

# GREAT PLACES TO VISIT

## Compact A2 Key for Schools Unit 5

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### CLASS PROJECT: A MAP

#### Step 1: Plan

#### THE PROJECT

In groups, you are going to imagine that you recently went on a school trip to a well-known city in the world. You will create a city map and show some of the great places you visited in the city. You will then present the map to your classmates and talk about what you saw and did. Your classmates will also ask you questions about what you saw and did. After, you will decide together which city or cities would be the most interesting to visit and why.

#### 1 Read the project description and answer these questions with a partner.

- 1 What will you have to imagine for this project?
- 2 What will you produce?
- 3 What will it show?
- 4 What will your classmates ask you about your project?

#### 2 Discuss these questions about the topic with your classmates.

- 1 Which cities have you visited in your country or in another country?
- 2 Which cities would you like to visit? Why?
- 3 Have you ever designed a quiz before? How can you make your quiz interesting?
- 4 What are some of the great places to visit in your country's capital city?

#### PREPARATION

#### 3 Look at the verbs and write *R* for *Regular* and *I* for *Irregular*. Then write the past simple positive and negative form of the verbs.

- |         |                                       |                        |                             |           |                          |       |       |
|---------|---------------------------------------|------------------------|-----------------------------|-----------|--------------------------|-------|-------|
| 1 enjoy | <input checked="" type="checkbox"/> R | ... <i>enjoyed</i> ... | ... <i>didn't enjoy</i> ... | 2 take    | <input type="checkbox"/> | ..... | ..... |
| 3 come  | <input type="checkbox"/>              | .....                  | .....                       | 4 do      | <input type="checkbox"/> | ..... | ..... |
| 5 need  | <input type="checkbox"/>              | .....                  | .....                       | 6 have    | <input type="checkbox"/> | ..... | ..... |
| 7 find  | <input type="checkbox"/>              | .....                  | .....                       | 8 explore | <input type="checkbox"/> | ..... | ..... |

#### 4 Underline the regular and circle the irregular past simple verbs in the text in the speech bubble.

Two weeks ago, we went on a school trip to London. It was fantastic! Let's look at some of the places we visited.



#### 5 Look at the map and the places the girls visited in London on page 2. Do you know any of them? Read their conversation and write the correct places under the photos.

**6** Complete questions 1–6 in the conversation with the correct form of the *past simple*.



## CITY OF LONDON

**Lotta:** This is the British Museum. We went there on Monday 16th June. We saw the Rosetta Stone from Egypt, some sculptures from the Parthenon in Greece, and many other important objects from around the world.

**Classmate:** (1) how much / cost ..... to visit the museum?

**Lotta:** It didn't cost anything. Many of the museums in London are free!

**Frieda:** We went to Harrods on 16th June, too. It's in Knightsbridge. It's the most famous department store in the world!

**Classmate:** (2) what / buy / there ..... ?

**Frieda:** I bought some chocolates from the Food Hall for my parents.

**Johanna:** On Tuesday 17th June, we had a picnic in Regent's Park and visited London Zoo, which is inside the park.

**Classmate:** (3) what / animals / see ..... ?

**Johanna:** We saw tigers, giraffes and plenty of other animals. But my favourite were the gorillas!

**Greta:** On Wednesday 18th, we took a bus tour and passed lots of great places, like Buckingham Palace and Tower Bridge.

**Classmate:** (4) visit / the Queen ..... ?

**Greta:** No, we didn't. She wasn't at home! ☺

**Lotta:** We spent an evening at the theatre, too. It was an amazing experience!

**Classmate:** (5) what / go / see ..... ?

**Lotta:** We went to see the Harry Potter play at the Palace Theatre.

**Frieda:** And talking of Harry Potter, we went to the Harry Potter bookshop at King's Cross Station on our last day.

**Classmate:** (6) take / photo ..... at the famous platform there?

**Frieda:** Yes! We took a selfie at Platform 9 ¾, of course!

**7** Discuss with a partner. What would you like to see and do in London if you went on a school trip there?

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### CLASS PROJECT: A MAP STEP 2: Develop

**1** In groups, choose a city that you would like to visit on your imaginary school trip. If you are unsure, discuss different parts of the world, e.g. Europe or Asia. Then do some research into the cities there and what there is to see and do in them. This will help you to decide which city you'd like to focus on.

**2** Find out the answers to these questions about the city you chose in Exercise 1. Use the *Online Research* to help you with your search.

