

PAGE 3:1

Choosing a website

Using the Internet is an important and useful skill when working with computers. It is also a convenient source of information on many topics. To find such information effectively, users must have a basic understanding of search engines and web browsers, along with a range of reading skills. This page identifies key features of Internet searching and deals with the first step in choosing a website. It encourages learners to practise the reading skill of scanning for key words and is the first of four steps in this module all relating to the same Internet search. The next three steps are covered on pages 3:2, 3:3 and 3:4.

Materials

Flipchart or whiteboard, and a selection of coloured pens; computers with Internet access; an interactive whiteboard would be ideal for displaying web searches, scanning text and circling key words; large copy of the Internet search page (0:06) from the Source materials

Learning outcomes (objectives)

- 1 To use a search engine to find information on the Internet.
- 2 To use different reading skills to find and read information on a website.

Suggested teaching activities

- Explain that there is a lot of information on the Internet. Using it well is all about finding the right information quickly and not wasting a lot of time.
- Hand out copies of the learner page. Who knows what a search engine is? Can they explain to others who don't know? Ask learners for examples of search engines they use (e.g. Yahoo, Google, MSN). Explain that the drawing on the page is not an actual search engine but is drawn to look like a real one.
- Discuss each information box in turn, expanding on the key points. Probably the hardest thing for new web users is deciding which key words to type in (and which to leave out). Give lots of oral examples, asking for help from learners familiar with the Internet, e.g. What key words would I use if I was looking for train times from Oxford to London? (trains – no, train oxford – no, oxford times – no, that's a newspaper, train times UK – yes!).

- Explain about 'narrowing a search' by using extra key words, UK only buttons, etc. The number of pages searched by search programs is continually increasing.
- Moving on to the second screen shot, point out that on this occasion the search has been successful, but that sometimes you will be presented with a long list of sites and will need to **scan** through the underlined headings or read the information below for more details of what is contained on the site. (Use the large version of the 'Internet search page' from the Source materials to give examples of this. Avoid clicking and looking at every site listed – this wastes time. All this is best demonstrated live on a PC if possible.)
- To help learners understand what scanning means, give them an example of where this reading skill is used, such as looking for a number in a telephone book. Ask them to think of any more examples.
- It is worth spending time discussing the reliability of the web and that you can't believe everything out there. Unlike books, which take time and money to publish and print (and are therefore generally reliable), web pages can be put up by almost anyone.

Suggestions for learners who are having difficulties

- Discuss other wider uses of the Internet to stimulate discussion, e.g. e-mail, online shopping, booking holidays, games, etc.
- It is unrealistic to expect learners completely new to the Internet to grasp how it works fully from this single session. It would need to be followed up soon with other opportunities to reinforce their learning.

Suggestions for advanced learners

More advanced learners, either in terms of Internet use or of reading skills, could try some searches of their own and discuss which of the sites they would look at from the list and why (using the information below the headings to search for key words).

Curr ref	Standards	Key Skills
Rt/L2.6	E3/3.1; L1/4.1;	C1.2; ICT1.1;
Rt/L2.7	E3/4.1; E3/4.2	ICT2.1

Choosing a website

Once you know how, the Internet is a wonderful way to find information quickly and cheaply.

To look at web pages you need a **web browser** such as **Microsoft Internet Explorer** which is found on almost all computers that are connected to the internet.

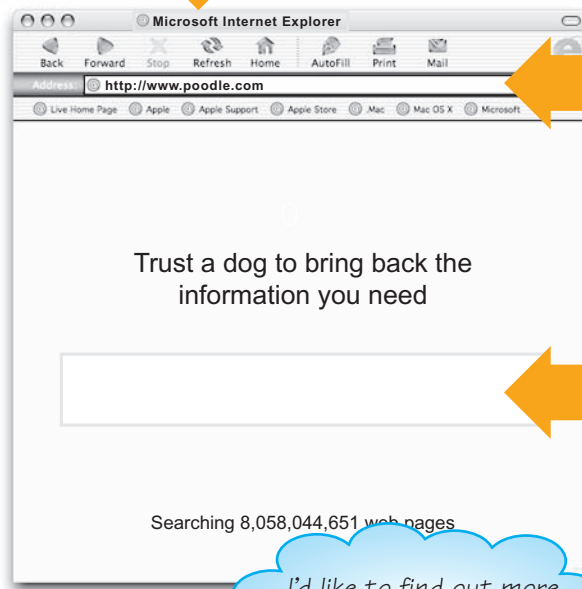
If you don't know the web address of a site, use a search engine to find pages.

