

Name Class:

'NET PROJECT'

Getting Information from the Internet

1

Choose a topic and write at least four questions about it that you would like to answer.

Theme: *KANGAROOS*

Information needed:

Where do they live?

How big are they?

What do they eat?

How many are there?

2

Use a search engine (e.g. Altavista/Google) to find good websites where you can look for the information. Ask other people in the class if they know of any others. Keep your own list of the best websites.

Sources of information

Websites:

World Wildlife Fund www.wwf-uk.org

Ecology and biodiversity (Center for Conservation Biology) www.conbio.org

Endangered mammals www.animalinfo.org

3

Find information from the websites and answer the questions.

Theme: *KANGAROOS*

Information needed:

Where do they live?

Australia and Tasmania

How big are they?

up to 2m / 90 kg

What do they eat?

grass and leaves

How many are there?

declining numbers – only 5,000

4

Use the information you have got to write up a project on the subject. Add photos, maps and drawings wherever possible. Include your project task sheet (with information and list of websites etc.) You will be assessed on how you have found the information/how well you organize and present the information.

LESSON NOTES**Time:** 50 minutes**Material:** task sheet**Objectives:** to use the Internet to find information for a project

This project can be done after *Opportunities Pre-Intermediate* Module 5. It presumes that students have access to the Internet. If this is not the case, students can do the same project using books and magazine in Stage 2 as their sources of information.

Step 1: Give out task sheets in class. Students have to decide on a topic for their project and then make a list of questions with the information that they want to find out. They can include up to ten questions.

Get students to show you their questions. You can discuss with students about how easy/difficult it will be to find out the information. At this stage, you can ask students for the names of any good websites they know (or books/encyclopaedias if they have no access to the Internet). Here are some useful addresses:

Search engines www.google.com or www.altavista.com

Encyclopaedias <http://encarta.msn.com> <http://britannica.com>

www.spartacus.schoolnet.co.uk

Environment Nature magazine - www.nature.com

World Wildlife Fund: www.wwf.org

Friends of the Earth: www.foe.com

Geography www.geographia.com Around the world

www.yahooligans.com

Media BBC www.bbc.uk or www.beeb.com (BBC's 'fun' site)

US media CNN <http://cnn.com> CBS www.cbs.com

biodata and reviews <http://mrshowbiz.go.com>

<http://www.filmsite.org>

film magazine www.empireonline.co.uk

music www.qonline.co.uk

Britain and British culture www.Britain.express.com www.great-britain.co.uk

<http://englishculture.about.com>

<http://www.yahooligans.com/AroundtheWorld/Countries>

Historic buildings www.nationaltrust.org.uk

Art Web Museum of art/artists <http://sunsite.org.uk/wm>

Folk songs www.bolnet.overseer5

Sport Official Olympics site www.olympics.com www.football365.com

Science

The London Science Museum www.sciencemuseum.org.uk (see the interactive activities)

San Francisco interactive science museum www.exploratorium.edu

New Scientist Magazine www.newscientist.com

Folk and fairy tales : www.members.xoom.com/darsie/tales/index.html

Step 2: Set the information finding activity for homework if students have access to the Internet. If they have access to it at your school, you could do this in the computer room. If they have no access to the Internet, you could get them to research using magazines, books and encyclopaedias.

Students have to complete their task sheet with information. It is vital that they do not copy large chunks directly from the Internet but take notes.

Step 3: Students show you their task sheet and then start producing their project (either in the form of a booklet or poster). They must include their task sheet as well as the final product. Remind students of the assessment criteria - how they have found the information and how they organize and present it. You should give guidelines as to how much you expect them to write and how to present the information (using headings, illustrations, etc).

Go around and help students with language while they are doing the project.

Follow Up

Students can present their projects to the rest of the class - either orally or by putting them up around the class.

Give feedback to students about how they found the information and how they organized and presented it. This would also be a good time to swap useful email addresses and discuss some of the difficulties of finding information on the Internet.