

# WE HAD A GREAT TIME!

## Compact A2 Key for Schools Unit 8

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### CLASS PROJECT: A STORYBOARD ABOUT A TRIP WITH CLASSMATES Step 1: Plan

#### THE PROJECT

In groups, you are going to create a storyboard about an educational trip you take with some classmates. It can be a real or an imaginary trip, and the storyboard will include some key details in the form of images and text about what you did on the trip. You will then present your storyboard to the rest of the class for them to learn about your trip. Finally, the groups will vote on the best storyboard and discuss which trip they think sounds the most interesting.

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

- 1 What do you think a storyboard is?
- 2 What will the storyboard you create show?
- 3 What kind of information will you need to research?
- 4 What will happen at the end?

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

- 1 What kinds of educational trips can you go on with your classmates? Have you ever been on an educational trip?
- 2 Why is it a good idea to take educational trips?
- 3 What kind of educational trip would you like your school to organise in the future? Where would you like to go?

#### PREPARATION

#### 3 Read and tick (✓) the correct verbs to make collocations.

- |           |                          |           |                          |               |
|-----------|--------------------------|-----------|--------------------------|---------------|
| 1 explore | <input type="checkbox"/> | have      | <input type="checkbox"/> | somewhere new |
| 2 catch   | <input type="checkbox"/> | arrive at | <input type="checkbox"/> | a hotel       |
| 3 miss    | <input type="checkbox"/> | learn     | <input type="checkbox"/> | a language    |
| 4 begin   | <input type="checkbox"/> | stay at   | <input type="checkbox"/> | a holiday     |
| 5 pack    | <input type="checkbox"/> | try       | <input type="checkbox"/> | new food      |
| 6 visit   | <input type="checkbox"/> | pay for   | <input type="checkbox"/> | a city        |

Hello, everyone! We just got back from our Summer Camp trip to Montana. It was brilliant! Take a look at our storyboard to learn more about it 😊.



4 Read the storyboard quickly and circle eight adjectives of opinion.

5 Read the storyboard again and complete 1–6 with the past simple form of the verbs you ticked in Exercise 3.

## Summer Camp in Montana



We (1) \_\_\_\_\_ our journey at five o'clock in the morning. We travelled all the way to Montana by bus from our school in Colorado! It took 10 hours, which was quite boring! While we (a) *drove* / *were driving*, our bus (b) *was breaking* / *broke down*, so it took another two hours for the driver to fix the problem!



It was a tiring journey, and we were all really hungry when we (2) \_\_\_\_\_ camp. Our camp leaders showed us to our rooms in the farmhouse where we were staying, and while we (c) *unpacked* / *were unpacking* our bags they (d) *prepared* / *were preparing* dinner for us.



Our first day at camp was really amazing! We (3) \_\_\_\_\_ the area and went horse riding around the farm. Then, in the afternoon we (e) *fished* / *were fishing* at the lake when one kid in our group (f) *caught* / *was catching* the biggest fish ever! We cooked it on the camp fire for dinner that evening. Delicious!



On another day, we (4) \_\_\_\_\_ some new skills in the forest. It (g) *was starting* / *started* to rain when we (h) *were making* / *made* a fire, but we didn't mind. It was funny!



Another time, we (5) \_\_\_\_\_ a National Park and did kayaking on the river. It was really exciting! Johnny, one of the boys in our group, (i) *didn't listen* / *wasn't listening* when the camp leader (j) *said* / *was saying* 'Watch out, rapids ahead!', and he nearly fell in the water!



On our last day, we had a party and we (6) \_\_\_\_\_ a new dish – our camp leaders cooked us veggie burgers on the barbecue. They were really tasty! We did so many interesting things at camp, and I can't wait to go back next summer!

6 Choose the past simple or the past continuous forms for a-j in the storyboard.

7 Discuss with a partner. What do you think Summer Camp is like? What kinds of new skills and experiences can you learn on this type of educational trip?