This search engine is called Poodle.

There are many different search engines you can use.

If you know the web address or **url** of a site, type it into the **address bar**.

Some **urls** such as www.bbc.co.uk are very well known.



To use a **search engine** type key words into the **search box**.

Choose these words carefully to find the pages you want.

I'd like to find out more about what sort of food can cause allergies.



*This will **narrow the search** a bit. I'll click the 'pages from the UK' button.*

There's a lot to choose from. Where do I start?

Warning! Anyone can put a page on the Internet. Don't believe everything you read.

Scan the underlined headings on the search page for **key words**.

Check the information below the underlined headings for more information about what topics are on the site.

PAGE 3:2

Searching for information

This page identifies typical features of web pages and deals with what to do if you can't find the information on the first page you open – that is, scanning for key words in other areas of the page in order to navigate the site. It encourages learners to further practise the reading skill of scanning for key words and is the second of four steps in this module all relating to the same Internet search. Step one is covered on page 3:1 and the next two steps are covered on pages 3:3 and 3:4.

Materials

Computer with Internet connection, projector, large copy of web page 1 (0:07) from the Source materials

Learning outcomes (objectives)

- 1 To scan for key words on a web page.
- 2 To use format and structure to navigate a web page.

Suggested teaching activities

- Explain that web pages often look quite complicated when you first see them as they are set out differently to books. Show an example of a real web page (similar to the one on the learner page if possible) and ask learners to discuss the things that they think are different from book pages in the way the page is organised.
- Pick out the parts that are links – that is, can be clicked on to take learners to another page. Explain how learners can recognise links. For example, they are usually written in another colour, or underlined, or in a list at the side of the page.
- Hand out copies of the learner page. If this follows page 3:1, remind learners of the step taken before this to find the page.
- Read through the information in box 1 about the format of headings and subheadings. Ask learners to identify these in the large version of web page 1 in the source materials and discuss which of the styles it uses.
- Point out the explanation of scanning and remind learners this is the sort of reading skill they use to find a number in a telephone book.

- Explain that if the page does not contain the information they need, learners can try another page on the site, in the same way as turning to another page in a book.
- Read the information in box 2 and demonstrate the way you would scan quickly down a list for a key word or phrase. Explain that different websites might have different ways of organising the information (layout), but generally will have links for you to click on to go to other pages on the site. If possible, demonstrate this to learners on a real website.
- Read through the information in box 3 and explain that many websites have their own search engine where you can type in words if you can't find what you need on the page. If possible, demonstrate this to learners on a real website.
- Put learners into small groups and ask them to discuss the 'Try this' activity. Come back as a whole group to discuss learner ideas. (Remember – they can click on a relevant link or type in words for a search.)

Suggestions for learners who are having difficulties

- Learners who have not used the Internet before need to be encouraged to try clicking on links or using searches on a real web page for themselves to see what happens in reality. Demonstrations should also help all learners.
- It is unrealistic to expect learners completely new to the Internet to grasp how it works fully from one task. It needs to be followed up soon with other examples to reinforce their learning.

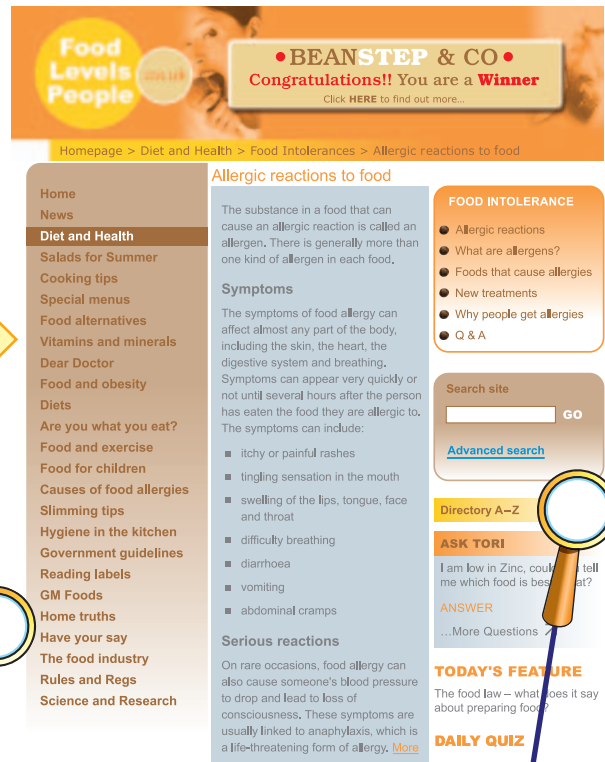
Suggestions for advanced learners

More advanced learners, either in terms of Internet use or of reading skills, could explore other websites, making a note of the route that they take to get to other pages and noting the differences in format or layout.

