

# Around-the-world travellers

## Topic

Round-the-world travellers, record breaking

## Aims

- To learn vocabulary related to travel and adventure
- To develop reading skills
- To practise speaking skills

## Age group

12 - adult

## Level

B1 / B2

## Time

60 minutes

## Materials

1. Around-the-world student worksheet and Jigsaw Reading texts
2. Internet links: [https://www.youtube.com/watch?v=I\\_Hv8hoNRkg&feature=channel\\_page](https://www.youtube.com/watch?v=I_Hv8hoNRkg&feature=channel_page) - James' youtube channel for his round-the-world bike trip  
<http://www.guinnessworldrecords.com/> - Guinness Book of Records website  
<http://yachtpals.com/youngest-sailing-7013> - Interview with Mike and his father here  
[http://en.wikipedia.org/wiki/Rosie\\_Swale-Pope](http://en.wikipedia.org/wiki/Rosie_Swale-Pope) - Wikipedia on Rosie Swale Pope

## Introduction

This lesson offers a variety of activities based on British round-the-world travellers; a cyclist, a running granny and a teenage sailor. Task 1 is a warm up activity that introduces the topic, revises country names and gives students a chance to talk about any round-the-world travel stories they know of. Task 2 presents the vocabulary that appears in the three texts in task 3. Task 3 is a jigsaw reading, in which students read a text for specific information and then share that information in groups. Task 4 involves reading in more detail and checks comprehension. Task 5 is a role-play where students interview each other in pairs, taking turns to be a round-the-world traveller and a journalist. Task 6 asks students to compare ideas on advice to world travellers. Task 7 is a more open discussion about young people, travel and world records.

## Procedure

<b>1. Task 1 - Countries</b>	<ol style="list-style-type: none"> <li>1. Ask students to work in pairs to write as many countries as possible in 1 minute. Ask the group with the longest list to write their countries on the board. Now invite other students to add any other countries to the list.</li> <li>2. Tell the students to imagine that they are going to travel around the world starting from the country they live in. Ask them which of the countries listed on the board they would cross. A world map or atlas would be handy here – there might be a map in one of the students' textbooks.</li> <li>3. Ask the students to tell you about news stories they have seen or read about people who have travelled around the world. Tell them that they are going to read about 3 round-the-world travellers but that first they need to look at some vocabulary.</li> </ol>
<b>2. Task 2 - Vocabulary</b>	<p>Tell the students that they are going to sort some words that they need to understand before they read a text. Have students work in pairs to categorize the vocabulary. With a lower level, start the activity as a class to show students what to do, checking that they understand the categories. Have dictionaries available if possible or walk around the class and help students. Check answers by saying each item and having students shout out the correct column number. Now have students repeat each word after you to practice pronunciation. Any pairs that finish very quickly can add more words to each category.</p> <p><i>Answers:</i>  <i>Weather – storm, freezing temperatures, blizzard, wind</i>  <i>Travel nouns – voyage, trip, journey</i>  <i>Geographical features – mountain, desert, river, sea, ocean</i>  <i>Cycling – brakes, punctures, to cycle, to pedal</i>  <i>Running – running shoes, to run</i>  <i>Sailing – yacht, rudder, autopilot, to sail</i>  <i>Animals - wombat</i></p>
<b>3. Task 3 – Round-the-world travellers: Jigsaw reading</b>	<ol style="list-style-type: none"> <li>1. Divide the class into three groups and cut out the three texts from the jigsaw reading sheet– As, Bs and Cs. Give all members of group A the text marked A and so on. Give the students a time limit of 5 minutes to read the text and complete the appropriate column in the chart. You can offer support with vocabulary as students read.</li> <li>2. Students can now compare their notes with others in the same groups.</li> <li>3. Re-group the students into groups of three: one student A, one B and one C (have one or two groups of 4 if necessary, depending on student numbers) and ask the students to take turns explaining their text to the others, using the notes they have written on their charts. With a lower level, demonstrate how to start this activity with 3</li> </ol>

students at the front of the class. Students can now complete all columns of the chart.

4. With a lower level class, copy the chart on the board and have students write up the missing information to check comprehension. With higher level students, walk round the class checking that the groups have completed their charts.

5. Give the groups (of A, B and C) three minutes to decide which person's trip was most difficult and why. Ask one or two groups to explain their answer to the class.

**4. Task 4 –  
Round-the-world  
travellers: read  
all the texts**

Tell the students to read the other two texts and then answer the questions in pairs. Point out that the questions can be answered with one, two or three names. Walk around the class and offer help with vocabulary as the students read. Pairs can compare with another pair before checking answers as a class.

*Answers:*

*1 James (176 days)*

*2 Mike (28 000 miles)*

*3 James (by a British newspaper)*

*4 Rosie, James (Rosie – for a Russian orphanage, James – for research into Parkinson's disease)*

*5 James, Rosie (James – Thailand, 3 days in bed, Rosie – pneumonia)*

*6 Mike (fell overboard)*

*7 James, Mike, Rosie (James – brake, punctures, Mike – rudder, autopilot, Rosie – running shoes)*

*8 Rosie (because she had 29 marriage proposals)*

*9 James (Lance Armstrong, Tour de France cyclist)*

**5. Task 5 -  
Interviews**

1. Ask students to complete the questions with the words in the box and then check answers as a class. Have the students repeat the questions after you to practice correct intonation.

2. Demonstrate the activity to the class with 2 stronger students. Student A can choose to be either the cyclist, the runner or the sailor, student B is a journalist. B asks questions and A responds using the appropriate text and his/her imagination.

3. Optional: Students can write up one of their interviews for a wall display.

*Answers:*

*How did you travel around the world?*

*How long did it take?*

*What problems did you have?*

*What were the best times on your trip?*

*Who helped you?*

With a stronger class, have the students think of more questions and write them on the board.

E.g.,

*Were you ever scared?*

*How did you feel when you finished?*

*Did you break a record?*

*What are your plans for the future?*

**6. Task 6 –  
Advice for  
round-the-world  
travellers**

Have a class vote on the first statement and ask some students to justify their opinions. Give students 5 minutes to read the rest of the advice and tick/agree/ disagree /not sure for each statement. Put students in groups of three or four to discuss their ideas. Ask two or three students to tell the class which statements their group agreed or disagreed with

	and why. Encourage students to give reasons for their opinions. Early finishers can write two more pieces of advice in pairs.
<b>7. Task 7 - Discussion</b>	These questions are more suitable for a higher-level class. Give students a few minutes to read the questions and make notes of their answers. Students discuss the questions in pairs. Ask some students to tell the class what their partner said about 1 or 2 questions.

**Contributed by**

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