- 1 What places and buildings would you like to visit in the city?
- 2 What other things would you like to see and do in the city?
- 3 How would you find your way around the city?
- 4 How can you find photos of the places you'd like to visit in the city on the internet?

#### Online Research: Using images from the internet



It's important to know that you can't take any photo, illustration, map or other image from the internet and use it.

Luckily, there are some websites that offer free images that you can download for personal use. Use key words to search the internet for sites that have free photos and maps available to help you with your project.

**3** You are going to create a map for your chosen city and find photos that you can use to show the places you visited on your school trip. Use the *Useful Language* to ask and give opinions about the images you would like to select for your project.

#### Useful Language: Asking for and giving opinions



How do you feel about choosing ... ?

Do you have any views on ... ?

What do you think about ... ?

I feel that ...

I guess / imagine ...

In my opinion, we should ...

Personally, I think ...

**4** Plan and prepare your city map and how you are going to present it to the class. Don't forget to:

- work together to create your map and correctly locate the places you visit
- use the model map and conversation as an example
- use free maps and photos from safe websites
- think about what you are going to say about the places on your map
- use vocabulary and grammar from Unit 5

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### CLASS PROJECT: A MAP STEP 3: Present

#### PRESENTATION

- 1 When your city map is ready, present it to the class for the other students to see. Talk about the different places on the map and answer questions from your classmates about the places.
- 2 Watch and listen to the other groups' presentations and ask questions about the different places they visited on their imaginary school trips. Then answer these questions with the members of your own group:
  - 1 Did anybody visit the same city as you on their imaginary school trip? Did they visit the same or different places and buildings?
  - 2 Did anybody focus on the same country as you? How different are the cities in the same country?
  - 3 What did you learn about some of the different city around the world? Did anything surprise you?
  - 4 Which city would you most like to visit and why?
  - 5 Is there any city that doesn't interest you?

#### SELF-EVALUATION

- 1 With the members of your group, answer these questions together. 1 = not very well, 6= very well

#### COLLABORATION

- 1 How well did we work together?

1  2  3  4  5  6

#### DIGITAL LITERACY

- 2 How well did we use the internet to find the right images for our project?

1  2  3  4  5  6

#### EMOTIONAL DEVELOPMENT

- 3 How well did we understand each others' choices in selecting our city and the places to visit?

1  2  3  4  5  6

#### COMMUNICATION

- 4 How well did we answer the questions from our classmates?

1  2  3  4  5  6

- 2 Answer these questions about yourself. 1 = not very much, 6= a lot

- 1 How well did I contribute to the project?

1  2  3  4  5  6

- 2 How much English did I use to plan and research the project?

1  2  3  4  5  6

- 3 Thinking about your answers above, how could you improve the next time you do a project?



# TEACHER'S NOTES



## PROJECT OVERVIEW

In this project, students will imagine that they recently went on a school trip to a well-known city in the world. They will work in groups to create a city map and show some of the great places they visited on their trip to the city. They will then present the map to their classmates and talk about what they saw and did. The rest of the class will ask each group questions about their trip as well, and after they will decide together which city or cities would be the most interesting to visit and why.

The project helps students to develop the following life competencies, which form part of the **Cambridge Framework for Life Competencies**:

### COLLABORATION

Listening respectfully and responding constructively to others' contributions

### DIGITAL LITERACY

Understanding how to use images from the internet

### EMOTIONAL DEVELOPMENT

Empathy and relationship skills

### COMMUNICATION

Managing conversations

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### CLASS PROJECT: A MAP Step 1: Plan

**Estimated time: 45 minutes**

- 1** Tell students to look at the vocabulary for places and buildings on page 30 of the Student's Book again and ask them to discuss which ones are in their city, town or village and which ones are not. Talk about some of the other places and buildings where they live. Do tourists ever come to see any of these sights? Do students have a favourite place or building? Explain that the project is about creating a map for a well-known city in the world that students go to on an imaginary school trip. Students will locate famous places in the city that they visited and talk about them with their classmates. Get students to read the project description and then answer the questions in pairs.  
*[AK: 1 that we go on a school trip to a well-known city in the world; 2 a city map; 3 some of the great places that we visited in the city; 4 They will ask questions about what we saw and did there]*
- 2** Discuss the questions about the topic as a class to find out about some of the cities students might have visited either in their country or in another, as well as some of the great places to visit in their country's capital city.  
*[AK: Student's answers]*
- 3** Ask students to complete the exercise on past simple verbs.  
*[AK: 1 R, enjoyed, didn't enjoy; 2 I, took, didn't take; 3 I, came, didn't come; 4 I, did, didn't do; 5 R, needed, didn't need; 6 I, had, didn't have; 7 I, found, didn't find; 8 R, explored, didn't explore]*
- 4** Tell students to look at the photo and explain that these girls recently went on a school trip to London. Ask students to read their speech bubble and find the regular and irregular past simple verbs.  
*[AK: regular = visited, irregular = went, was]*