Curr ref	Standards	Key Skills
Rt/L2.6	E3/3.1; L1/4.1;	C1.2; ICT1.1
Rt/L2.7	E3/4.1; E3/4.2	

Searching for information

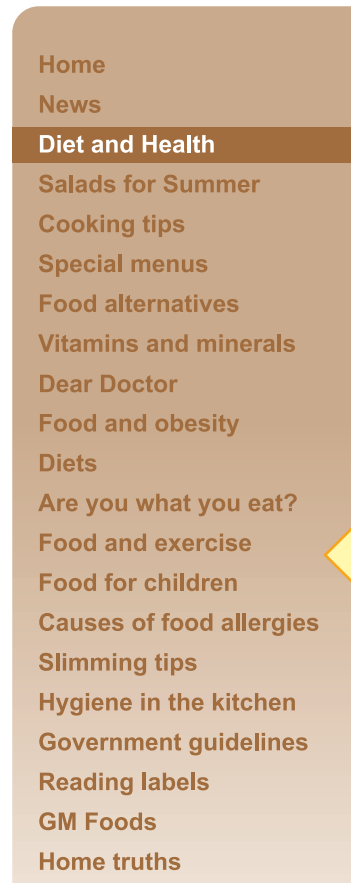
When you have found a suitable website, open the page and find out if it has the information you need. If not, you can search for more information.



To check if the information you want is on the page you can **scan** the headings and subheadings. These are usually on a separate line from the rest of the text and might be:

- underlined
- in larger letters
- in bold
- in CAPITAL LETTERS.

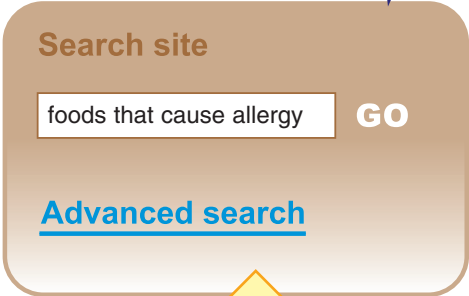
1



2

You might find the information on another page of the website. The **layout** of the page helps you to see quickly what other places are on the site. **Scan** for the key words to take you to the page you want. There are usually links which take you directly to the new page when you click on them.

3



If you can't find the page you want, type key words in to the site search engine and click on 'Go'. This will search the whole site for pages containing your key words.

Scanning means moving your eyes quickly over a text to search for a key word or phrase.

Try this:
You want information on allergy-free food for a children's party. How would you try and find it on this site?

PAGE 3:3

Skim reading

This page encourages learners to practise the reading skill of skimming for gist to decide whether the information on a selected web page is of relevance to their search/purpose. It is the third of four steps in this module all relating to the same Internet search. Steps one and two are covered on pages 3:1 and 3:2 and the last step is covered on page 3:4.

Materials

Large copy of web page 2 from the Source material (0:08), a page from a website on OHP, a course book.

Learning outcomes (objectives)

- 1 To practise skim reading to get the gist of information.
- 2 To understand how format helps when skim reading.

Suggested teaching activities

- Begin by asking learners what they do when they open a web page. How do they assess its relevance to their information search? Note any responses (e.g. read the heading only, read all of it word for word, just look at the picture) and any recent examples. Explain that it's not always possible, or necessary, to read everything on a web page.
- Hand out the learner page and introduce the topic. If this theme is being used in conjunction with the previous two pages, point out that this is the next step in using web page information and is about strategies for quickly finding out if the information is useful.
- Read through the information in the box in the top left hand corner and the explanation of skim reading. Explain that reading quickly for the general idea or gist can give you a lot of information – enough to make an impression on what a text is about. For example, skim reading is like walking into a new restaurant – you look at the décor, menu, staff, layout etc. very **quickly** and get an immediate impression. You also make a decision as to whether you want to eat there – the same when you skim read. It helps you decide whether you want to read in more detail.
- Read the information in the long box about the different styles that might be used and emphasise how the eye picks these features up when

skimming because they look different and so stand out. You can look for these when skimming to get clues about the topic.

