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Gavin Dudeney

Excerpt

[More information](#)*2 Activities*

picture. Get students into pairs and ask each pair to choose a picture they particularly like. Pre-teach some vocabulary for describing pictures (e.g. ‘in the foreground’, ‘in the background’, ‘on the horizon’, etc.).

Starting at the Art Search page, ask students to find out some information about the picture they have chosen, and the artist who painted it. They should get biographical information, history of the picture and details of other work done by the artist.

Each of the pairs is now in charge of a special exhibition in the class. Their job is to give a small introduction to the exhibition, talking about their chosen painting and giving some background information on the artist.

**Variation**

A simple alternative introduction to the task involves dividing the class into pairs and giving each member of the pair a simple sketch to describe to their partner, who has to draw it.

**Follow-on**

As a follow-on, a written description of one of the postcards is a good activity.

**2.37 Puzzlemaker**

**Aim:** To make and solve puzzles

**Focus:** Vocabulary revision

**Level:** Elementary and above (young learners)

**Time:** 60 minutes

**Sites:** <http://www.puzzlemaker.com>

**Procedure**

There are lots of different ways of using Puzzlemaker, but I think my favourite is as a regular vocabulary revision activity. This is an idea for using the wordsearch maker. Get students in pairs to brainstorm vocabulary for a particular area you have been working on recently (or not so recently), e.g. food and drink, travel or similar. Have them make a list of 15–20 words they can remember from the field.

Show students how to use the wordsearch maker. All they then have to do is fill in the form and have the webpage make their wordsearch for them. Encourage them to personalise the title. Make sure you print a copy of each quiz when it is finished.

Photocopy the quizzes and distribute them over the following classes, either as quick activities in class or for homework. I like to use this regularly

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as it gives the students some investment in the work done in class, and there's the added challenge of being able to make a puzzle which can't be solved by their colleagues.

## Follow-on

Investigate the other types of puzzles – most of them are easy to make, and once your students have learnt each type they will be able to make them unsupervised.

**Gavin's Fruit Wordsearch**

G	T	T	C	F	J	R	A	U	C	D	K	E	V	S
O	L	I	R	P	Y	O	E	Q	I	H	F	E	E	N
R	K	J	U	M	B	U	Q	P	A	Z	E	X	J	K
A	F	L	L	R	J	Z	K	Y	E	X	N	R	I	P
N	B	V	A	L	F	A	T	N	P	F	I	H	R	H
G	O	E	G	A	A	E	I	C	A	S	R	A	O	Y
E	T	Z	N	V	D	R	P	M	R	U	E	Z	L	P
J	M	F	Q	U	A	Q	W	A	G	P	G	W	T	I
X	Q	V	E	D	R	N	U	O	R	H	N	I	F	B
V	W	B	N	I	Y	P	Y	U	L	G	A	U	C	O
Q	Z	A	O	A	N	O	L	E	M	P	T	U	F	E
Z	M	B	P	F	X	U	Y	V	G	E	M	L	G	B
N	N	P	K	S	S	S	Z	Z	F	S	U	I	Z	X
V	L	P	I	W	L	O	J	B	A	N	A	N	A	G

PRUNE

ORANGE

MANDARIN

PEAR

GRAPE

BANANA

TANGERINE

MELON

GRAPEFRUIT

CHERRY

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[More information](#)*The Internet and the Language Classroom***2.55 Reviewing a website**

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<b>Aim:</b>	To learn how to review and classify websites
<b>Focus:</b>	Adjectives, language used for reviewing
<b>Level:</b>	Elementary and above
<b>Time:</b>	60 minutes
<b>Sites:</b>	No specific sites

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**Procedure**

Have a group discussion about good websites students have visited. Get some addresses and talk about what made them good: was it the content, the presentation, or something else? Build up a set of criteria for reviewing websites. This can be done by simply taking students' ideas or by using the website review form (see *Appendix A*). Note that the website review form is designed for teacher use, so it will need some adaptation. You will also need to find examples of websites for later review – use ones from your own surfing.

Put students in small groups and get each member in turn to give the other members of the group a quick tour of a website they like, pointing out the best features and explaining why it is good. Remind students at this point how to *Bookmark* or add a site to the *Favorites*. Now give out blank review forms and ask students to visit one or two sites and review them. Make sure they know that the forms they fill in must make sense to other people reading them later.

Share the newly-created reviews around the class, discussing the websites visited. Establish a class folder for website information and decide together how to classify the website review forms. It's a good idea to appoint someone to look after the folder and make sure it is up-to-date. This will, over time, become an invaluable resource for the whole class.

## Appendix A – Website Review Form

GENERAL INFORMATION	
<b>Name of site:</b>	
<b>URL of site:</b>	
<b>Date visited:</b>	
<b>Reviewer:</b>	
SITE SUMMARY	
<b>Description</b> Add a short description of the site	
<b>Content summary</b> Give a brief summary of the contents of the site	
SITE DETAILS	
<b>Information</b> Is the site content correct, reliable and accurate? Is the writer an expert in this subject?	
<b>Currency</b> Is the site up-to-date? When was new information last added? When were the pages last updated?	
<b>Content</b> Is the content interesting, relevant, funny, useful or entertaining? How would you describe it?	
<b>Presentation</b> Is it attractive and easy to navigate? Does it use a lot of graphics, sound or multimedia files?	
<b>Functionality</b> Does it all work? Are there any broken links or missing pages? Does it take a long time to display pages?	
VERDICT	
	Excellent ( ) Very good ( ) Good ( ) Average ( ) Poor ( )
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