

## Activity 3: School trips

**Level:**  
CEFR B1

**Time:**  
60 minutes

**Resources:**  
▶ Handouts

**Aims:**

- ▶ To encourage learners to exchange views on school trips
- ▶ To give learners practice in using the correct tenses in a piece of writing
- ▶ To give learners practice in writing an article
- ▶ To raise learners' confidence in giving factual accounts; narrating events in the past and expressing likes and dislikes

**Exam task focus:** Task 2

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### Procedure

1. Begin the lesson by telling learners they are going to be talking about their experience of school trips. Elicit ideas of places that children might go on a school trip eg museum / art gallery; wildlife centre; adventure playground etc. Tell them to look at Activity 1A and tick the sentences that are true for them. Put them into small groups and tell them to compare their answers. Encourage them to give each other additional information eg if they have been on a school trip, where did they go? Conduct whole class feedback.

2. Explain that they are going to look at some comments parents have made about school trips in Activity 1B. They need to decide whether the people feel positive or negative about school trips. Tell them to discuss their ideas in their group. Conduct whole class feedback.

**Answers:** *All but Faridoon feel positive about school trips.*

3. Tell learners they are going to think of some of the advantages of school trips and note them in the box. Encourage them to start by using the ideas in the parents' comments then think of their own ideas. Conduct whole class feedback.

**Suggested answers:**

Advantages of school trips

From the comments [*children have a new experience; can learn outside the classroom; school trips are fun and exciting; children can spend time with their friends outside the classroom; after the trip children feel more excited about learning*].

Other ideas [*chance to socialise with children from other classes; engages different types of learning; experience a new environment; go to places they might not have been to before; learn new skills; make a classroom topic feel new and exciting; good way to consolidate learning from the classroom and bring it alive; good way to learn and remember; take children out of their comfort zone; increase confidence*].

4. Put learners into new groups of three and tell them to look at Activity 2. They need to read about three school trips and answer the questions. Emphasise the fact that there are no correct answers; they just need to share their opinions with each other. Conduct whole class feedback.

5. Set the context by explaining that Anya, a parent, went on one of the school trips with her young son. Tell learners to read her email in Activity 3A (ignoring the gaps) and answer the questions. Tell them to compare their answers with a partner. Conduct whole class feedback.

**Answers:** *She went on the trip to the Royal Science Museum. Her son enjoyed the room with the interactive exhibits. She thought the guided tour was too long.*

6. Tell learners that they need to look at the gaps in the email and complete them by putting the verbs in brackets into the correct tense (Activity 3B). You could start by doing a couple of examples with them. When they have finished, tell them to compare their answers with a partner. Conduct whole class feedback. Spend some time focusing on the form and use of the different tenses ie present perfect; past simple; present simple; future simple and the use of the bare infinitive after 'could'. It would also be useful to spend some time focusing on the organisation of ideas in the article. Explain that the first paragraph starts with an introductory couple of sentences setting the scene. In the second paragraph, the writer gives details of what they did and the third paragraph is focused on a future visit. Also highlight the use of discourse markers that show sequence such *when, after, while* and *before*.

**Answers:**

Hi Gosia

I've just **been** (1. go) on a school trip with Jakub. We **visited** (2. visit) the Royal Science Museum. We **spent** (3. spend) the whole day there because there **is** (4. be) so much to do there.

In the morning there **was** (5. be) a guided tour. Jakub **loved** (6. love) the room with the interactive exhibits. I **thought** (7. think) the tour was too long because some of the younger children **were** (8. be) tired and bored. Then, in the afternoon, the children could **choose** (9. choose) different workshops. Jakub **chose** (10. choose) the robotics workshop. While he **was** (11. be) there I **sat** (12. sit) in the museum cafe with some of the other parents. It was great fun because we all **know** (13. know) each other from the playground.

I think Jakub and I will **go** (14. go) again next weekend. Would you like to come with us? You could bring Sami.

7. Draw the learners' attention to the task in Activity 3C. Suggest that they can either imagine they went on one of the trips in Activity 2 or use their own ideas of a trip they have been on / are going on. Spend some time focusing on the information in the Exam hint box. Explain the importance of planning before writing and showing evidence of planning in the exam. Tell learners that they are going to use the planning space to plan their article. Since time will be short in the exam, it might be an idea to give them a time limit to do it to replicate the exam situation. This is, of course, dependent on whether they have done anything like this before. You could suggest they use headings: para 1, para 2 and para 3.
8. Once they have finished planning, suggest that they share their plans with a partner to check they have all the necessary information to write their article. Then tell them to write their article. Tell them to focus in particular on making sure they use the correct tenses.
9. At the end of the lesson, ask the learners whether their feelings about school trips have changed. If there is time, you could also share information on places they could take their children that have educational activities available often free of charge.

**Notes on cultural awareness and appropriacy**

Learners may have no previous experience of school trips but they are often an integral element of the school curriculum in the UK. In many cases, the parents are also invited to go along. This gives them an opportunity to integrate with other parents and be a part of their children's learning. It also gives them the chance to go to places they may not yet have visited.