- 5 Draw students' attention to the map of London and the photos on page 2. Ask if any students know any of the places in the photos. Tell them they are going to create a similar city map with photos of different landmarks later in the project. Then ask them to read through the girls' conversation below the map and write the correct places under each photo. They should ignore the gaps in the questions for the moment.  
[AK: *British Museum; Harrods (department store); London Zoo; Palace Theatre; Buckingham Palace; King's Cross Station (Platform 9 ¾)*]
- 6 Ask students to read the conversation again, this time completing the gaps in the questions with the correct form of the past simple.  
[AK: *1 How much did it cost? 2 What did you buy there? 3 What animals did you see? 4 Did you visit the Queen? 5 What did you go to see? 6 Did you take a photo?*]
- 7 Students discuss what they would like to see and do in London if they visited the city on a school trip.  
[AK: *Students' answers*]

**Note:** This is the end of Stage 1 of the project: Plan. You can continue now or in a future lesson. If you decide to continue in a future lesson, you could ask the students to prepare for the next stage by thinking about which city they would like to visit on their imaginary school trip.

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### CLASS PROJECT: A MAP Step 2: Develop

**Estimated time: 90 minutes (this can be split into two sections, between Exercises 3 and 4)**

**Exercises 1–3: 45 minutes**

**Exercise 4: 45 minutes**

- 1 In groups, students choose the city they would like to visit on their imaginary school trip. Encourage groups to choose cities in different parts of the world to produce a variety of places to discuss in the final stage of the project, which involves deciding which city would be the most interesting to visit.
- 2 Students should use these questions as guidelines to help them find the information they need to prepare for their project. Focus their attention on the *Online Research* box. Explain that when they do online research to find images to use in their project, it is important that they follow the rules for downloading maps, photos, etc. They should be aware that they cannot use any maps or photos they like, but need to use websites that offer free images for personal use.
- 3 Students continue planning their project by finding and selecting photos that they can use to illustrate their map. Encourage them to do this in English, using the language in the *Useful Language* box. If they wish, students can use a website such as <https://maphub.net/> to prepare a digital map instead. They can then upload their photos digitally to link to the places they visited on the map.

**Note:** If you wish to stop here and continue in a future lesson, this stage of the project can be split at this point.

- 4 Students continue preparing their project by putting together their city map and the chosen photos, either manually or digitally. They should also think about what they want to say about each of their chosen places, and do some research on them so that they can answer the questions from their classmates in the next stage. When the project is ready, students should have some time to practise presenting their maps. They should decide in their groups who will present the different places. Ideally, the group members should talk about two different places each.

**Note:** This is the end of Stage 2 of the project: Develop. You can continue now or in a future lesson.

**CLASS PROJECT: A MAP****Step 3: Present****Estimated time: 30 minutes****PRESENTATION**

- 1** Have each group present their maps to the class, either manually or digitally. As they talk about the different places and buildings in their cities, encourage the other groups to interact by asking questions, as in the example conversation on page 2.
- 2** Allow students enough time to watch and listen to each presentation. Ask groups to show their presentations again, if necessary. Then ask students to work in their original groups to answer the questions. Take feedback on Questions 4 and 5 from the class, or hold a class vote, to find out which city most students would like to visit and why, and whether there are any cities that students wouldn't like to visit.

**SELF-EVALUATION**

- 1** Explain that students are going to think about how well they did the project as a group, as this will help them to understand their strengths and their areas for improvement in future projects. Students discuss the questions together and give their group a score from 1–6 for each question. Ask for some examples as feedback for the entire class.
- 2** Explain that students are going to reflect on their own personal contribution, as this will help them to understand their strengths and their areas for improvement in future projects. Students consider the questions individually and give themselves a score from 1–6 for each question. Ensure that students understand that this is self-reflection and is not in any way a formal mark.
- 3** Students reflect on their answers in Exercises 1 and 2 and discuss as a group how they feel they could improve for the next project.