- Give the learners a copy of the large version of the page and ask them to do the 'Try this' activity. They should not mark the page as they will be skim reading it later.
- Discuss their observations and note down the words that are written in these different styles. Read the information in the arrows on the learner page and look at the opening line in the large version. Discuss the information given. Ask learners to point out the subheadings.
- Ask learners to discuss what they think the information is about without reading it (by just using the subheadings).
- Explain that skim reading can also be applied to book pages. Tell learners that often web pages are easier to skim, as there are plenty of visual clues.
- Give learners further practice with a web page on OHP. Leave this up for a few seconds and ask learners to skim read it then cover it up. How much did learners pick up about what it was about?

Suggestions for learners who are having difficulties

- Under-confident or slow readers will require more time to skim read than other readers. These learners will need plenty of practice plus the encouragement that this will get increasingly easier with practice.
- Dyslexic learners may find skim reading problematic and may worry that by not reading every word, information will be missed.

Suggestions for advanced learners

- Skim read a different web page and feedback the information to the group.
- Complete a skimming activity from the Introduction/Preface of the course book. Learners are to read the first line of each paragraph only.

Curr ref	Standards	Key Skills
Rt/L2.6	E3/3.1; L1/4.1;	C1.2; ICT1.1
Rt/L2.7	E3/4.1; E3/4.2	

Skim reading

When you have selected a website you will need to get the general idea of what it's about. Then you can decide if it's worth reading in more detail.

You might not be sure that the website is relevant or you might not be sure what it is about ... in which case you can **skim read** it.

Skim reading means reading very quickly to get the gist or idea of what a text is about without reading every word.

The screenshot shows a website page with a navigation menu on the left, a main content area, and a sidebar on the right. Annotations with arrows point to specific features:

- Opening line:** Points to the text "Foods that cause allergy" at the top of the main content area.
- Subheadings:** Points to the subheading "Allergies and food intolerances" in the main content area.

The website content includes:

- Header:** "Food Levels People" logo and a banner: "YOU COULD BE GOING FOR GOLD IF YOU JOIN FREE TODAY!"
- Navigation:** "Diet and Health > Food Intolerances > Foods That Cause Allergy"
- Main Content:**
 - Foods that cause allergy:** "In theory, any food can cause a **food allergy**. But in fact, just a handful of foods are to blame for 90% of ALLERGIC REACTIONS to food. These foods are known as the big 'eight'. They are:
 - milk
 - eggs
 - peanuts (groundnuts)
 - nuts from trees (including Brazil nuts, hazelnuts, almonds and walnuts)
 - fish
 - shellfish (including mussels, crab and shrimp)
 - soya
 - wheat
 - Allergies and food intolerances:** "In children, most allergic reactions to food are to milk, peanuts, nuts from trees, eggs, soya and wheat. Most children grow out of most allergic reactions to food in early childhood. In adults, most allergic reactions are to peanuts, nuts, fish, shellfish, citrus fruit and wheat."

This section mainly describes foods that can cause food allergy, but it also includes **lactose intolerance** and **gluten intolerance/sensitivity (coeliac disease)**. These are types of food intolerance, but they aren't allergies. [Types of food allergies](#)
- Right Sidebar:**
 - FOOD INTOLERANCE:**
 - Allergic reactions
 - What are allergens?
 - Foods that cause allergies
 - New treatments
 - Why people get allergies
 - Q & A
 - Search site:** Input field with "GO" button and "Advanced search" link.
 - Directory A-Z:** A-Z navigation bar.
 - ASK TORI:** "I am low in Zinc, could you tell me which food is best to eat?"
 - ANSWER:** "...More Questions ↗"
 - TODAY'S FEATURE:** "The food law – what does it say about preparing food?"
 - DAILY QUIZ:** (Title only)

The **format** of a page can be extremely helpful when you skim read because it helps you notice key topic information.

Titles and **Subheadings** – these tell you what the page or section is about

– dashes

• bullets

italics

colour

bold words

CAPITAL LETTERS

pictures and images

All these features help you to get the idea of the text as you skim read.

Tip

Think as you read – remind yourself that you are reading quickly to get a rough idea of what the page is generally about.

Try this:

How many different formatting features can you find on this page of the website?

PAGE 3:4

Reading in detail

This page looks at strategies for reading information on a web page in detail. It encourages learners to read carefully and gives comprehension practice to check their understanding of what they have read. It is the last of four steps in this module all relating to the same Internet search. Steps one, two and three are covered in pages 3:1, 3:2 and 3:3.

