



LESSON PLAN

MODULE	M1
LESSON	Lesson 3
TOPIC	How to use a search engine
LEARNING OUTCOMES The instructor will facilitate and share vocabulary and concepts related to how to use a search engine. Learners will be able to describe the functions of a search engine. They will be able to demonstrate how to use a search engine.	

STAGES	AIMS	PROCEDURE	RESOURCES
In this episode		<ul style="list-style-type: none">Learners will learn the vocabulary necessary for using a search engine, practice listening and speaking about search engines..	
TASK 1 Lead in (time: 15 min)	<ul style="list-style-type: none">introduce and garner interest in the topic of language of instruction for using a search engine	<ol style="list-style-type: none">In order to introduce the topic, the instructor writes the following questions on the board, eliciting/explaining the meaning of the expressions in bold if required.<ul style="list-style-type: none">How often do you use the internet?What do you use the internet for? (streaming, work, study, shopping)Which search engine do you use? Why?What do you usually browse for?Do you ever use the internet at work?Firstly, the learners discuss these questions in pairs; the trainer monitors noting down errors that may occur. Then, the trainer writes the mistakes on the board and elicits, corrects/explains them. Finally, the instructor selects students to ask and answer questions one by one.	board/flipchart/Interactive whiteboard (IWB) markers



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TASK 2 (time: 15 min)	- learn new vocabulary	Instructor elicits from students or writes the following on the board: ADDRESS BAR, SEARCH ENGINE, A POP UP, A COOKIE, TO BROWSE, SEARCH FIELD; then the instructor elicits or explains their meaning, providing an example of each. Next, the learners are given a handout with pictures of the vocabulary and definitions of the lexis. The learners deduce the word from the definition and match the vocabulary and the pictures. The trainer monitors each student and pair and answers any questions learners may have, next the students peer check the exercise with the instructor monitoring before the final feedback.	Handout – non-multimedia material 1 ; realia (show browser if using a Smartboard)
TASK 3 (time: 15 min)	- practise listening for gist, intensive listening and listening comprehension	<ol style="list-style-type: none"> The instructor prepares learners for the task. The instructor writes the following questions on the board. <ul style="list-style-type: none"> What is a URL? Where do you find the back button? Does the video explain how to delete your browsing history? What websites were searched for? They will listen to the audio once. At first, learners listen for gist. The learners pair check and then the instructor elicits the answers and corrects if required. The instructor distributes the handout (and the audio script for weak students) and plays the audio for a second time. Learners listen to the audio for detail and fill in the gaps. The learners pair check and then the instructor elicits the answers and corrects if required. 	Handouts – multimedia material 1, non-multimedia material 2; audio transcript for differentiation
TASK 4 (time: 15 min)	- practise new vocabulary	The instructor prepares the learners for the task. They will match the 10 sentence halves/collocations (each question will be 30 seconds). The instructor displays the multimedia material 2 Quiz game on the board in <i>team mode</i> and asks the learners to open the game or run from their Smartphone's browser, then log into the game. The instructor elicits the meaning of the sentences/expressions or explains the meaning if required. Next, learners repeat the sentences/expressions and the instructor corrects any pronunciation mistakes.	IWB, Multimedia material 2 (Quiz game)



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TASK 5 (time: 15 min)	- practise speaking	<ol style="list-style-type: none"> 1. The instructor divides learners into pairs and asks them to role play a dialogue. The context is two friends, each from different countries. One friend is explaining how to use a search engine in English . 2. The instructor explains that learners can make use of any materials they worked with during the lesson. 3. The instructor monitors the role play activity. 4. The pairs roleplay their dialogues in front of the class. 	IWB
FEEDBACK / REFLECTION TASK (time: 10 min)	<ul style="list-style-type: none"> - to recap useful vocabulary and language - to reflect on today's episode and learning 	<p>The instructor distributes the portfolio / self-reflection sheets and learners individually fill out the table and complete the statements.</p> <p>The "personal comments" section can be filled in the learner's mother tongue or left blank, if the learner has nothing to add.</p> <p>The instructor invites volunteers to share their answers with the group (optional).</p>	
Self-study quizzes	- to consolidate and strengthen gained knowledge and skills	<p>The instructor sets multimedia materials 3,4 and 5 as homework.</p> <p>Non-multimedia material 3 and 4 can be used either as homework or as filler activities.</p> <p>Multimedia material 3</p> <p>Multimedia material 4</p> <p>Multimedia material 5</p> <p>Non-multimedia material 3</p> <p>Non-multimedia material 4</p>	