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### CLASS PROJECT: A STORYBOARD ABOUT A TRIP WITH CLASSMATES Step 2: Develop

**1** In groups, decide what type of educational trip you would like to do. You can choose an educational trip that you have already done, or think of one that you would like to do. It can be in your own country or in another part of the world. Here are some suggestions:

- a language exchange
- a school trip
- a sports camp
- a geography field trip
- a day trip, e.g. science museum

**2** Try to find out the answers to these questions about the educational trip you chose in Exercise 1. Use the *Online Research* to help you with your search.

- 1 How can we find out more information about the educational trip we'd like to write about?
- 2 What kind of information should we include?
- 3 How can we amend the information to our own situation?

#### Online Research: Critical thinking skills



When you look for information online, it's important to make the right choices for the data you would like to use. Follow these steps to help you choose well:

- study the information carefully and decide if it is suitable
- collect different data from different sources
- think about how you can use the information in a real-world situation
- always put the information you want to use into your own words

**3** You are going to do the research for your storyboard. Use the *Useful Language* to request help from the other group members as you decide on the text and images you would like to include.

#### Useful Language: Making and responding to requests



Could you ... ?

Do you think we could ... ?

Have you got time to ... ?

Can I ask you to ... ?

I need some help with ...

I don't think I can do ... on my own.

Yes, no problem.

Yes, I can help with that.

I'm sorry, but I'm doing something else at the moment.

**4** Create your storyboard using the information you have collected. Don't forget to:

- decide on the best way to present the information in your storyboard
- use the model storyboard as an example
- use vocabulary and grammar from Unit 8
- use photos to illustrate your storyboard and make it more attractive

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### CLASS PROJECT: A STORYBOARD ABOUT A TRIP WITH CLASSMATES Step 3: Present

#### PRESENTATION

- 1 When your storyboard is ready, present it to the class. Display it on the wall or on the digital whiteboard and tell the other groups about your educational trip. Take questions from the other groups if they want to find out more about your experiences from the trip.
- 2 Watch and listen to the other groups present their storyboards. Ask questions about their educational trips if you would like to find out more. Then answer these questions with the members of your own group:
  - 1 Did anybody do the same type of educational trip as you? Did they have a similar experience or was it different?
  - 2 What did you learn about the different types of educational trips? Did anything surprise you?
  - 3 Which educational did you find the most interesting?
  - 4 Is there an educational trip that you wouldn't like to do? Why not?

#### 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 to create a storyboard?

1  2  3  4  5  6

#### LEARNING TO LEARN

- 2 How well did we use English to communicate with each other during the project?

1  2  3  4  5  6

#### DIGITAL LITERACY & CRITICAL THINKING

- 3 How well did we adapt our internet research into a real-world situation?

1  2  3  4  5  6

#### SOCIAL RESPONSIBILITIES

- 4 How well did each group member play a role in the project?

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 create a storyboard about an educational trip they take with some classmates. It can be about a real trip if they have taken one recently, or an imaginary trip. They will work in groups to prepare their storyboard, which should include key details about what they did on their trip in the form of images and text. They will then present their storyboard to the rest of the class and talk about what they did on the trip. Finally, the groups will vote on the best storyboard and decide together who had the most interesting trip.

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

### LEARNING TO LEARN

Taking control of own learning

### DIGITAL LITERACY & CRITICAL THINKING

Synthesising ideas and information researched online into real-world situations

### SOCIAL RESPONSIBILITIES

Taking active roles including leadership

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### CLASS PROJECT: A STORYBOARD ABOUT A TRIP WITH CLASSMATES Step 1: Plan

