

## Alternative vehicles. Webquest. Introduction

This type of web quest (that is if you can call this a real web quest) can be used alone or as part of a longer learning process where the topic is environment and renewable energy.

The time to be spent on this web quest is approximately 4-8 lessons, all depending on the details of the assignment.

The outcome of the web quest can be both an oral presentation performed either by a group of learners or a single person. Written work can also be built into the web quest assignment. It could be a detailed description of the findings from the computer written into a paper as a hand-in, or a folder/page of information including a list of new words and phrases to hand out to other students as background information for main topic.

The web quest as it is described here must end up in a class presentation where students present their findings and include an evaluation of the material found on the computer. The aim is first of all to give all students a general insight in the area of alternative vehicles. I should say that this web quest is designed for students within the auto mechanical area, but you could easily build up a web quest like this, which is concerned with for example the subject renewable energy.

The sequence could be as follows:

Introductory text, documentary or other, preferably built into a task cycle, which builds up the necessary vocabulary for the learners. The text will work as an introduction to the main working title, for example alternative vehicles. The text which I have used is about the development of fuel cell cars. But it could really be about anything, as long as it is about the environment and energy sources.

The next step would be a web quest. The purpose of the web quest is to give students an idea of the amount of work already done in the field of alternative vehicles. The aim is not to make the students experts in the science lying behind the alternative vehicles, but to make them aware of the development within this area.

The students will be given the information and the instructions about the web quest, that is what to look for, which questions to try to find answers for and suggestions as to which websites to visit.

When they have found the information they need, they will have to work it through and sort it. They must choose photos, data and illustrations for their overheads.

The end product is a class presentation from the different groups. The overheads and are important for the presentations, because it otherwise could be difficult for the other students to fully understand the details of the presentations.

## Web quest. Alternative vehicles.

You must try to find information about a vehicle which does not drive on petrol or diesel. You must use the internet to find an example of an alternative vehicle.

Find out:

- What it looks like
- Place of production
- How it works
- Vehicle data
- The energy supply
- The efficiency
- The pollution degree
- Price and where to get it
- Odds for the vehicle as a vehicle of the future
- Your own opinion about it

You might not be able to find information about all the above points, but try to find as many as possible.

**Presentation:** You must present your findings in class and you should use overheads with photos, pictures and illustrations for your presentation. Also, make out a word list for your classmates.

The following links might help you:

[www.google.com](http://www.google.com)

[www.ford.com](http://www.ford.com)

[www.vw.com](http://www.vw.com)

[www.gm.com](http://www.gm.com)

[www.toyota.com](http://www.toyota.com)

[www.citroen.com](http://www.citroen.com)

[www.pollutiononline.com](http://www.pollutiononline.com)

[www.ladventure.com/autoworld](http://www.ladventure.com/autoworld)

[www.greenpeace.org](http://www.greenpeace.org)

(All the big car manufacturers.)

Key words:

- Hybrid cars
- Electrical cars
- Fuel cell cars
- Zero emission
- Alternative vehicles