

"SHOPPING IN OXFORD STREET"

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Title: "Shopping in Oxford Street"

Level: Intermediate

Time: 45 minutes

Technical Requirements: computer lab with Internet connection, two or three students per computer

Introduction

We all know and have visited thousands of web pages in our everyday "surfing": commercial, educational, governmental, recreational etc. Some of them are a very good source for language teachers helping them find authentic texts, live broadcasts, reference tools, ready made activities and many more. On the other hand, a few of them are so well designed that can be easily used to build an Internet lesson plan. Street Sensation at <http://www.streetsensation.co.uk/> is such a web page.

It includes entire streetscapes showing over 2,000 shops, bars and restaurants in London's liveliest areas - Oxford Street; Portobello Road and Notting Hill; the King's Road in Chelsea; Carnaby Street; Covent Garden, Bond Street; Knightsbridge; Soho; Islington and Camden

So, if we click on Oxford Street, we move to another page where there is a clickable map of the street. By selecting any of the numbers 1 to 18 we can see the shops situated in the respective area of the street.

Objectives

- ✓ To walk "virtually" and see one of the main commercial streets of London
- ✓ To identify the most famous English department stores, shops, restaurants
- ✓ To be able to work with an interactive map

- ✓ To search, find and locate the right information from a variety of information on the Internet
- ✓ To familiarize students with vocabulary referring to shopping
- ✓ To practice writing (sending an e-postcard)
- ✓ To practice speaking (making comparisons)

Procedure

Pre-stage activity:

1. Ask the students if they know any areas or streets of London and what they are famous for.
2. Tell them that today's lesson is about Oxford Street, one of the busiest and liveliest commercial streets of London. Ask them if they have ever heard or visited any English shops.

While-stage activities:

1. Go to <http://www.streetsensation.co.uk/> and click on Oxford Street. There is a short description of the street and just below the interactive map. Tell the students that Oxford is a very long street, so today they will walk from Edgware road until Regent street, i.e. from numbers 1 to 5.
2. Click on number 1 and start "walking" (scrolling) along Oxford Street. Look at the shops and fill in the table in the worksheet (Activity 1).
3. Ask the students about their findings (speaking).
4. Visit three of the biggest department stores of London, Marks and Spencer (2), Selfridges (2) and Debenhams (4) by clicking on the "more info" link and complete the table in the worksheet (Activity 2).
5. It's time for a break. Go to the KFC restaurant (1) by clicking the "more info" link. Have a coffee and send an e-card (Kids Stuff - E Cards - Send a card) to your friend back home. Tell him/her about Oxford street, the shops you visited, the things you bought etc.

Post-stage activity:

1. Think and tell five differences between Oxford Street and the main commercial street of your city / town.

WORKSHEET

Name:

Class:

Date:

1. Look at the shops from numbers 1 to 5 in the interactive map of Oxford street and fill in the table:

Department Stores	Clothes	Shoes	Cosmetics / Pharmacy	Accessories	Souvenirs / Cards / Gifts	Book shops / Music stores	Restaurants / Coffee shops / Internet Café
....	

2. Visit Marks and Spencer (2), Selfridges (2) and Debenhams (4) and find out which is the biggest one

	Marks and Spencer	Selfridges	Debenhams
Mens			
Womens			
Kids			
Homeware			
Furniture	✓		
Gifts			
Flowers			
Weddings			✓
Newspapers & Magazines			
Food			
Wines, Spirits and Cigars		✓	
Health and Beauty			

"HOW FAST CAN IT RUN?"

by Anna Wicha,

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A follow-up to: *Brainwaves 3*, unit 1 “General knowledge”

Level: elementary

Time: 45 minutes

Aims:

- to practise asking and answering “How..?” and “Wh-?” questions
- to practise saying numbers and units

- to practise superlatives

Resources/ materials: one computer with the Internet connection per pair
10 slips of paper per pair to write quiz questions on

Possible problems:

- pronunciation of some names of animals, rivers, etc. Teacher circulates and helps students during the while-stage.
- Ss may get confused keying in long URLs. T can key in the URLs before the lesson or save the sites required as favourites. (Students need to have basic computer skills)
- Timing. 45 min is minimum time needed.

Procedure

1. Pre-stage (10 min)

a) Teacher asks Ss some general knowledge questions, e.g.

