

INTERNET LESSONS

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FAMOUS PEOPLE ON THE NET

PRE- STAGE

REQUIREMENTS:

- simple chat software, for example *Pony Chat* or *Microsoft Net Meeting* (shipped with Windows 9x);
- for worldwide contacts we recommend ICQ : <http://web.icq.com/index> in which the users get connected by a special server which relays their virtual utterances in real time;
- naturally, the computer lab specialist should know how to arrange the lesson, but it is advisable to check how everything works in advance in order to predict any unforeseen situations;

ASSUMPTION:

- basic computer literacy, i.e. the students know how to run applications, and are familiar with the tree structure of files on the hard disk;

MAIN TASK: Use of English language search engines to collect information

1. Computers off. Tell students how to use chat software properly, and specifically how to use smileys (ways of expressing emotions in email writing), and what is the netiquette and how to follow it (the information about these might be downloaded beforehand from any decent web portal; preferably in Polish)

WARMER (max. 10 min)

2. Computers on.

Then, as a warm-up they may do a simple game, with the teacher as the initiator, start a net conversation, adding a line from each. Remember that the class should be in the intranet, that is in the local network of computers; it's good to know numbers of particular computers in the room. It is important to remember that Internet access is not necessary for that stage.

Example activity:

Teacher is TOMATO and others have their own nicknames.

TOMATO How are you today folks? You know, I met a famous person yesterday.

GROUP 1 Was it Mr Wałęsa?

TOMATO Please, ask me questions. Remember: GROUP AFTER GROUP!!!

GROUP 1 ... Is it ... ?

GROUP 2 ... Is this ...?

GROUP 3 ...

GROUP 4 ...

GROUP 5 ...

TOMATO Well, he is very rich, doesn't live in Europe, deals with computers.

GROUP 3 Is it Bill Gates?

TOMATO Yes!

MAIN TASK

I) SEARCHING FOR INFORMATION ABOUT FAMOUS PEOPLE (25 min)

The teacher has to tell students how to use the Net sensibly, that is give them some **search criteria**, e.g.

Teacher:

'Use www.go.com

or www.infoseek.com

and type in the the first and last name of the person you're looking for'

Remark:

If you are searching for English names use an English search engine, as for instance name 'Wałęsa', might be non-existent for worldwide engines;

Teacher:

'You need to write down (on a piece of paper)'

Name,

<= **Teacher writes these on the board**

Birthday,

country,

town/city,

interests,

family,

famous for WHAT?

Why did you choose this particular person?'

'You're going to make a puzzle for all students here. They should guess who your person is.

I GIVE YOU 20 MINUTES TO DO THAT'

Students proceed to do the task, with the teacher monitoring their progress and helping if necessary.

II) PRESENTING THE INFO ABOUT FAMOUS PEOPLE (20 min)

Tell them to stop, give time to organise their notes, and say:

'Now we are going to GUESS your mysterious persons. Please, **DO THAT IN TURNS, GROUP 1 STARTS.'**

Give them time to run the applications (the chat software), log in etc.

Teacher: 'GROUP 1 *THE CHAT IS YOURS / GO AHEAD*'

Now the presentation follows, others wait until all pieces of information have been displayed on the screen.

Then the groups ask questions and have fun. The teacher should try not to interfere too much but make sure there are no breaks and all groups are equally involved in the task. The teacher's responsibility is also to keep the pace brisk.

POST- STAGE

SIMPLE PROJECT

Now students are going to present their data in the form of an electronic poster, presented directly on the computer screen.

Time allowing, students should be told to go back to the websites they have already visited in order to collect more substantial data about their chosen persons. Teach them how to copy portions of text directly from web pages and how to copy graphics (photos, maps, etc.), since most pages permit such copying. If some students do not know how to use a wordprocessing software, such as MS Word, the teacher may need to appoint the abler students leaders of larger groups. This stage of your class will be the most creative as they can select any pieces of information. Obviously, the teacher will have to be extremely watchful here to filter any unwanted or improper data. The students produce a document with graphics, or even some background music. After they are done, we suggest the teacher copy the resultant files onto the hard disk (making use of the Local Area Network) and tell them their works are going to be checked (or/and censored).

Here the teacher might introduce an element of suspense and say that they will know the results in next class. Another option would be to tell them that the best e-poster will be put on the school website. This should be extremely motivating for students, as it would make their productions published worldwide.

Dariusz Łukasik

„A description of a car”

Level: Elementary (Polish Gimnazjum – class II, age 14)

Time: 2 x 45 minutes

Aims: To identify different ways of getting necessary information about the various features of cars.

- To read the descriptions of various types of cars and vehicles
- To search the Web for various descriptions of cars
- To present and practise talking about frequency
- To learn writing a description of a car
- To gain greater knowledge about the world
- To increase vocabulary connected with cars and vehicles

Course of the lesson:

I. Pre-stage:

1. To introduce the topic, the teacher should ask students to say about their favourite kinds of cars and vehicles (for example: cars, lorries, off-road vehicles, sports cars, buses etc.), favourite colours of cars and favourite makes of them. The teacher should show students some examples of models of cars or some colourful pictures of them.
2. The teacher should ask students: „How could you describe these models/pictures of cars?“, „What kind of information do you need?“ „What kind of sources can you use to search for needed information?“. Then students answer above-mentioned questions.
3. The teacher gives worksheets to every pair of students. They should fill in these materials working in pairs during the lesson. The pattern of these materials is enclosed in Appendix 1.
4. The teacher asks students to give necessary kinds of information which they use to describe a car or vehicle. Students together with the teacher create the table like this enclosed (see Appendix 2).

II. While-stage:

1. In this stage students should use the Internet to search for specific information about cars and vehicles. The teacher helps students to find websites which are the best for this activity. Students search websites which have quite simple but full information. After finding necessary sites students fill in the table on their sheets (see Appendix 2).

2. After students have completed the table, they should summarise their work to the class, adding the element of sharing the information, and practising the words connected with cars.
3. Then students should choose one table from all that they created. On the basis of this table teacher explains students how to do the description of a car or a vehicle. The teacher pays attention to the use of the Present Simple Tense and gives students other necessary instructions.
4. Students (in pairs) create their own descriptions of a car or a vehicle which they chose earlier. The teacher (during students' work) corrects pupils' mistakes and helps them.
5. The teacher asks students to have their descriptions in their notebooks, together with a drawing or a printout of a car described.

III. Post-stage:

The best descriptions should be put on the class website. During the next online lesson the whole class could read their own works and discuss the way of creating descriptions of something or somebody.

Source materials for preparation this project:

Krajka, J. (2000) „Writing lessons in the Web – Teaching Writing with the Help of the Internet”

Examples of websites which could be used during this lesson:

<http://www.classicar.com>

<http://www.artcarmuseum.com>

Appendix 1: The template of the sheet for every pair of students.

- A. *Look at the ways of getting information below. Write how often you use these ways.
Use words from the box or ones of your own.*

Ways of getting information	How often?
1. read magazines
2. read newspapers
3. listen to the radio programmes

4. watch TV programmes
5. use of Internet
6. use of school library sources

(almost) every day
A few times a week
(about) twice a month
(about) once a year
(almost) never

Appendix 2. Worksheet for students to complete when working on the Internet

Kind of vehicle:
Colour:
Kind of engine:
Maximum velocity:
Number of gears:
Number of seats:
Consumption of fuel:
Kind of fuel:
Other information: