

Total English

Upper Intermediate

Converting old buildings

- 1 You are going to go on the Internet to look at two websites which tell you about two famous buildings housing art.
- 1 Log on to <http://www.tate.org.uk/modern/building/default.htm> and answer questions a-g.
 - a How is the Tate Modern linked to St Paul's Cathedral?
 - b What is the Tate Modern described as?
 - c What was the building originally used as?
 - d Why was the height of the original chimney limited to ninety-nine metres?
 - e What is the purpose of the new two-storey glass structure which spans the roof?
 - f What nationality is the Tate Modern architect, Jacques Herzog?
 - g Look around the website to find four more interesting facts about the Tate Modern. Click on the list on the right hand side of the page to explore.
 1. _____
 2. _____
 3. _____
 4. _____
 - 2 Now log on to <http://www.galinsky.com/buildings/louvre/> and answer questions a-e below.
 - a The Louvre was part of Mitterand's Grand Projects. What was the intention of this program?
 - b What is the main function of the pyramid?
 - c How do the museum goers now access the various wings of Le Louvre?
 - d In addition to the pyramid in the plaza what other things were changed in the Louvre as part of the project?
 - e The old and new are seen to stand together in the new look Louvre. The steel connections that support the pyramid are seen as an expression of the 'new'. What is an expression of the 'old'?
- 2 Talk to your partner! Which building do you prefer as a representation of old and new? Why? Which one would you like to visit?

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TEACHER'S NOTES:

Aim: to further the theme of old and new using the Internet. This webquest is designed to be used in conjunction with unit 3.

Time: 40 minutes

Materials: photocopies of the worksheet for each student

- 1 Ask if any students have visited the Tate Modern. What did they think of it? Then check that all students are on the correct website. Monitor as they work to check everyone is able to answer the questions and do the extra research. Give students time to work through the part 1's questions before asking them to compare answers with their partners.

Check that all students have reached the correct website in part 2. Ask if anyone has visited the Louvre and seen the pyramid. What are student's thoughts? Monitor as they work and as above allow students to compare answers with their partner. Elicit students' answers for both parts and encourage peer correction.

Answers: (correct at the time of going to press) 1 a) by the new millennium footbridge b) a remarkable combination of old and new c) a Power Station d) It had to be lower than the dome of St Paul's e) provides natural light to the galleries on the top floors as well as housing a café and offering stunning views of London f) Swiss g) Students' own answers 2 a) To provide a series of modern monuments to symbolize France's central role in art, politics, and world economy at the end of the twentieth century. b) It provides an entrance to the gallery. c) by newly constructed underground connections d) Collections were redistributed and several courtyards were covered and refurbished. e) the ornate carving in the masonry facades of the Palais du Louvre

- 2 Students compare the two buildings they have just looked at and decide which one they prefer. Get feedback by conducting a poll of how many students preferred the first/second building.