

Weblink Mini-Projects

FILE 1

1A

Work

<http://career-advice.monster.co.uk/job-interview/job-interview-questions/job-interview-answer-videos/article.aspx>

Mini-project

Divide students into pairs or small groups. Students take turns to ask each other the interview questions, and note down their answers. Then get students to click on the question, which opens a video with advice from recruitment experts on how to answer each question. Students compare their answers.

Note: this website requires audio and video, so ensure your computers have audio and Flash Player facilities.

1B

Royal families

http://en.wikipedia.org/wiki/List_of_monarchs_by_country

Mini-project

Divide students into pairs or small groups, and allocate one country per group. Students then find out as much information as they can about the royal families from the list. Students can then compare their families either as a mingling activity, or as a presentation to the class. Encourage students to find out how their families are connected, and to use the language from the lesson to describe families.

1C

Language

<http://www.plainenglish.co.uk/quiz.html>

Mini-project

Students take the grammar quiz, either individually or in pairs / small groups. Make sure you do the quiz first and note the correct answers. Monitor during the activity, and when finished go through the answers with the group, ensuring you have explanations for why each answer is correct.

Note: this activity does not provide answers or feedback. Ensure you take the quiz first, and note down answers and explanations for each question.

FILE 2

2A

Memory

<http://www.bbc.co.uk/dna/memoryshare/>

Mini-project

Find out memories from the general public submitted to the BBC by date through the graphic interface. Divide students into pairs or small groups, and instruct them on how to use the website. Direct them to the right-hand side of the screen, where there is an up and down arrow. Move this arrow to go 'through' the tunnel – the further you move, the further back in time you go. Click on the coloured icons to open a memory. What do students find out about a particular time or event?

Note: *these are submitted by members of the public, and may contain grammatical mistakes or idiomatic language.*

2B

Time management

<http://www.quotegarden.com/time.html>

<http://www.dumblittleman.com/2008/02/11-solid-ways-to-improve-your-time.html>

Mini-project

Divide the class into pairs or small groups. Students read the quotes, and explain to each other what they think they mean. Set a time limit, e.g. 15 minutes, and when the time is up elicit answers from the class. Are there similar expressions in the students' language(s)?

2C

Breaking up

<http://www.boyfriendreplacement.com/fun.php?SectionID=2>

Mini-project

Click on the list of stories on the right-hand side of the main screen to read about how women broke up with someone. Either encourage students to read a few and decide which one was the funniest or saddest, or set a student one each, and then students re-tell the story to the rest of the class. The class then vote on which one was the best or worst.

Note: *this website contains some sexual-related language and references. Please check the site first, and decide if it's appropriate for your class and / or culture of the country you teach in.*

FILE 3

3A

Sounds

<http://www.bbc.co.uk/worldservice/specialreports/saveoursounds.shtml>

Mini-project

Choose the 'Save Our Sounds map' from the main menu. Divide students into pairs or small groups, and encourage them to click on the icons on the map. Students write down the country and city or town, and what the sound is (e.g. the chiming of a clock in Prague). Set a time limit, e.g. ten minutes, and then check with the class what they found and where.

Note: *this website requires audio, so ensure your computers have audio facilities.*

3B

Books

http://news.bbc.co.uk/today/hi/today/newsid_8181000/8181968.stm

<http://www.guardian.co.uk/books/books+tone/reviews>

Mini-project

Listen to the podcast about the importance of last lines in a novel. Set some questions as pre-listening and listening tasks, e.g.

- What reasons are given for why last lines are not remembered?
- What are the problems with endings of novels?
- What are the examples of famous last lines, and which novels do they come from?

Then, if you have time, direct students to the second site, and encourage them to find books they would like to read based on the reviews.

Note: *this website requires audio, so ensure your computers have audio facilities.*

3C

Money

<http://www.amazon.co.uk/>

<http://www.intrepidtravel.com/ourtrips/>

Mini-project

Divide the students into pairs or small groups. Set each pair / group a budget, e.g. £5,000, and set a time limit, e.g. ten minutes. Students visit the Amazon and / or Intrepid Travel website, and go on an imaginary shopping spree. When the time is up, students report back to the class, giving a presentation on what they 'bought', and how they would use it.

