|  |  |  |  |
| --- | --- | --- | --- |
| 1. **Four Corners**   Sarah, Merve, Peter and Tim decide that they have enjoyed enough culture and would rather enjoy Northern Ireland’s nature. Therefore, they would like to take part in some outdoor activities. On the walls of their hotel they discover some photos of outdoor activities which they find inspiring.   * Walk around the classroom and look at the four photos which are displayed in their hotel. * Stop at the photo with the outdoor activity you like most. Would you like to try this activity? What is exciting about this activity? * Share your ideas with the other students in your group.  1. **Find out more**   Use the link(s) on your worksheet to find out more about the outdoor activity you have chosen! If possible, find answers to the following questions:   * What equipment do you need? * Where and when can you do this activity? * What can you see / experience while doing this activity? * What is exciting about this activity? * What can go wrong when you try it out? * Describe your feelings while doing this outdoor activity.  1. **Creating a photo story**   The four friends are very excited to try out an outdoor activity. Create a photo story in which you tell their story!   1. In your group come up with an exciting story!   Decide who is in the story, where does the story take place, what happens in your story? Take notes.   1. Use the additional worksheet to work on your storyboard.  * Try to keep the text in your speech bubbles short and simple. * You should come up with at least 8 frames. * What kind of story do you want to tell? Keep in mind that a good story consists of different phases: * introduction (setting the scene) * rising action * highlight of the story * falling action * ending  1. Brainstorm what materials or objects you need to take the photos for your photo story. Make sure to bring the materials and objects to your next English lesson. 2. **5-minute review**   Discuss in your group   * where your project stands. * and plan what you need to do today.  1. **Taking the photos**   With the help of your storyboard and your materials take the photos for your photo story!   1. **Create your photo story!**   Use your tablets to create your photo story.   1. **Presentation**   Present your photo story to your classmates.  Evaluate the photo stories of the other groups using the evaluation sheet. Be prepared to give feedback to your classmates. Use the assessment sheet.   1. **Evaluation**  * The best part of the project was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * The most difficult part of the project was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Material activity 1 – Boating, canoeing or kayaking**  **©** Clipdealer   |  |  | | --- | --- | | Boating, canoeing or kayaking | <https://discovernorthernireland.com/things-to-do/outdoors-nature-and-wildlife/water-activities> | | |
|  |  |

**Vocabulary list**

|  |  |
| --- | --- |
| *English* | *German* |
| immense expanse of | unendliche Weite / Ausdehnung von |
| to charter (a boat) | (ein Boot) mieten |
| a skipper | ein Skipper, ein Kapitän |
| marine wildlife | Meerestierwelt |
| calm lakes and meandering rivers | ruhige Seen und sich schlängelnde Flüsse |
| cliffs | Klippen |
| headlands | Landzunge, Landspitze |
| sea arches | Meeresbögen |
| caves | Höhlen |
| islands spotting porpoises, seals eider duck, cormorants and shags | Inseln, auf denen Schweinswale, Robben, Eiderenten, Kormorane und Krähenscharben gesichtet werden |

**Material activity 2 – Walking and hiking**

  
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| --- | --- |
| Walking and hiking | <https://discovernorthernireland.com/things-to-do/outdoors-nature-and-wildlife/walking-and-hiking> |

**Vocabulary list**

|  |  |
| --- | --- |
| *English* | *German* |
| take-it-easy ambler | ein Spaziergänger, der es gemütlicher mag, ohne große Herausforderungen |
| hardcore trekker | eingefleischter Wanderer, Extremwanderer |
| mountain range | Gebirgskette, Berglandschaft |
| gentle trails | sanfte, leichte Wanderwege |
| highest peak | höchster Gipfel, höchste Erhebung |
| linked waymarked routes | vernetzte, markierte Routen |
| peaceful towpaths | friedliche Treidelpfade |
| panoramic views | Panoramablick |
| well-signposted and scenic routes across good walking terrain | gut ausgeschilderte und landschaftlich reizvolle Routen durch gutes Wandergelände |
| stunning landscape | atemberaubende Landschaft |
| local guides | hier: örtlicher Wanderführer |

**Material activity 3 – Hurling**

  
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|  |  |
| --- | --- |
| Hurling | <https://experiencegaelicgames.com/about-us/hurling-explained/>    <https://www.culturenorthernireland.org/article/1207/hurling> |

**Vocabulary list**

|  |  |
| --- | --- |
| rectangular grass pitch | rechteckiger Rasenplatz |
| putting the ball over the bar | den Ball über die Latte schießen |
| hurley | Hurlingschläger |
| sliothar | Hurlingball |
| highly paced game | temporeiches Spiel |
| minor rule changes | kleinere Regeländerungen |
| goalposts | Torpfosten |
| strike the ball on the ground or in the air | den Ball auf dem Boden oder in der Luft treffen |

**Material activity 4 – Cycling and mountain biking**

  
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| --- | --- |
| Cycling and mountain biking | <https://discovernorthernireland.com/things-to-do/outdoors-nature-and-wildlife/cycling-and-mountain-biking> |

**Vocabulary list**

|  |  |
| --- | --- |
| *English* | *German* |
| purpose-built trails | hier: ausgeschilderte Radwege |
| to tackle | anpacken, bewältigen |
| proficient bikers | geübter Radfahrer |
| uplift service | Service auf den Berg mit dem Auto / Kleinbus gefahren zu werden |
| descent | hier: Abstieg |
| backdrop | Kulisse |
| faint-hearted | mit schwachen Nerven |
| secluded forest | abgeschiedener Wald |
| strenuous climbs | anstrengende Aufstiege |

**Storyboard**

|  |  |  |
| --- | --- | --- |
| **sketch / photo** | **text /characters** | **comments** |
|  |  |  |
|  |  |  |
|  |  |  |
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|  |  |  |

|  |  |  |
| --- | --- | --- |
| **sketch** | **text / characters** | **comments** |
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**Assessment sheet “photo story”**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Rating  \*\*\*  Great | Rating  \*  Medium | Rating  ---  Not perfect | What could be improved? |
| Your photo story makes an excellent first impression. |  |  |  |  |
| In your photo story you paid attention to the 5 phases of a story. |  |  |  |  |
| The plot of your story is exciting. |  |  |  |  |
| Your product is not too crowded, there is not too much text and it is easy to understand. |  |  |  |  |
| The photos / pictures are well made and display important information. |  |  |  |  |
| You use different colours and they are well chosen. |  |  |  |  |
| You paid attention to the effect of setting sizes and perspectives. |  |  |  |  |
| There are hardly any language mistakes in your photo story. |  |  |  |  |