TEACHER’S Name: Nancy Ferguson

REEP LEVEL(S): 200 & 250

LIFESKILLS UNIT: Work

LESSON OBJECTIVE(S): Using the internet, research basic information on companies/organizations of employment interest.

Language Objectives:
- **200**: Identify job sources; ask and answer questions about jobs
- **250**: Ask and answer questions about jobs; categorize jobs; conduct a modified search

Technology Objectives #10-13 of REEP Technology Curriculum
- Identify the parts of a web page and website addresses;
- Access the internet by using a browser icon;
- Given a web address (URL), access the appropriate web site using a web browser;
- Navigate and find information on a particular web site by scrolling, clicking on links, and using the browser navigation and drop down menus.

TECHNOLOGY INTEGRATION (if any): computer lab; internet; overhead projector

LANGUAGE SKILLS TARGETED IN THIS LESSON (X all that apply):

_X_ Speaking  _X_ Listening  _X_ Reading  _X_ Writing

ESTIMATED TIME: Approximately 3-4 hours over a few days including 2 lab sessions.

RESOURCES AND MATERIALS NEEDED:
- “The Internet – Info Grid (200-250)”
- “Internet Navigation: Guided Note-Taking (200-250)” (Versions A and B);
- “Basic Internet Navigation – Partner Activity (200-250)”
- “Internet Search – Company Information (200-250)” (1 overhead copy + student copies);
- “Company Information – Info Grid (200-250)”
- Computers connected to internet
- Overhead projector
- Other Materials: Strips of paper or index cards; markers; tape

LESSON PLAN AND TEACHER’S NOTES

Pre-requisite: Basic Computer Vocabulary and Skills in REEP Technology Curriculum.

Part 1 – Basic Internet Navigation

In classroom...

Motivation/Background Building
Help students focus on what they know about the Internet, and how (and how often) the Internet factors into their lives.

Activity 1 - Mind-map
Write the word “INTERNET” on the board and draw a circle around it. Prompt students for words/phrases that come to mind when they think about the Internet. Write a few on the board branching off of the circle. Students should copy the initial map from the board onto their own papers. In pairs or small groups, students work together to continue adding to their own mind-maps for 5 minutes.

As a class, create a large map on the board. Students can either call out answers as the teacher adds them to the map, or students can come to the board and write in their groups’ contributions. Once the mind-map is complete, have a discussion about the words/phrases on the board. Review the words with the class (pronunciation, meaning, etc), and eventually come up with a working definition of what the Internet is.

Activity 2 - Information Grid
Pass out the information grid The Internet – Info Grid (200-250) to the students and review the questions together. When students have an understanding of what the questions mean and how to fill in the grid, they should interview as many students as possible in 10-15 minutes.

Group Report Out: As a class, discuss the answers. Make a list of all the reasons students gave for using the Internet. Draw four columns on the board representing the Internet usage question. Students should come to the board and write their name in the column that best represents their Internet usage. From this list, pair students up by cross-tech ability (in terms of Internet usage - not English level). Students who use the Internet every day and/or in their homes should pair up with a student who rarely or never uses the Internet.

In the classroom...
Presentation 1:
Students take notes on the different parts of a web page using guided note-taking.

Pass out the Internet Navigation - Guided Note-Taking (200-250) (Version A for Level 200; Version B for Level 250). Review the directions as a class; then, read through sentences 1-6 as students listen and fill in the blanks. After you've read through each sentence twice, check sentences 1-6 as a class. Ask for volunteers to read the sentences aloud, and write the words on the board.

Number 7 – In pairs (cross-tech ability pairs from earlier), students should work together to match the words in the key to the Google screen shot. After pairs have an opportunity to practice, review as a class. Before moving on to the next activity in the lab, ask some follow-up questions about the worksheet to check for comprehension (What do you need to open to use the Internet? What’s the name of one web browser? What’s another name for the Internet? etc.).

In the computer lab...

Practice 1 – Basic Internet Navigation – Partner Activity (200-250)
(Lab Activity –same days as previous classroom activities, if possible)
Students sit in cross-tech ability pairs at a computer in the lab. [Student A: lower level student (in terms of tech ability); Student B: higher level student (in terms of tech ability)].

Pass out the Basic Internet Navigation – Partner Activity (200-250) “Student A” handout to the A’s in each pair. Teacher models the activity first, and then Student A reads the commands from the handout. Student B listens and performs each command on the computer. Once Student B has gone through the activity on the computer, pass out the “Basic Internet Navigation: Student B” handout to the B’s in each pair. Partners switch roles – Students A are now performing the commands at the computer.

Debrief: As a class, call out some of the commands from the exercise (“open Internet Explorer; minimize the page; maximize the page”; etc)

Management: For students who finish early during lab, they can work on whichever programs they’ve been using during lab.

