

"WHAT'S ON?"

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Inspired by and suggested as a follow-up to: *Enterprise 3*, unit 21 "A modern myth."

Subject: *What's on?*

Level: Pre-intermediate and above.

Time: 90 minutes.

Aims:

1. To revise vocabulary related to films.
2. To read for gist.
3. To write a recommendation for a film.

Technical requirements: One computer per a group of 2-3 students, with the Internet connection.

Knowledge: Students should be skilled at typing the URLs.

Procedure:

I. Pre-stage (15 minutes).

To warm students up, the teacher asks questions:

- What types of films do you remember?
- What is your favourite type and why?
- Try and mention three titles of films worth remembering.
- What do you expect to find on a website dealing with films?

II. While-stage activities (25minutes)

1. The teacher writes an URL on the blackboard, students type the address: <http://us.imdb.com>

The teacher asks: Have a quick look at the page and tell me what kind of information you can collect here? (5minutes)

Expected answers: *a list of top movies, results of a poll, recommendation, some fun stuff, games, photos, etc.*

2. The teacher divides the class into two groups. Students are given task sheets with a grid to be filled with some information. The teacher explains what MPAA is (the Motion Picture Association in America) and what their role is. Then students are told to click on the icon TOP MOVIES (upper left-hand corner).

1st group is to find the top movie in the USA by clicking TOP US (in March 2001 it's *the Mexican*)

2nd group is told to click on TOP UK and find out what's on top in Great Britain (in March 2001 it's *Hannibal*)

Additionally the teacher suggests reading at least one user's comment to widen students' perspective. Having done these, students complete the task sheet.

Country	
Title	
Directed by	
Genre	
Cast	
Plot (main ideas)	
MPAA comments	Rated for: Violence? Language? Nudity? Other?
Your comment	

3. Students report back what they've found out. (10 minutes)

4. The teacher asks students to write a short recommendation for the film they've been reading about. They are supposed to include the information written in the grid. After that one or two recommendations are read aloud. (20 minutes)

III. Post-stage activities.

1. A competition.

The teacher asks: **What's the worst film today?**

Students are given 3 minutes to find the information. The winner is the first person to find the icon TODAY'S POLL and give the required information (in March 2001 it's *Star Wars*).

If time allows, students may be asked to do the following exercises:

2. Go back to the page TOP MOVIES and on the left you'll find the place to type your birth date in to check what famous actors were born, died, or got married on that day.

3. There's a photo gallery on each page. Click on the photo you like and you'll learn about the obscure roles of the well-known film stars.

4. Click on the icon FUN & GAMES (at the top of the main page). There are lots of funny quotes, trivias and goofs from most recent films, such as *Hannibal*, *Matrix*, *Gladiator*, etc. Your students will enjoy it!

A VIRTUAL VISIT TO THE NATIONAL GALLERY OF ART

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Introduction

The Web's multimedia capabilities and interactive functions make it an attractive and motivating medium for students. Documents on the Web cover a huge range of topics, are mostly written in English, and are constantly increasing in number. The Web is thus a rich source of authentic materials. The National Gallery of Art in Washington, D.C., houses one of the finest art collections in the world. The museum's website is an example of a well-organized, visually appealing and reliable source of authentic material. This lesson requires that students decode information found at the museum's website and practise on-line navigation and research skills through a virtual visit to the museum.

Level: intermediate

Time: 1 hour

Materials: computers with a web browser and Internet access. Depending on the number of computers available and the size of the class, students can work individually or in teams of two or three.

Procedure

1. Introduce the activity by asking students to name two famous museums that they have heard about or been to.
2. Ask students how they would attempt to find information about the opening hours of the Metropolitan Museum of Art and the kinds of art works that can be found at the Louvre.

3. Ask students to predict what information they might find on the website of a museum.
4. Have the students launch their web browsers and point to the web site <http://www.nga.gov>.
5. Give the following assignment. While the students are completing the assignment, circulate around the classroom addressing technical difficulties or answering questions.

