

Go to the websites given below to find the information you need.

a) Information about tourist sights in Edinburgh

<http://www.timeout.com/travel/edinburgh/intro.html>

<http://www.stayinedinburgh.net/leisurelinks.asp>

<http://www.rbge.org.uk/rbge/web/index.jsp>

b) History of Scotland / Edinburgh

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

<http://members.aol.com/skyelander/mary.html>

<http://www.bbc.co.uk/scotland/history/scotlandshistory/vote/topten-panel.shtml>

<http://www.aboutscotland.co.uk/edin/history.html>

<http://www.localhistories.org/edinburgh.html>

<http://www.visitscotland.com/library/edinburghhistory>

c) Trips you can do from Edinburgh

http://www.thebackpacker.net/traveltours/edinburgh_tours.htm

http://travelguides.lastminute.com/sisp/index.htm?fx=location&loc_id=132397&sub_section=Excursions

<http://www.scotlinetours.co.uk/html/taste.html>

<http://www.scotlinetours.co.uk/html/specials.html>

d) Information about pubs / clubs / shops / restaurants

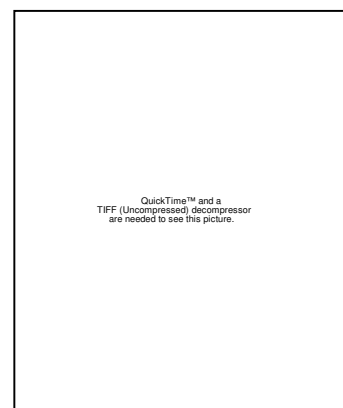
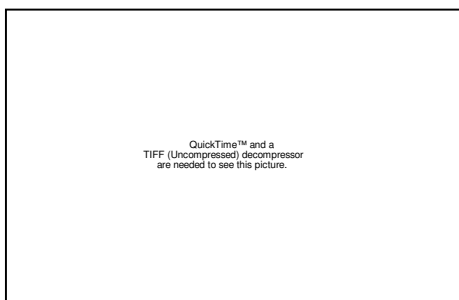
<http://www.timeout.com/travel/edinburgh/intro.htm>

http://www.britinfo.net/index_Edinburgh.htm

e) Scottish English

<http://www.fife.50megs.com/scots-glossary.htm>

<http://www2006.org/top20/words/>



3. Prepare pages for the guidebook on the information you found.

Here are some expressions you could use:

Making suggestions for places/trips

Here is our list of favourite places / things to see / things to do..

We recommend going to...

It's a good idea to..

You should..

If you like...., why don't you....?

You can/could...

4. Present your findings to the rest of the class

Think about how you are going to present your information.

Who will speak? Do you want to use images?

Prepare a plan for your short talk (about 5 minutes)

Tell the class about what you did and answer their questions.

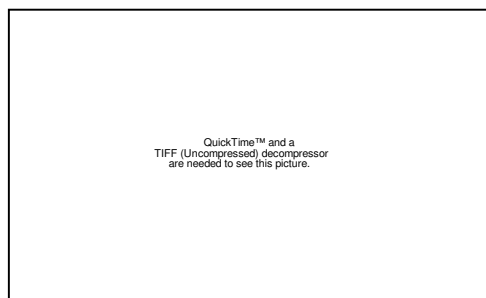
Listen to / look at the other groups presentations. Which one did you think was

- The most useful?
- Gave you most new information about Edinburgh or Scotland?
- The most carefully researched?

5. Make any changes that you want to make to your writing.

Add pictures etc as necessary.

Put the pages together to make the class guidebook.



EVALUATION

Think about the project: how was it for you?

Tick numbers 1 to 6: 1= strong no, 6= strong yes

	1	2	3	4	5	6
Did you find the project fun/interesting?						
Did the project help you learn English?						
Do you enjoy working with the internet?						
Did you find out anything new about Scotland/Edinburgh						
Would you like to do more projects like this in future?						

Please add any other comment you may like to make about the project:

Teachers notes

This webquest was planned to be done in 5 sessions of 90 minutes each:
Websearch was copied and given to the students for the first session activity. The websites page was given to the students on floppy discs to use in their pcs.

Session 1 : Introduction, survey, compiling list of "top ten" results. Plenary with mini-presentations at end. After presentations, feedback on content and language.
If time, web search competition on Edinburgh (to preview the kind of information students will be searching for next session and check everyone is able to use searchengines and so on)

Session 2 in the computer room, researching to get additional information for the guide book.

Session 3 is writing up the information: deadline for the first draft is the end of this lesson.
(Students also use computer room to research details they need to include).

Session 4 Return 1st draft to students with correction code – students work together to correct scripts. Give class new language you want to present (recommendation, adjectives to describe places etc) and ask them to insert a certain number of these phrases/words etc in scripts.
Students finish final draft for homework.

Session 5: Students prepare then do presentations on their articles for the guidebook for the class. After presentations, feedback.

Evaluation guide.

1. below standard
2. standard
3. above standard
4. outstanding

Report (guidebook page)

- 1: Report is confused and/or short and/or difficult to follow, poorly researched and/or minimally exemplified; intrusive errors of vocabulary and grammar and/or large chunks copied directly from websites.
- 2: Report is basic but sufficient to present main arguments; divided into clear sections and generally easy to follow; research not exhaustive but sufficient and mainly original, grammatical and lexical mistakes do not impede overall intelligibility.
- 3: Report is thorough and clearly laid out with arguments convincingly made on the basis of well researched data; research has gone beyond the most obvious sources and there is ample evidence of original thinking and writing; high level of accuracy and a broad lexical range.
- 4: Report is exceptionally well argued demonstrating original often committed thinking based on thorough research expressing a range of points of view but reaching clearly articulated and accurately expressed conclusions.

Presentation

- 1: Presentation simply read aloud; not easy to follow, poorly illustrated and/or under-rehearsed; work not well distributed between group members; little apparent liaison or collaboration
- 2: Presentation organised into stages, clearly illustrated and sufficiently detailed to give general idea; evidence of rehearsal and sufficient group collaboration even if workload not evenly distributed; some reading aloud, but some improvised "telling"
- 3: Well-organised presentation with clear and detailed rationale showing evidence of thorough research and rehearsal' attractively illustrated' work well co-ordinated and evenly distributed; some reading aloud, but some improvised "telling".
4. Presentation painstakingly researched but presented in an engaging even entertaining way; technically impressive, well resourced; even distribution of work, each contribution harmoniously linked to make a coherent whole; report delivered with notes but not read aloud; questions handled effectively and spontaneously.