



## Module 10

# Travel



### SHORT DESCRIPTION

*In this module the pupils will learn the names of the territorial elements and different means of transportation. With the help of a compass and a geographic map they will discuss about their travel experience and learn cardinal points in English. Words learnt in previous modules are used in order to consolidate the acquired knowledge.*

### EXPECTED LEARNING OUTCOMES

<b>English vocabulary</b>	Words related to territorial and geographical elements Cardinal points
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#### **English grammar**

<b>Complementary skills</b>	Play and collaborate as a team Acting skills
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### BEFORE THE CLASS

Prepare the demonstration wall as usual using Annex 10.

In this class you will need tables to put the platforms to do the role play game. Set up the school tables with four chairs per table. This will represent one group. The number of groups depends on the number of children in your class.

## 1. WARM-UP

### Activity 1.1

## Where have you been?

#### Description

Place a large map of Europe on the ground and ask the pupils to sit down in circle around it. Start showing them the four cardinal points and asking them if they know the names of any countries. Then say something like “Last summer I have been to Greece by ferryboat”, take a thin post-it and write on it “Andrea / Ferryboat” and stick it on Greece. Then ask them if they have been to any of these countries and how. Give each pupil a post-it so that they can do the same.

#### Time needed

15 minutes

#### Materials

- Large map of Europe
- Thin post-it

### Activity 1.2

## Moving line

#### Description

Show the children a compass. The four cardinal points hang on four corners of the room. Take one of the post-it from the map (e.g. “Andrea / Ferryboat” in Greece) and say “Let’s go to Greece with Andrea by ferryboat now! Where is Greece?” Greece is south-west of Italy, so all pupils go south-west, miming the travel by ferryboat. Then the teacher takes another post-it from the map and say “Now let’s go to Sweden with Georgia by plane. Where is Sweden?” Sweden is north of Greece... Repeat the sequence a few times.

#### Time needed

10-15 minutes

#### Materials

- Cardinal points printed ([Annex 10A](#))
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## 2. LEARNING

### Activity 2.1

## Travel and means of transportation

#### Description

The teacher shows different road signs and vehicles on the wall. Let the kids copy on their own “sign map” as usual. Use the images and ask the children if they know their names so as to stimulate the discussion.

Examples of questions/sentences:

- Where do you go with the airplane?
- What do we use to cross the sea?
- Where do you live?
- What mean of transportation do you use on holidays?

#### Time

20 minutes

### Materials

- Demo Sheets Module 10 ([Annex 10B](#))
  - Students' elements map ([Annex 10C](#))
  - Whiteboard pen
  - Pens to distribute
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## **3. INTERACTION**

### Activity 3.1

## **Making teams**

### Description

Make the kids stand in a line, and give them different names: Airplane, bicycle, train, ferryboat. Point to different corners of the room for each term and distribute the "travel scenarios".

### Time

5 minutes

### Activity 3.2

## **Prepare the travel scenario**

### Description

Once the class is divided into groups of 4-5 students, tell them to prepare the performance according to the script corresponding to their travel scenario. They have to set the scene, choose their role and learn their part in a short time. Tell them that they have 20 minutes to practice before they will perform in front of the rest of the class. In every scenario there is:

- one narrator who reads the story (children have to translate the story from their own language into English);
- the actors playing the scene (they will have to play a scene using the scenario sentences which are already in English).

Teachers may help the teams to understand the scene and help them to translate some words if they do not know. Tell them that IT IS A REAL GAME WITH A WINNING TEAM, in order to increase their commitment to the task (they will take it very seriously).

### Time

20-25 minutes

### Materials

- A different travel scenario for each team ([Annex 10D](#))

### Activity 3.3

## **Perform the travel scenario**

### Description

Organise the class as a theatre and then in turn every team has to perform its play. The judges will be the teacher, the mechanic and one representative of the non-performing groups, voting for the quality of the scene. The judges will evaluate the performance by giving points from 1 to 5 as follows:

- accuracy in pronunciation;
- accuracy of the written translated sentences of the scenario;
- quality of the scene (also voted by pupils).

The children have to write on a paper their vote once the performance is finished. The team with more points wins the contest.

**Time**

40-45 minutes

**Materials**

- A different travel scenario for each team ([Annex 10D](#))
  - Evaluation grid ([Annex 10E](#))
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## **4. PRACTICE**

**Activity 4.1**

### **Worksheets**

**Description**

Hand out the worksheets. The teacher goes through the exercises and if there is any time left the kids start to do them. Otherwise leave them to the teacher to hand out later. If you have enough time, you can check the exercise with the pupils and give them the correct answers.

**Time**

10-15 minutes

**Materials**

- Worksheets ([Annex 10E](#))
- Pens to distribute