



Teacher's notes

The good search quiz – Secondary and adult

Summary

Language level	B1 to C2
Age	Secondary, Adult
Length of lesson	45 to 60 minutes

Language objectives	<ul style="list-style-type: none">– to practise integrated skills in the context of a search task– to develop vocabulary related to search
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Additional objectives	<ul style="list-style-type: none">– to develop skills to search effectively– to think about the reliability of online sources
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Rationale

Search is central to so many aspects of education, work and life in general. Encouraging learners to reflect on how and why they search can be useful for them at any age. This lesson also encourages learners to be critical about the content they find. Through listening, speaking and writing about search, learners will naturally be developing and practising related vocabulary.



Materials

- Student's handout: *Be careful when you google*
- PC, laptop or tablet for the teacher and each group of learners
- Interactive whiteboard (IWB) or projector
- Internet access
- Images for use in class: search and show online (see step 5)

Procedure

1. Write the word *search* on the board and tell your learners it's the topic of the lesson. Ask them what other forms of the word *search* they know (e.g. *searching*, *searched*, *searchable*). Then write the word *google* on the board, and elicit its other forms: *to google* (verb), *googled* (past tense and past participle), *googling* (gerund), *googleable* (adjective), the verb phrase *do a google search*. Tell your learners they'll be googling in the lesson today.
2. Tell the class you're going to dictate some questions. Later in the lesson, they're going to google them. For now, make it clear no googling is allowed. Dictate the questions at a speed appropriate for the level of your learners. You can speed up to make it more difficult if you like. When you finish dictating, let learners check the questions in pairs and then show them on the board.

Questions to dictate:

1. If the time here is one o'clock in the afternoon, what time is it in Hong Kong?
2. Who said, 'Love all, trust a few, do wrong to none'?
3. Approximately how long does it take to fly direct from London to Mexico City?
4. How many euros, on average, was one dollar worth on the 14th of October 2014?
5. Which city is around 500 miles from Cambridge, and almost 500 miles from Budapest?
6. What was the Boilerplate robot?

3. Ask your learners to guess the answers to the questions. Give them a few minutes and check some of their answers with the whole class before you move on to the next stage.

Tell the class they're going to work in groups to find the answers. Depending on the number of devices and the size of your class, put learners in groups of three or four. Set a time limit of 10 minutes to find the answers. Ask each group to choose a *searcher* to do the searching, and a *reporter* to report their answers to the class.



4. Ask each of the reporters to give their group's answers. Then put the correct answers on the board. There may be some debate at this stage. If so, ask the reporters to make the arguments for their group. The reporters should also explain how they searched for their answers. If you have time, you could do this for each question. Highlight any useful tips, for example using keywords *fly London Mexico City time* is easier than typing a full question into the search to get the same results.

Answers

1. If the time here is one o'clock in the afternoon, what time is it in Hong Kong?
This will depend on where you are. Be sure to check before you do the quiz, and remember that time zones can change during the year.
2. Who said, 'Love all, trust a few, do wrong to none'?
Shakespeare
3. Approximately how long does it take to fly direct from London to Mexico City?
11 hours 30 minutes
4. How many euros, on average, was one dollar worth on the 14th of October 2014?
0.79
5. Which city is around 500 miles from Cambridge, and almost 500 miles from Budapest?
Zurich, Switzerland
6. What was the Boilerplate robot?
This question is to lead them into the next part of the lesson. It is a fictional robot, from the 19th and early 20th century. Some of your students might not realise it is fictional.

5. Search images of the Boilerplate robot and Hercules, the so-called biggest dog in the world, and show them to the class. Ask your learners what they think they have in common. What they have in common is they were hoaxes. Ask the class whether they thought the Boilerplate robot and Hercules were real or not, and why. What can they learn from this? What they can learn is covered in the following step.
6. Give out the student's handout *Be careful when you google* and ask learners to complete the activities in pairs or small groups.
7. Check the answers to Question 1 a–c with the whole class.

Student's handout: answers

- a) **googling/searching for**
- b) **google/search**
- c) **googled/searched for**



8. Ask for some ideas for Question 2 and put these on the board.

Suggested answers:

a) What kinds of things make you think a website might not be reliable?

- out-of-date information, biased information
- long web address
- web address from free-hosting companies (e.g. Yahoo, freewebspace, AOL)
- ugly graphics with animated gifs
- spelling mistakes and bad layout
- images that don't look real
- broken links
- lots of invasive advertising

b) How can you check it?

- type the website name into search and check the results
- look at the url: https sites have a security certification, so are more likely to be real
- use [Google Transparency Report](#) to check the safety status, according to Google
- check there are contact details/a 'contact us' page
- cross-check your search with other websites that you know are reliable

9. To finish the lesson, ask the class to recall the word forms for *search* and *google* and review any new vocabulary from the lesson.

Extension activity

Learners work in groups to write their search recommendations: *Top five tips for search*. Each group could make a poster with their tips to display on the wall.