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Travel

WebQuest Description: This is a great online lesson class in which motivate the learners to continue studying or improving their knowledge through a description and how, and when the target language will be used in different real context.
Grade Level: College / Adult
Curriculum: English / Language Arts
Keywords: learning the use of would, will, and be going to through zunal.com
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Introduction

This webquest will help the students from intermediate english level. To improve their thinking skill with a great activity which takes students to describe an outcome about countries or places they would like to visit.

Tasks

This activity will be about to create a dialogue in which they will have to record a video, in which they will have to talk about a place or places they would like to visit using the grammatical part: would, will , and be going to.   So, they have to record the video by sharing how will be their experience at the moment of visit that place, or what they are going to do at the moment of being in there. So, they have to describe something they may imagine about it, it means that they will have to provide as many examples as possible or very specific details. furthermore, with that kind of activity it pretends to help the learners to put in practice their target language in different setting.

Process

Record avideo.step 1: To start this activity the teacher will ask thestudents to get in pairs.step 2: Then, she will ask the students to create a video, relatedwhat places they would like to visit using the grammar structure would, will,and be going to.step 3: Next, the students will have to send the video to thiswebquest.step 4: Finally, the teacher will choose at randomly four videosto show them to the students through this site.

Evaluation

   CATEGORY   4   3   2   1   Length of Video   Video was 12-15 minutes long.   Video was 11-12 minutes long.   Video was 8-9 minutes long.   Video was less than 8 or more than 15 minutes long.   Videography-Interest   Many different "takes", camera angles, sound effects, and/or careful of use of zoom provided variety in the video.   Several (3-4) different "takes", camera angles, sound effects, and/or careful of use of zoom provided variety in the video.   One or two different "takes", camera angles, sound effects, and/or careful of use of zoom provided variety in the video.   Little attempt was made to provide variety in the video.   Costume & Props   All students wore costumes and the group used some props.   Some students wore costumes and the group used some props.   Students wore no costumes, but the group used some props.   No costumes and no props were used.   Videography -Clarity   Video did not rock/shake and the focus was excellent throughout.   Video did not rock/shake and the focus was excellent for the majority of the video.   Video had a little rocking/shaking, but the focus was excellent throughout .   Problems with rocking/shaking AND focus.   Questions & Answers   Excellent, in-depth questions were asked by host and excellent answers supported by facts were provided by all talk show members.   Questions requiring factual answers were asked by the host and correct, in-depth answers were provided by all talk show members.   Questions requiring factual answers were asked by the host and correct answers were provided by several of the talk show members.   Answers were provided by only 1-2 talk show members.   Interest and Purpose   Video has a clear and interesting purpose.   Video is interesting but purpose is somewhat unclear.   Video is not very interesting and purpose is somewhat unclear.   Video is not interesting and has no discernable purpose.

Category and Score					Score
				Total Score	

Conclusion

 To sum up, this web quest online class try to helpthe students to acquire the knowledge easily and also in a creativity way, inwhich the students will be motivated during and at the end of this lesson to put in practice the targetlanguage with a short and funny activity.

Teacher Page

Standards

Credits

Other