A Virtual Visit to the National Gallery of Art (www.nga.gov)

1. Where is the National Gallery of Art located?
 - a) in New York
 - b) in Los Angeles
 - c) in Washington, D.C.
2. How much does it cost to get into the museum?
 - a) \$7
 - b) nothing
 - c) It depends on how old you are
3. Where is the West building of the museum?
 - a) on Independence Avenue & 7th Street
 - b) on Constitution Avenue & 7th Street
 - c) on Constitution Avenue & 3rd Street
4. When can I visit the museum?
 - a) Mondays to Fridays only
 - b) everyday except Mondays
 - c) everyday except Christmas Day and New Year's Day
5. Who was the architect who designed the East building of the museum?
 - a) I.M. Pei
 - b) Frank Lloyd Wright
 - c) John Russell Pope
6. What kind of performances can we enjoy in the Sculpture Garden?
 - a) jazz concerts
 - b) classical music concerts
 - c) modern dance performances

Follow the "NGA Kids" link and view the slide show of Rogier van der Weyden's "Saint George and the Dragon"

7. Who was Saint George?
 - a) an English knight
 - b) a Roman soldier
 - c) a Renaissance monk
8. What is the young woman on the left of the painting doing?
 - a) saying a prayer
 - b) screaming in horror
 - c) staring at the scene without saying a word
9. How big is the painting?
 - a) as long as a wall
 - b) quite small
 - c) about the size of a 31-inch TV

10. What was the dragon a symbol of when this painting was done 500 years ago?

a) loyalty

b) power

c) evil

Answer Key

1. c

6. a

2. b

7. b

3. b

8. a

4. c

9. b

5. a

10. c

APPRECIATION OF ART

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BACKGROUND

The language project I am about to describe has been developed from a web site recommended by the "Tower Tipsheet." ESL teachers and learners can sign up for that service at <http://towerofenglish.tripod.com/tipsheet.htm>.

"A.Pintura Art Detective – The Case of Grandpas Painting" (<http://www.eduweb.com/pintura/index.html>) is an educational web adventure, a detective story, asking students to solve the case of a stolen mystery painting.

While comparing the painting to the works of Picasso, Gaugin, Millet, Van Gogh, Titian and Raphael students try to decide on its painter. Each example highlights an art concept such as composition, style or subject, providing students with precise art-specific vocabulary. At the same time students are taken on a journey through features of various art styles across centuries.

DELIVERY

Language level: Intermediate

Time: 3 hours (excluding publishing) of which only 1 hour requires Internet access in pairs.

Step 1. Introducing the topic: What is Art? (this session doesn't require computer lab)

Focus: Vocabulary Building, Speaking

- "What is Art?" – brainstorming. Writing a definition of Art and checking it with a definition in a dictionary. Examples of different types of Art are put on the whiteboard.
- Are you artistic? In small groups of four students talk about their artistic abilities, skills they may have or used to have. A group representative gives a quick summary of his/her group artistic abilities to the rest of the class.

Step 2. Reading an adventure story online – be an art detective!

Focus: Reading and Oral Collaboration

- In pairs students follow the story together helping detective Pintura to solve two puzzles: who painted the stolen work of art and who was the mysterious woman who brought the painting to the detective's office. As it is an adventure story, students need to negotiate a route to be taken in order to solve the puzzle (oral collaboration aspect).
- Once both puzzles are solved the pair may complete [comprehension questions](#) (time permitting) (<http://www.eduweb.com/pintura/pworksheet.html>)

Follow up: Writing a personal piece about a favourite painting (this activity doesn't necessarily require computers)

Focus: Personal Writing, Vocabulary re-enforcement

- Students are asked to write about their favourite painting or choose a favourite from the "Lechter's Collection" and describe its subject, composition, colours and style. They should also research some biographical information about the painter and interweave this with their descriptions.

In our case the final product became a website called "[Appreciation of Art](#)" (<http://www-muelc.general.monash.edu.au/art/index.htm>) linked to our homepage. Alternatively, students' writings could be posted in the classroom or published in a class/school magazine.