Materials

Large copy of web page 2 (0:08) from the Source material

Learning outcomes (objectives)

- 1 To learn about some strategies for reading information in detail.
- 2 To test detailed reading skills through comprehension questions.

Suggested teaching activities

- Explain that a lot of the information on the Internet deals with specific subject areas and takes for granted that people will understand the technical terms. However, there are strategies that you can use to help your understanding.
- Hand out the learner page. If this theme is being used in conjunction with the previous three pages, point out that this is the next step in using web page information and is about strategies for reading useful information in detail.
- Look at the small picture of web page 2. What do the learners notice about the layout and format of the text? Although they may not be able to read the individual words do they notice the way it is split into sections and any of the format styles looked at on page 3:3?
- Hand out the Source page 0:08 with the large version of web page 2 so that learners can read individual paragraphs and sentences. Read through the information in box 1 on the learner page and make sure learners are able to distinguish between paragraphs and sentences.
- Look at the information in box 2 about sentence length. Discuss how breaking up long sentences can help with understanding. Knowing about conjunctions, such as 'and', 'but', 'or' helps this. Illustrate this strategy by displaying a long sentence taken from web page 2 on the OHP and with the group's help 'model' on the flipchart

how it can be made into several sentences. You could also simplify the language, by using easier words, at the same time.

- The use of bullets might confuse learners and they should be shown that this is a way of listing a lot of information instead of using commas, which would make it a very long sentence. Explain that 'They are ...' marks the beginning of the sentence. Read the information out as a full sentence. (Note: learners will need to read the previous sentence in order to understand what 'they' refers to.)
- Look at the information in box 3 about unfamiliar words and discuss each of the listed strategies along with other tips such as: using the glossary/dictionary then explaining the meaning to a friend, substituting everyday words, asking someone and recording this in a personal (dictionary) notebook. (There is more on the listed strategies on learner page 2:3.)

Suggestions for learners who are having difficulties

- Enlarge Source page 0:08 and cut up into chunks. Give each pair of learners a chunk to break down and describe back to the group (with help as needed) so that learners get an overall impression of the information.
- Extend this to cutting up individual sentences or highlighting the conjunctions to clarify where to 'break' sentences.
- ESOL learners will need a lot of help with difficult words and should be encouraged to use bilingual dictionaries or the glossary.

Suggestions for advanced learners

- Learners could compose a written or oral quiz to check each other's understanding of the information.
- Ask learners to summarise the information in their own words.

Curr ref	Standards	Key Skills
Rt/L2.6	E3/3.1; L1/4.1;	C1.2
Rt/L2.7	E3/4.1; E3/4.2	

Reading in detail

When you find the information you need, you will need to read it in detail in order to fully understand the meaning, especially if it is a new subject or if you have to follow instructions.

Here are some things you can do to help you read carefully.

The screenshot shows a website page titled 'Food Levels People' with a navigation menu on the left and a main content area. The main content area is titled 'Foods that cause allergy' and contains text about food allergies, a search bar, and a 'FOOD INTOLERANCE' section. Three annotations are placed on the page:

- Annotation 1:** A yellow box with a '1' in a circle pointing to the main text area.
- Annotation 2:** A yellow box with a '2' in a circle pointing to the 'FOOD INTOLERANCE' section.
- Annotation 3:** A yellow box with a '3' in a circle pointing to the 'ASK TORI' section.

- Information is usually split into paragraphs with line spaces in between.
- Try reading each paragraph a **sentence** at a time, going back over anything that is not very clear.
- This splits up the long text into shorter chunks and makes it easier to read. Take your time and read at your own speed.

To make sense of long sentences:

- make notes – try to sum up the overall purpose or message
- read the information out loud three or four times to help you get the message
- break the sentences down into shorter ones – use the **punctuation** or **connecting words** (conjunctions) to help you.

Texts might contain **unfamiliar** words. You can find out what they mean by:

- asking someone
- looking them up
- trying to work out what they mean from the rest of the sentence.

Then say the sentence aloud or write it out using easier words.

Use the information on the website in the Source materials to answer these questions:

- How many types of food are to blame for 90% of allergies?
- Apart from hazelnuts, what other sort of nuts can cause allergic reactions?
- Can children be allergic to wheat?
- Are food intolerances the same as food allergies?
- What does the word 'sensitivity' mean in the sentence?
- What sort of food does it suggest creates allergic reactions in adulthood but not in childhood?