

WebQuest - Teacher's notes

Kingston

1 Introductory quiz

Activity 1

Start off by putting your students into small groups and seeing how much they know about Jamaican history. Ask them to look at the ten questions and see if they know any of the answers. After a few minutes tell them to look at the website and find the answers:

1. A pirate in the seventeenth century.
2. 1688.
3. Arawak Indians.
4. Island of Springs.
5. (A band of) former slaves.
6. For one year.
7. For the sugar plantations.
8. Hurricanes and earthquakes.
9. 1838.
10. Ska, Rock Steady and Reggae.

<http://www.bobmarley.com/life/jamaica/>

Activity 2

Now, ask your students to make a quiz of their own focusing on the history of Kingston, the capital of Jamaica. Working in teams of four or five, get them to write **five** questions based on the material from the website below. While your students are writing the questions monitor and help students to form their questions accurately.

Once all the teams have finished, switch the questions around and see which team can find the answers the fastest. Finally, take a look at common errors that were made during the question writing stage.

<http://worldfacts.us/Jamaica-Kingston.htm>

2 Web information hunt - a musical legacy

This jigsaw reading activity can either be done as a straight forward jigsaw reading activity or as a full-blown project. As a jigsaw reading activity, set a time limit (of about 30-40 minutes) and ask each group to find out ten interesting facts or pieces of information about Bob Marley. After finishing this stage regroup the students putting one student from each group together and asking them to exchange the information they have found out. If you'd like to do this as a project then it is important to decide on how much time you will spend on this and how the projects will be presented. (Give plenty of time and think about having a poster display.)

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Group 1

Rastafari was a driving force behind Marley's music and his life. This website contains plenty of information on lots of aspects of Rastafari with at least seven sections & links.

Ask students to use the following website to find out about 'Rastafari' which was a major influence on Marley's life. Students should consider the following questions: a) What is Rastafari? b) Where does Rastafari come from? c) What are the main ideas about Rastafari?

<http://www.bobmarley.com/life/rastafari/>

Group 2

The Wailers were the group with whom Bob Marley came to fame. Apart from profiles of all the group members there is lots of other information on the songs and musical influences. This group could make a very interesting project including the background to many of the most well-known Marley songs.

Ask students to use the following websites to find out about 'The Wailers', the musical influences on Bob Marley and the words & meanings of his songs. Students should consider the following questions: a) Who were the members of the Wailers? b) What were the main influences on Bob Marley's music? c) Did any of Bob Marley's songs have a special meaning?

<http://www.bobmarley.com/life/wailers/>

<http://www.bobmarley.com/life/musicalinfluences/>

<http://www.bobmarley.com/sounds/>

http://www.bobmarley.com/songs/songs_bytitle.html

Group 3

If you ever get the chance to visit Jamaica you will find that three places associated with Bob Marley have been turned into museums.

Ask students to use the following websites to find out about the places where Bob Marley lived. Students should consider the following questions: a) Where was Bob Marley born? b) What are the names of the places where Bob Marley lived? c) What was the address of his home in Kingston, Jamaica?

<http://www.bobmarley.com/life/legacy/ninemile/>

<http://www.bobmarley.com/life/trenchtown/>

<http://www.bobmarley.com/life/56hope/>

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3 Grammar - verb tenses

The grammar section is based on past simple verb forms. The simple gap-fill activity is appropriate for students from pre-intermediate upwards. Ask students to complete the gaps in the text about Bob Marley using the verbs in the box. Tell students to ensure that they use the correct form of each verb.

Key

- | | | | |
|-------------|--------------|-------------|-------------|
| 1. was born | 2. grew up | 3. moved | 4. found |
| 5. met | 6. listened | 7. finished | 8. started |
| 9. spent | 10. recorded | 11. formed | 12. married |

As a follow-up ask your students to write some questions checking the information in the text. This gives your students practice in writing past tense questions as well as the opportunity to do a quick memory quiz.

4 Group planning - Paradise Island

This is a far more open group activity. The main aims of this activity are group discussion and building plus fluency practice. Put your students into small groups of three or four and tell them they have 30-40 minutes to plan a 'perfect holiday' in Jamaica. Focus their attention on the five prompt questions given in the task, but tell them to add anything else they feel is needed to make their 'dream' holiday.

At the end of the time give them another five or ten minutes to put everything together. Then, each group takes it in turn to present their holiday to the rest of the class. Encourage the other students to ask questions, e.g. How much will it cost? How long will you stay there? What else will you do? etc.

While each group is presenting their ideas note down any language errors to deal with at a later stage. However, for the moment just focus on the content by asking questions to get more information.

The following websites contain interesting information about Jamaica:

http://discoverjamaica.com/tour_a.htm

<http://www.jamaicatravel.com>

<http://www.lonelyplanets.com/destinations/caribbean/jamaica>

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5 Vocabulary - do you speak Jamaican?

Although English is widely spoken in Jamaica it is only one of the two official languages. The other language is Patois, which is a type of Creole containing words from a variety of other languages. However, in many ways the differences are no bigger than the differences between British English and American English.

This activity can be made simpler by writing up the answers on the board (but mixed up) and turning the task into a matching activity. If your students are interested they can look up other words, read articles written in Patois and even listen to some sentences.

- | | | |
|-------------|-------------------------------|------------------------|
| 1. Although | 2. Ask | 3. That is my brother. |
| 4. Gone | 5. Go on | 6. Go away |
| 7. Mother | 8. I am leaving today | |
| 9. Smiling | 10. Haven't you finished yet? | |

<http://www.jamaicans.com/speakja/index.htm>
<http://www.jamaicans.com/speakja/talk.htm>
<http://www.jamaicans.com/speakja/glossary.shtml>

Inform your students they can also listen to Jamaican being spoken by looking at the following website: <http://www.jamaicans.com/speakja/sound.htm>

6 Extra websites

History of Jamaica

<http://www.lonelyplanet.com/destinations/caribbean/jamaica/history.htm>

Bob Marley and The Wailers

<http://www.iration.com/wailers/>
<http://www.thirdfield.com/>

Tourism

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

General information

<http://www.jamaicans.com>
<http://www.worldinfozone.com/country.php?country=Jamaica&page=2>