**Estimated time: 45 minutes**

- 1** Tell students to look at page 50 of the Student's Book again and ask what kind of trip Melanie Dee went on (She went on a trip that she won in a competition.). Melanie gives us some interesting details about her trip to Guadeloupe, and the students are going to prepare information about an educational trip they take, which will be presented in the form of a storyboard. Talk about any educational trips students may have already done with their classmates – these could be school trips, holiday camps, language exchanges, etc. Get students to read the project description and then answer the questions in pairs. (The ideal time to do the project is after students have completed page 50 of the Student's Book.)  
*[AK: 1 It's a way to present or organise information visually, with pictures and text, to tell a story or explain a series of events; 2 details of an educational trip with classmates; 3 information on the places we visited, including pictures, and what we did on the trip; 4 We will vote on the best storyboard and talk about which trip is the most interesting.]*
- 2** Discuss the questions about the topic as a class to learn about any educational trips the students may have taken with school or with another educational group.  
*[AK: Students' answers]*
- 3** Ask students to complete the exercise by ticking the verbs that complete the collocations.  
*[AK: 1 explore; 2 arrive at; 3 learn; 4 begin; 5 try; 6 visit]*
- 4** Tell students to look at the photo and explain that these teenagers from the USA recently went to a summer camp on a school trip. Ask students to read their speech bubble and find an adjective of opinion (*brilliant*). Now draw students' attention to the storyboard on page 2 which shows the teenagers' summer camp trip in detail. Before reading, have students look at the images and give you a rough outline of what the teenagers did at summer camp based on the visual detail. Tell them they are going to create a similar storyboard with photos and an explanation of their educational trip later in the project. Then ask them to read through the storyboard text quickly and find eight adjectives of opinion. They should ignore the gaps in the text for the moment.

[AK: boring; tiring; amazing; delicious; funny; exciting; tasty; interesting]

- 5 Ask students to read the storyboard again, this time completing gaps 1–6 with the past simple form of the verbs they ticked in Exercise 3 (advise students that numbers 3 and 5 can both use *explored* and *visited*). Ask students if they know what a *veggie burger* is. Explain that ‘veggie’ is short for ‘vegetarian’, and it means vegetable-based rather than containing meat.  
[AK: 1 began; 2 arrived at; 3 explored / visited; 4 learned; 5 visited / explored; 6 tried]
- 6 Students read the storyboard a third time, and circle the correct past simple or past continuous forms for a–j.  
[AK: a were driving; b broke; c were unpacking; d prepared; e were fishing; f caught; g started; h were making; i wasn’t listening; j said]
- 7 Students discuss what they think Summer Camp is like and what kinds of skills and experiences they can have on an educational trip like this.  
[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 type of educational trip they would like to create a storyboard for.

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### CLASS PROJECT: A STORYBOARD ABOUT A TRIP WITH CLASSMATES 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 decide which type of educational trip they would like to focus on. They can choose an educational trip that they have already done, or think of one that they would like to do. It can be a trip in their own country or one in another part of the world, and it can be a day trip or a longer trip. Encourage groups to choose different types of educational trips so that there are a variety of trips to discuss in the final stage of the project, which involves deciding which trip sounds the most interesting.
- 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 the information they need on a topic, they are developing their critical thinking skills as they make informed choices and decide which information is suitable to use. The ability of students to be able to think for themselves in a digital world allows them to also be able to interpret data into real-world situations.
- 3 Students continue planning their project by deciding on the text and images they would like to include in their storyboard, and requesting help from each other where necessary. Encourage them to do this in English, using the language in the *Useful Language* box. If students are writing about an educational trip they have already done, they can use actual photos from their trip to illustrate their storyboard.

**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 for their project by creating their storyboard, putting together the text and images into six boards as in the model storyboard to illustrate their educational trip. This can be done by hand or digitally using a website such as [www.canva.com](http://www.canva.com). When the project is ready, students should have some time to practise presenting their storyboards. They should decide in their groups who will present the different boards so that all group members have the chance to present at least one.

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

**CLASS PROJECT: A STORYBOARD ABOUT A TRIP WITH CLASSMATES**  
**Step 3: Present****Estimated time: 30 minutes****PRESENTATION**

- 1 Have each group present their storyboard to the class. If the groups have prepared digital storyboards, link them to a digital whiteboard or similar if your classroom has access to one of these.
- 2 Allow students enough time to listen to the presentations and look at each storyboard. Invite students to ask questions to the different groups about their educational trips if they would like to find out more information. Then ask students to work in their original groups to answer the questions. Take feedback on Questions 3 and 4 from the class, and discuss the different types of educational trips and which ones students found the most interesting.

**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.