At the end of the lesson, you could give them ideas of places where they could take their children locally eg museums / art galleries with activity sheets for children; local nature parks; sports centres etc.

You could also show them this video which they can use with their children to talk about school trips.

<https://www.youtube.com/watch?v=FnxIZ3RxG7o>

## Handout activity 1

### Activity 1A

Tick the sentences that are true for you.

- ▶ When I was young, I used to go on school trips.
- ▶ My child/children have been on school trips.
- ▶ My children's school has already planned an end of term trip.
- ▶ My children are keen to go on a school trip with their school friends.
- ▶ I am worried about my children going on a school trip and I'd rather they didn't go.

Compare your answers with your classmates. Give them more information.

### Activity 1B

Look at the comments some parents have made about some school trips their children have been on.

Are the comments or negative? Can you add more positive reasons for school trips in the box?



Children have the chance to have a new experience. They can learn outside the classroom. **Maryam**



School trips are a waste of time and money. Children learn more at school. **Faridoon**



School trips are fun and exciting. Children look forward to spending time outside the classroom with their friends. **Alon**



After a school trip, children are more excited about learning. **Galina**

Advantages of school trips

*Children have a new experience.*

## Handout activity 2

### Activity 2

Look at the different primary school day trips. Discuss these questions with your group.

Which trip do you think would be the most fun for children?

Which of the trips do you think is the least interesting for children?

#### City Farm

Book your visit online. Bring your class to the farm. Children will go on a tour of the farm and meet the animals. We will talk about where they live and what they like to eat.

#### Royal Science Museum

Leave the classroom behind. Come and learn about famous scientists and inventions. Children can step into a virtual world and learn how science works and how science is part of our daily life.

#### Woodland Nature Centre

This is a chance to find out about nature. Children will explore the woodland by playing games and making homes for the woodland animals. They will listen to stories, sing songs about the woodland and go on a nature walk.

#### Glossary

**exhibits** – things to see and do in a museum

**invention** – something that has never been done or made before

**virtual world** – an activity that is done using a computer screen instead of being in the actual place



## Handout activity 3

### Activity 3A

Anya went on one of the school trips with her 7-year-old son. Read the email she wrote to her friend about the visit and answer the questions.

- ▶ Which school trip did she go on?
- ▶ What did her son enjoy doing?
- ▶ What did she think was a problem?

**From:** anya\_andrzejczuk@gmail.com

**To:** jgosiapp34@yahoo.com

**Subject:** school trip

Hi Gosia

I \_\_\_\_\_ just \_\_\_\_\_ (1. go) on a school trip with Jakub. We \_\_\_\_\_ (2. visit) the Royal Science Museum. We \_\_\_\_\_ (3. spend) the whole day there because there \_\_\_\_\_ (4. be) so much to do there.

In the morning there \_\_\_\_\_ (5. be) a guided tour. Jakub \_\_\_\_\_ (6. love) the room with the interactive exhibits. I \_\_\_\_\_ (7. think) the tour was too long because some of the younger children \_\_\_\_\_ (8. be) tired and bored. In the afternoon, the children could \_\_\_\_\_ (9. choose) different workshops. Jakub \_\_\_\_\_ (10. choose) the robotics workshop. While he was \_\_\_\_\_ (11. be) there I \_\_\_\_\_ (12. sit) in the museum cafe with some of the other parents. It was great fun because we all \_\_\_\_\_ (13. know) each other from the playground.

I think Jakub and I will \_\_\_\_\_ (14. go) again next weekend. Would you like to come with us? You could bring Sami.

Anya

**Activity 3B**

Put the verbs in the email into the correct tense. Compare your answers with your partner.

**Activity 3C**

Look at the task below.

Write an article for your teacher about a school trip you went on with your children's school. Write about:

- ▶ where you went
- ▶ what you did
- ▶ why you enjoyed it

Write about 150 words.

**Exam hint**

In the Entry 3 Skills for Life Writing exam, you have to write a simple article for your teacher. The examiner wants to see that you can use grammar correctly. For example, you must use the correct tenses in your writing.

You also need to show that you can use time words such as *before, after, when, while, then* to join ideas and sentences.

In your article you need to use the correct spelling and punctuation.

**Planning**

In the Entry 3 Skills for Life Writing exam, examiners want to see you know how to plan your writing. There will always be a section in your exam paper to plan your answer to one or two tasks in your exam. You will be asked to show your planning. If you don't plan at least one question you will lose marks. You should not show your planning for Task 3.

**How can you plan your answers?**

Look carefully at the exam question and highlight exactly what you need to write about. Time is short in the exam so it's not a good idea to write in full sentences. Think of how you could show evidence of planning without writing your answer in full.

For this task, it's a good idea to decide what information you want to include in each of the paragraphs. You won't have a lot of time so note key words. DO NOT write in full sentences.

**Planning section**

Use this section to plan your answer.

Show your planning to your partner. Find out what your partner thinks of your plan.