



Project: Travel adventure storybook

Learning outcomes

By the end of the project, children will have:

- practised language from Units 1–6 through a group project
- broadened their knowledge of geography and literature
- developed their literacy, art and communication skills
- planned and produced an epistolary storybook in a group
- presented their storybook to the class
- read another group's book and written a book review



CLIL focus

Geography: countries, places and natural phenomena

Literacy: planning and producing a storybook; devising, organising and sequencing a narrative

Art: drawing, page layout, making a book

Communication: presenting to peers, giving feedback

Skills focus

Listening: instructions, ideas, stories

Writing: a story through letters, a book review

Reading: a story through letters

Speaking: discussing ideas, negotiating, presenting, asking and answering questions

Language focus

Vocabulary

Travel: airport, beach, boat trip, helicopter, hill, journey, land, luggage, mountain, pack, plane, railway, rest, suitcase, take off, taxi, ticket, train, valley, village, visit

Countries: Australia, India, Italy, South Africa, UK, etc.

Adjectives to describe feelings, places and events: confident, dangerous, excited, hungry, hurt, lonely, sad, tired

Natural phenomena: erupt, fire, storm, volcano, weather

Letter writing: address, date, Dear, Lots of love

Grammar

Yesterday I **took** the plane to Toronto.

My uncle **met** me at the airport.

I **was** travelling down the river.

People **were** running about and shouting.

They **went** to the museum **to look** at the paintings.

I **will** write again next week.

I **will not** travel to New York.



Teaching notes

Lesson plan

Class warm-up

- 1 Tell children they are going to write an adventure story about someone who is travelling. Elicit names of foreign countries and write these on the board.
- 2 Then elicit ideas about exciting things that might happen to someone travelling in these countries, and write the ideas on the board in note form.
- 3 Tell them their books will be a series of letters about a journey their main character has taken. Ask them to turn to page 56 of Language Book 4 and remind children how to set out a letter.

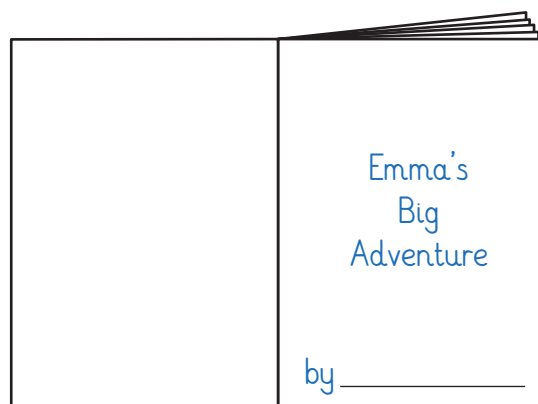
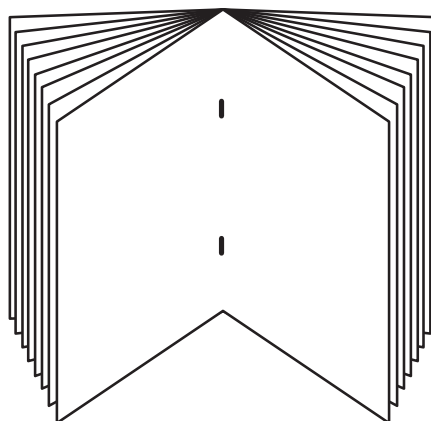
Materials

For each group: scrap paper for planning; eight pieces of A4 paper; six pieces of A5 paper; six smaller pieces of paper; A4 card for the cover; pencils and pens; coloured pencils; scissors; glue

For the teacher only: stapler and staples to attach the pages of the book together