FILE 4

4A

Historical films

<http://www.channel4.com/history/microsites/H/history/browse/films.html>

Mini-project

Students choose a film from the list, and read the verdict from an historian. How historically accurate are these films? If possible, encourage students to look at films they may have seen.

4B

Self-help books

http://www.amazon.co.uk/change-your-life/lm/R2KV9NA9IOYQBR/ref=cm_lmt_dtpa_f_1_rdsss2

Mini-project

Students look at the list, and click on the titles of the books to find out more about them. Set a group or pair one each, and get them to summarize what the book is about, and how it can help the individual. Encourage students to use the 'look inside' option where available, as it previews the first chapter of a book.

4C

Mobile technology

http://www.forbes.com/2008/06/15/cellphone-addiction-iphone-tech-wireless08-cx_wt_0616addict_slide_2.html?thisspeed=25000

Mini-project

Divide the students into pairs or small groups. Ensure they have pen and paper, and tell them to start the quiz, but that they are required to write down their totals. Note that the pages change automatically; however, the speed can be adjusted or stopped by pressing on the 'stop' or 'speed' keys at the top-centre of the screen.

Note: *you may want to tell students that this site uses American English.*

FILE 5

5A

Laws

<http://www.dumblaws.com/laws/united-states/alabama>

Mini-project

Assign an American state to a group or pair of students, and get them to read the amusing laws, noting down which ones they think are the best or funniest. Set a time limit, e.g. ten minutes, and then encourage students to mingle with the rest of the class and summarize their funniest law. At the end of the activity, the class votes on which law they think is the most amusing.

Note: *you may want to tell students that this site uses American English.*

5B

Modern art

<http://www1.modernart.net/artists>

Mini-project

Direct students to the main menu, and in pairs or groups they choose an artist from the list. Click on this artist to find out as much information as they can about him / her, and to see examples of their work. Finally, students give a presentation to the class about the artist they chose.

5C

Yoga and Pilates

<http://www.abc-of-yoga.com/yogapractice/postures.asp>

<http://pilates.about.com/od/gettingstarted/a/Get-In-Shape.htm>

Mini-project

Students find out more information about Pilates and yoga. Divide the class into pairs or small groups to find out more information about one, then compare with another pair or small group who have information about the other.

FILE 6

6A

Travel

<http://www.roughguides.com/>

Mini-project

Divide the students into pairs or small groups. Ask each pair / group to select a country or city from the drop-down menu they haven't visited, and to find out as much information as they can about this place. Monitor, and ensure that no two groups choose the same place. Set a time limit, e.g. 15 minutes. At the end of the activity each pair / group gives a presentation to the class. Finally, the whole class votes on which place they would most like to visit.

6B

Pets

<http://www.petsworld.co.uk/>

Mini-project

Allocate one pet per student. Set a time limit, e.g. ten minutes, and get students to write down as much information about their pet as they can, paying attention to its requirements and habits, and ensuring they don't use the animal's name in their descriptions. Then divide the class into pairs or small groups. Students read out their description to each other, for the other student(s) to guess which animal it is. Ensure students use their own words rather than copying directly from the website.

6C

Moving abroad

<http://www.livingabroadmagazine.co.uk/we-did-it/your-stories>

Mini-project

Students read the stories of people who moved abroad. In pairs / small groups or individually, students give a presentation about these people. Finally, the class votes on which story they think is the best.

File 7

7A

Cooking

Mini-project

<http://www.jamieoliver.com/recipes>

Divide the class into pairs or small groups. Tell the class that each pair / group is going to design a three-course menu. Ask each pair / group to prepare a menu specific to a particular diet, e.g. vegetarian, no red meat, fish, etc., and to explain how to prepare each course. Finally, the class votes on the best menu.

Extra idea

If possible, you may wish to encourage students to cook one of the dishes for homework, and report back to the class on how it went.

7B

Sports

Mini-project

<http://www.time.com/time/photogallery/0,29307,1921933,00.html>

Students read about the unusual sports from around the world. Which did they think were the best? Are there any they would like to try?

7C

Humorous news stories

Mini-project

<http://www.reuters.com/news/oddlyEnough>

Divide the class into pairs or small groups. Allocate one news story per pair. Students then mix with other pairs, and re-tell their news story. Continue until all the class have heard each others' stories. Finally, the class votes on which story they think is the funniest.

Extra idea

Encourage students to find more amusing news stories in their own language or in English.