- How fast can a lion run?
- How long can a horse live?
- What's the longest river in the world?
- How high is Nanga Parbat?
- How deep is the Atlantic Ocean at its deepest?
- What's the name of a female fox?

As Ss answer T writes key words and some suggested by Ss answers on board

e.g. speed/lion 20mph, 100mph
length of life/horse 20yrs, 35yrs etc

2. While-stage (20 min)

a) T explains Ss will be able to check their answers using the Internet and hands out URLs (each pair gets one or two addresses):

Animals/speed <http://infoplease.com/ipa/A0004737.html>

Animals/names <http://infoplease.com/ipa/A0872847.html>

Animals/length of life <http://infoplease.com/ipa/A0004723.html>

Mountains/height <http://infoplease.com/ipa/A0001771.html>

Oceans/depth <http://infoplease.com/ipa/A0001773.html>

Rivers/length <http://infoplease.com/ipa/A001779.html>

b) Pairs check and report correct answers.

c) T hands out paper and asks Ss to write at least 5 questions plus answers per pair (each question + answer on an individual slip of paper) using the information on their sites. As Ss write questions T circulates and helps with any pronunciation/ grammar/ spelling problems.

3. Post-stage (15 min)

a) T collects the questions and divides class into two groups. Each group gets half of the questions and is asked to divide them into two categories: a) Animals, b) the Earth and put them face down on a desk.

b) Groups take it in turns to choose a category, the other group draws a question and reads it out. The opposite group answers. If the answer is correct, the group gets a point. T or one of the Ss keeps score. At the end of the lesson the winning group appointed.

"AND THE OSCAR GOES TO..." - OUR FAVOURITE MOVIES

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Level: Upper Intermediate

Size of a group: 12 people

Age: 15 – 18 years old

Time: 45 mins

Materials: *New Headway Upper Intermediate*, Unit 8 "Famous for fifteen minutes", *Cambridge Advanced English*, the Internet

Aims:

communicative:

- ❑ to practise giving personal opinions about movies
- ❑ to develop reading skills, especially skimming and inferring attitude from the reading passage;

educational:

- ❑ to systematise students' knowledge about intensifying adverbs and adjectives

Language content:

- ❑ **Vocabulary:** intensifying adverbs: *very, awfully, absolutely, incredibly, remarkably, totally*, etc.; adjectives: *excellent, astonishing, thought-provoking*; film vocabulary: *screenplay, clichés, director, plot*, etc.
- ❑ **Grammar:** Present Perfect Tense revision

Procedure

1. Warm-up (whole group): 3 mins

T asks questions: “Do you like going to the cinema?”, “What kind of movies do you like best?”, “What have you seen lately?”, etc. Class discussion about SS’ favourite types of movies.

Language in Use: adverbs and adjectives making sentences stronger and expressing opinions (*good, bad, excellent, fantastic*), types of movies (*drama, comedy, science-fiction*)

2. Preparation for speaking (pair work): 15 mins

T asks SS to go on-line to this address:

<http://www.englishpage.com/vocabulary/interactivelesson10.html>

T explains that this is a 3-step exercise. First, they are going to read the definitions of the word they see; then SS are asked to click on the link ‘Vocabulary in Conversation’ and practice the vocabulary; when done SS do ‘Vocabulary Follow-up’. T is monitoring. In order to check the correct answers SS click the “check” button at the bottom of the page.

3. Reading and Speaking: 18 mins

T asks SS to go to another website address. This time it is:

<http://www.eslnotes.com/movies/html/forrest-gump.html>. When SS download the page T asks them to go down the page and choose the “Forrest Gump” movie link. SS are asked to:

a) read the plot summary (5 mins).

b) in groups of 2, discuss the questions (one for each group) which are at the very bottom of the page. When they are done each group answers the question prepared, the rest of the group listens and, when necessary, correct (10 mins).

As some of the SS may have seen the movie T asks the group the following questions:

“Would you like to see the film?”, “Why?/Why not?”, “Would you recommend it to your friends? If so – why?/why not?” (3 mins).

4. Post-stage: reading a movie review as a preparation to writing (8 mins):

a) SS get a sample film review of the movie they discussed during the class.

b) T explains they are going to write a film review of any film they have seen. SS are asked to read the review and if there are any questions he/she answers them (5 mins).

c) T gives a brief explanation how a summary is to be written. SS do this as a home assignment (3 mins).