Part 2 – Using Internet Navigation to Find Information about Companies of Interest

In the classroom...

Motivation/Background Building 2:
Students work on categorizing jobs.

Pass out large strips of paper/index cards and markers to students. Students write down their current job on the paper (or what they are most interested in doing for work), and tape it to the board. As a class, categorize the different jobs into a few different groups/columns on the board (e.g. hospitality, construction, office, etc). Once the categories are set, regroup students into job categories from above.

In job category groups, students make a list of companies/organizations that they currently work for, have worked for, or would like to work for in this line of work. Teacher collects the lists for preparation for next class. Choose a few of the listed companies/organizations from the different groups and make sure they have a website. Try to choose the companies with the most user-friendly websites. These will be the companies/organizations students will research during their next lab class.

Introduction: Inform students that they will be using the Internet to find basic information on companies they might like to work for in the future.

In the classroom...

Presentation 2:
Class discusses experiences conducting Internet searches in the past, targeting which clues to use when searching for specific information.

Explain that in the last lab activity, students knew the exact web address to type in, but that’s not always the case. Ask students what they do when they don’t know the exact web address (conduct a search/Google, etc.). Ask how many students have conducted an Internet search in English. Was it difficult? What was difficult/complicated? (Try to get to the idea that there is a lot of information on
the Internet, and searching can be complicated as a result. However, if you know what you’re looking at/for, the clues in the search can help you find what you need).

Put a copy of the handout Internet Search – Company Information (200-250) on the overhead. Read Silvia’s story as a class. Ask students what they know about what Silvia’s looking for (type of business, name of the business, where it’s located, etc.). Look at the sample Google search and discuss the different components of each entry (web site name and web address). Work as a class to pull out key words/clues from the entry descriptions to help students decipher the entries and eliminate irrelevant options. Decide as a class which of the hits Silvia should try first.

Practice 1:
Students continue working on Silvia’s search individually or in pairs. On the back of the paper Internet Search – Company Information (200-250) give students a chance to locate the necessary information and review as a class. Read the conclusion paragraph together.

In the computer lab...

Practice 2:
Students continue searching for specific information on websites, but now on the live site.

(This activity should be done the same day as the earlier activities in part 2 of the lesson, or during the next lab class).

As a class, do a few more examples of searches on the computer as a class, helping students identify the components of each entry and decipher the descriptions (If possible, project the screen so all students focus on one computer.) Once the class goes through the search and chooses a site, navigate the site together, looking for specific information about the companies/organizations (address, telephone number, hours).

Some search ideas:
1. Starbucks (to show that you have to put in your zip code when searching for specific locations of chain stores)
2. Target
3. REEP English Classes
4. Giant Grocery Store (or another major supermarket chain)

In the computer lab...

Application & Evaluation:
Students work in pairs to find specific information on a company of their choosing.

In the lab, students pair up with someone from their job category (determined earlier in the lesson). Assign each pair 1-3 companies to research on the Internet (Use discretion on the number of companies assigned. One idea is to assign one at a time, and as students complete the task, assign a second or third.). These companies should come from the lists students generated earlier in the lesson.
Keep the information students are to gather from the websites simple and consistent. Ask them to write down the web address for the company, phone number, address, and hours of operation.

**In the classroom or in the computer lab...**

After students find the information they’re looking for, pass out the information grid *Company Information – Info Grid (200-250)* to students and review the questions. Students should exchange the information they were able to find during their Internet searches in the lab.

Debrief: Discuss the experience students had researching the companies on the Internet (What was difficult? Easy? What problems did they have?). Together, make a list of other information students may be able to find from a company’s website that could help them with their job searches (applications online; job announcements on the websites, etc).

Extension:
Students visit one of the websites from the Internet search activity (Application activity) or another company they’re interested in. Now that they have some practice navigating these sites, they can attempt to find more specific employment-related information at these companies.
### The Internet

<table>
<thead>
<tr>
<th>What's your name?</th>
<th>Do you have a computer at home?</th>
<th>How often do you use the Internet?</th>
<th>What do you do on the Internet?</th>
<th>Give 3 examples if you can.</th>
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<td>If yes, do you have the Internet?</td>
<td>- Every day&lt;br&gt;- Sometimes&lt;br&gt;- Only at school&lt;br&gt;- Never (almost never)</td>
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*Created by Nancy Ferguson*
A. Directions: Listen to the teacher and look at your paper. Write the missing words on the lines below.

1. The Internet is also called the **World Wide Web**.
2. To start using the Internet, you need to open a web browser.
3. Two popular web browsers are Internet Explorer and Mozilla Firefox.
4. Each web browser has a different icon (picture).
5. This icon is for Internet Explorer.
6. This icon is for Mozilla Firefox.
7. To open the web browser, **double click** on the icon.
8. The first page you see is the homepage. This will be different on different computers.

B. Directions: Work with a partner. Write the words below on the Google homepage:

- web address (URL)
- back button
- address bar
- scroll bar
- www
- minimize button
- http://
- “dot”
- maximize button
- a link
- forward button
- search bar

*Created by Nancy Ferguson*
Internet Navigation: Guided Note-Taking

A. Directions: Listen to the teacher and look at your paper. Write the missing words on the lines below.

1. The __________________ is also called the World Wide Web.
2. To start using the Internet, you need to ________ a web browser.
3. Two popular web browsers _______ Internet Explorer ______ Mozilla Firefox.
4. Each ________ browser has a different icon (picture)
5. This icon                     is for ______________ Explorer.
6. This _________                     is for Mozilla Firefox.
7. To open the web ____________, double click on the icon.
8. The first page you see is the homepage. This will be different on different ________________.

B. Directions: Work with a partner. Write the words below on the Google homepage:
• web address (URL) • back button • address bar • scroll bar
• www • minimize button • http:// • “dot”
• maximize button • a link • forward button • search bar

http://www.google.com

1. forward button
2. ________
3. ________
4. ________
5. ________
6. ________
7. ________
8. ________
9. ________
10. ________
11. ________
12. ________
**Internet Navigation: Guided Note-Taking**

### A. Directions:
Listen to the teacher and look at your paper. Write the missing words on the lines below.

1. The ____________ is also called the ____________ Wide Web.
2. To ______ using the Internet, you need to ______ a web browser.
3. Two popular web browsers ______ Internet Explorer ______ Mozilla Firefox.
4. Each ______ browser has a ____________ icon (picture)
5. This icon is for Internet ____________.
6. This icon is for Mozilla ____________.
7. To open the web ____________, double click on the ________.
8. The _____ page you see is the homepage. This will ___ different on different ________.

### B. Directions:
Work with a partner. Write the words below on the Google homepage:
- web address (URL)
- back button
- address bar
- http://
- “dot”
- maximize button
- a link
- forward button
- search bar

* Created by Nancy Ferguson
Basic Internet Navigation:  
Student B

Directions:
- Read the directions to your partner.
- Watch the computer screen for mistakes.

------------------------------------------------------------------------------------
1. Find the icon for Internet Explorer.
2. Double click the icon and open Internet Explorer.
3. Go the address bar.

4. Type www.reepworld.org
5. Click “Enter.”
6. Click on the link “English Practice.”
7. Click the “back button.”
8. Click the “forward button.”
9. Minimize the page.
10. Maximize the page.
11. Close the page.

*Created by Nancy Ferguson

Basic Internet Navigation:  
Student A

Directions:
- Read the directions to your partner.
- Watch the computer screen for mistakes.

------------------------------------------------------------------------------------
1. Find the icon for Internet Explorer.
2. Double click the icon and open Internet Explorer.
3. Go the address bar.

4. Type www.apsva.us/reep
5. Click “Enter.”
6. Click on the link “English Classes.”
7. Click the “back button.”
8. Click the “forward button.”
9. Minimize the page.
10. Maximize the page.
11. Close the page.

*Created by Nancy Ferguson
Internet Search: Company Information

Silvia is from Honduras. Now, she lives in Charlottesville, Virginia. In her country, Silvia and her family owned a small café in the city. She made coffee and pastries in the café. Silvia wants to work in a coffee shop again. Her friend told her about a nice coffee shop called the Mudhouse. She wants more information about the café, so she looks on the Internet.

Group Conversation: Look at the list below and talk about each number together.
- What’s the name of the web page?
- What’s the web address?
- What do the descriptions say?

Decision: Which website should Silvia look at first? Why?

1. Imagine from canstockphoto.com, canstock4712590.jpg
Directions: Find the Company Information from the webpage above:

Company Name: ________________________________

Company Web Address (URL): ________________________________

Mudhouse Street Address: ________________________________

Mudhouse Telephone Number: ____________________________

Mudhouse Hours: Monday _______ Tuesday _______ Wednesday _______

Thursday _______ Friday _______ Saturday _______ Sunday _______

Silvia found a lot of good information about the Mudhouse on the Internet. It is close to her house, so she can take the bus when the weather is bad and walk when the weather is nice. She’s is going to call tomorrow morning to ask about a job. If tomorrow is Friday, what time can she call?

*Created by Nancy Ferguson
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<tr>
<th>What’s the name of the company/organization?</th>
<th>What’s the web address (URL)?</th>
<th>What’s the address?</th>
<th>What’s the telephone number?</th>
<th>What are the hours?</th>
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<th>Company/Organization?</th>
<th>Web Address/URL?</th>
<th>Address?</th>
<th>Telephone Number?</th>
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