

WebQuest - Teacher's notes

Los Angeles

1 Group planning

Students should work in groups of between two and four (or alone if completing the activity for homework). They should use the information on the web sites to plan a day at the theme park. (Answer for 2: There is an airport shuttle bus which costs \$20 round trip.)

2 Class presentations

Students work in groups of between two and four (or alone if completing the activity for homework). There are two separate tasks. Each group should choose one task. Once the groups have finished they will do a presentation to the class on the subject of their task. They should nominate a spokesperson for this or do a collaborative presentation. They should prepare notes for the presentation while doing the group work. (NB: It is possible to set the tasks according to the interests of the students.)

Task 1) Writer – Raymond Chandler

1. One-liners are single brief sentences which are often witty or apposite. Chandler's major characters such as Marlowe were masters of the one-liner.
2. Marlowe is a private detective. He is solitary, intelligent and romantic. He likes liquor, women and always solves the case.
3. Students' suggestions.
4. The 'hard-boiled' detective novel is about tough characters in dangerous situations. Often there is money or valuables involved and often there are mysterious murders. There is usually a beautiful and 'corrupt' woman involved and the 'hero' has many flaws.
5. The dialogue is short and pithy with many one-liners. (If you are interested the following site has a glossary of 'hard-boiled' slang.)

<http://www.miskatonic.org/slang.html>

Task 2) The Tar Pits

1. The animals include sabre-toothed cats, horses, wolves and bison.
2. Pit 91 is in the center of LA. Staff and a large number of volunteers do the work there.
3. Students should prepare a presentation on the excavation process along with an introduction to the Tarpits for the rest of the class.

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3 Grammar - reported speech and reporting verbs

Ask students if they have any local 'dialect' which is not the 'standard' language which is used on the TV and in the newspapers. How do they feel about using this dialect at home or in school or at work? Discuss.

Students read through the grammar presentation and then do the questions. They should work in small groups if possible.

- 1)
 - a) Said b) Considered c) Adding that d) Was e) Said
- 2) These are the author's words and are probably a summary of what Jackson said.
- 3) In this question students should focus on the reporting verbs that they encounter:
 - The board's resolution recognized black English as a distinct language but also called for public money (students may miss this as it is a summary of the board's findings, notice the phrase *to recognize something as something*)
 - Quote + Jackson said + quote.
 - Oakland school officials welcomed Jackson's supportive . . .
 - The district said it would not . . . and would not try to. . .
 - The Clinton administration had criticized . . . saying it would refuse to grant...
 - Quote + said teacher + quote
 - The district contends black . . . is the primary (notice the switch to present tense reporting. Ask students why this happens. The writer uses the present as he or she feels that the statement is always true: a truism or universal truth.
 - Oakland officials said they hoped to improve. . .
 - district officials say they have the lowest . . .

4) Note that the phrase "*if children cannot reason, they cannot do math*" can be transformed into reported speech in a number of ways. If we use the present tense then the sentence appears to be a general truth. We can also use *if children could not reason they would not be able to do math*. This is a difficult grammar problem which highlights the difficulty of using real unedited texts in the classroom. Possible answer:

The intent was to teach children standard American, competitive English, because, he claimed, if children cannot read they cannot reason, and that if they cannot reason they cannot do math. He added

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that if children cannot not do math they cannot compete and concluded that if that was their message, that that message was good for the healing of the nation.

<http://www.cnn.com/US/9612/30/ebonics> (NB: Students will need [Quicktime](#) to access the listening exercise here).

4 Web information hunt

This is a scanning exercise designed to test students' ability with questions and their ability to scan sites for information. There is a lot of reading involved, but students are not expected to understand everything on the pages they visit. They should be encouraged to take plenty time and to look around in this fascinating site.

1. Where did David Schwimmer go to school? **Beverly Hills High School**
2. In what restaurant did Elton John have a big party? **Spago Beverly Hills**
3. Whose mother owns the Milky Way restaurant on Pico Boulevard? **Steven Spielberg**
4. Where does Sharon Stone have her hair cut? **Allen Edwards in Brentwood**
5. In what comedy club did Jim Carey start his career? **The Comedy Store**
6. Where has the ghost of Marilyn Monroe been seen? **Roosevelt Hotel poolside suite 1200**
7. Where does Jack Nicholson sit when he goes to the staples Center? **Courtside**
8. What bar is popular with band members from the Smashing Pumpkins, the Cranberries and Hole? **The Sky bar at the Mondrian Hotel**
9. In which Hollywood studio was Jurassic Park shot? **Universal Studios**
10. In what church was an episode of ER recently shot? **Blessed Sacrament**

<http://www.seeing-stars.com>

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5 Sister, sister - who?

Put the students into small groups and get them to look at the questions. Next, direct them to web site and ask them to locate the most likely place to find the answers.

(NB: – the answers can all be found under the 'favourites' pages under the *Bio N Stuff* icon.) Tell the students it is a race to see which group can find the answers fastest.

Which sister

1. ... loves reading? **Venus**
2. ... is ill if she eats peanuts? **Serena**
3. ... is the youngest? **Serena**
4. ... admired Boris Becker? **Venus**
5. ... would love to win Wimbledon? **Serena**
6. ... would like to speak lots of languages? **Venus**
7. ... has two dogs? **Venus**
8. ... likes looking at herself? **Serena**
9. ... has been caught driving too fast? **Venus**
10. ... finds Russian things fascinating? **Venus**

<http://www.venusserenafans.com>

Finally, get them to write some more questions about the two sisters. These can then be used in another class or for homework.