all the information they need to find out about their destination city in order to prepare for their trip. If necessary, give them one or two examples to get them started (e.g. *language, currency*). Set a time limit of five minutes.
- At the end of the five minutes, elicit their ideas and make a list of key suggestions in the middle section of the board.

Possible answers

language
currency
weather
what to wear / what to take with you
how to get there
transport in the city (taxis, buses etc)
where to stay (hotels, neighbourhoods)
local customs and etiquette (rules about how to behave)
useful phrases in the local language
food and drink
tourist attractions

B

- Ask the students to stay in their groups and think about where they could find the information they need about their destination city.
- Ask them to brainstorm a list of the different possible resources they could use. Set a time limit of three minutes. Ensure that everyone has their Student's Book closed for this exercise.
- Elicit their ideas and make a list of key resources on the right-hand side of the board.

Possible answers

websites
books
other people (teachers/parents/friends)
online encyclopaedias
newspapers/magazines
brochures/leaflets
letters/emails
TV
online videos

- Erase the left-hand side of the board and write the following **How to say it** box.

HOW TO SAY IT

... is/are useful for finding out about ...

We could check ...

How about using ... to find out about ...?

- Ask the students to look at their list of required information from **Ex. A**. Ask the group to discuss which resources to use. Encourage them to use the expressions in the **How to say it** box and to identify more than one resource for each item of information (e.g. newspapers, websites and the TV are all useful for finding out about the weather etc).
- When they finish, elicit some ideas from the class.
- C** • Write the following question on the board:
Do you know anything about ...?
- Tell the students that one of the resources they can use right now is their teacher and classmates.
- Demonstrate this task by asking the class the question and eliciting some responses, e.g.
Teacher: *I'm going to Paris next week. Do you know anything about transport in the city?*
Student 1: *Yes. There's a very good metro in the city.*
Teacher: *And do you know anything about the weather there?*
Student 2: *Yes, it's very cold right now. You should take warm clothes.*
Teacher: *Great! Thanks!*
- Ask the students to circulate individually with a notebook and pen and talk to their classmates to find out as much information about their destination city as possible. Point out that they can also ask you if necessary.
- Encourage them to make notes. Set a time limit of ten minutes for this activity.

ALTERNATIVE

If time permits, and if you have access to the necessary facilities, the research stage in Ex. C could be done in the computer room or library.

D

- Ask the students to return to their original groups and compare their information.
- When they finish, divide the groups into pairs. Put each pair with another pair from a different group.
- Ask the students to share their information in their new groups.

Reflect

- Write the following questions on the board:
What information do you need right now for study, work or your personal life? What resources can you use to find it?
- Elicit ideas from the class.

EXTRA: HOMEWORK

Ask the students to do some further research on their destination city outside the classroom. Encourage them to use a number of different resources, not just the internet. Ask them to divide up the tasks between them.

In a future class, ask the students to tell you which resource(s) they found most helpful and if they identified any others. If they did, what were their advantages and disadvantages?