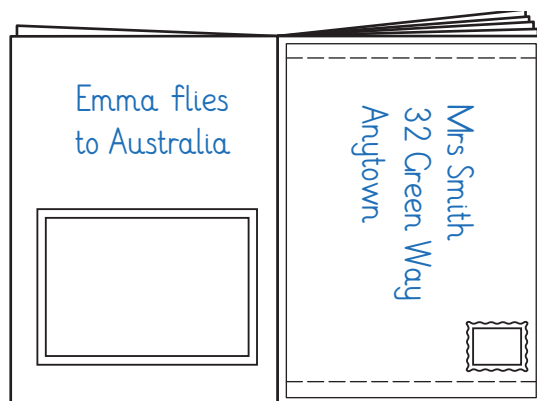
Group work

- 1 Divide the class into groups of six children. In their group, they decide on a main character for their story and write adjectives to describe the character. They draw a sketch of the character, and decide who their character will be writing to.
- 2 They plan their story on rough paper – deciding which country their character is in and six main events that have happened to him or her, in sequence. Each child decides which event they will write and illustrate.
- 3 On a sheet of paper, each child writes their part of the story as a letter from their main character. Remind them to use the past tense to describe what has happened, and *will* to talk about what the main character will do next.
- 4 On a separate small piece of paper they all draw a 'photo' of the event they have described in their letter.
- 5 Each group makes their book by folding eight pieces of A4 paper together. Staple down the middle to hold the book together.
- 6 They leave the front cover and first page blank. They write the title of their story on page 2 (the title page).

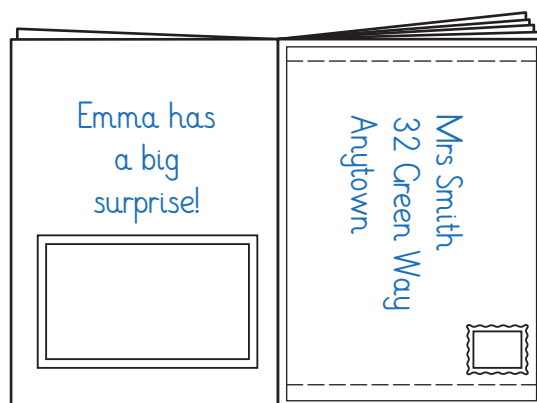




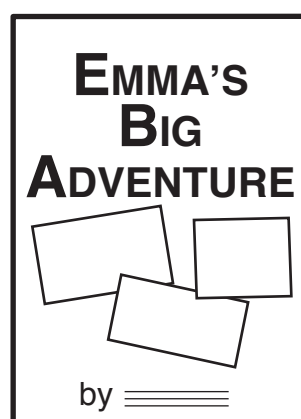
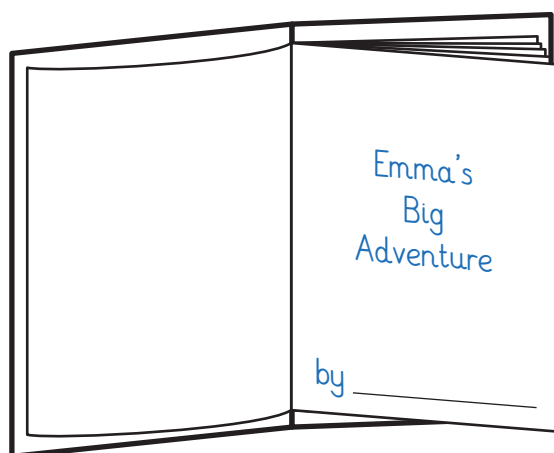
- 7 Children then stick their first 'photo' on page 3. The next two pages are stuck together, along the top and bottom edges only, to form an 'envelope' for the first letter. Children should write the name and address of the recipient on the envelope and draw a stamp in the top right hand corner.



- 8 Repeat for the next ten pages, so that there are six envelopes in total.



- 9 When the pages of the book are complete, children make a cover for the book out of card. They illustrate the cover and stick the blank outer pages to the cover.



- 10 Each group shows their book to the class, reading the title first. Each child shows their 'photo' and the name and address on their envelope page, and reads their letter. Other children ask questions about the events in the story.

Follow-up

- 1 Children exchange books with another group. They read the book and look at the pictures.
- 2 Each child writes a short book review about the other group's book.