

Round the world

by Jackie Holderness & Annie Hughes

Level 2 • Beginner–Elementary

Age: Primary (6–11)

Language aim: To practise asking questions, to read a world map in English, to practise numbers 1–12, to describe forms of transport

Time: 30 minutes

Student grouping: Pairs, whole class

Materials: One copy of the worksheet per student; the audio (downloaded in advance or played via onestopenglish); multiple pairs of scissors; coloured pens or pencils; one dice per pair of children; a world map or globe; pictures of *plane, boat, train, bus, helicopter, balloon*

Language focus: Numbers 1–12; *map, world; Great Britain, Ireland, Canada, the USA, Australia, Japan, South Africa, India, Spain, Argentina, New Zealand, Sweden; I've got ...*

Procedure

Step 1

Teach the English names shown on the map. Practise saying the names aloud as a class and chanting them. Play the audio.



Teaching tip

This lesson teaches 'Great Britain' and 'Ireland' – these are the names of the two islands on the map, rather than the countries themselves. You may wish to explain the following to your students in their L1, if they query the difference between the United Kingdom and Great Britain: Great Britain refers to the island consisting of England, Wales and Scotland. Together, England, Wales, Scotland and Northern Ireland make up a country known as the United Kingdom. The Republic of Ireland is an independent country, not part of this union.

Step 2

Hand out the worksheet. Put children in pairs. Tell the children to cut up the squares 1–12 and the transport cards. Each child colours their numbered squares, all in the same colour. This colour must be different from their partner's colour.

Step 3

Teach the other countries *Japan, India, Spain, New Zealand, Argentina* and *Sweden*. The children label these in English (next to the triangles) on the maps. Number the map triangles from 7–12, in any order.

Step 4

Hold up the pictures one by one and elicit from the class the appropriate form of transport, e.g. *I'm going by ...*

Step 5

The children now play a game in pairs, using their dice. They should spread their squares and triangles face up but the transport squares should be face down.

Step 6

They have to throw a 1 to start. When they throw a 1, they put the square labelled 1 on Great Britain on the map. They then have to throw the numbers up to 6, visiting the countries one by one.

Step 7

Model the exchange at the front of the class with one of the children:

A: (throws dice) *I've got a 1!*

B: *Where are you going?*

A: *I'm going to Great Britain.* (turn over a transport square = bus)

B: *How (are you going)?*

A: *I'm going by ... bus!*

Step 8

As the children move around, they place the cut out squares on the map.

Step 9

Next the children start on the triangles. The dice is thrown twice, and the numbers are added up to make a total for each turn. If the total thrown is for a place already visited, the child is stuck until their next turn.

Step 10

The first child to visit all the countries wins.

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Follow-up activity

The children act out a short travel agency role play,
e.g.

A: *A ticket to New Zealand, please.*

B: *How are you going?*

A: *I'm going by plane.*

B: *Here you are, sir/madam.*

A: *Thank you.*

Transcript

Canada, Canada, the United States of America

South Africa, South Africa, South, South Africa

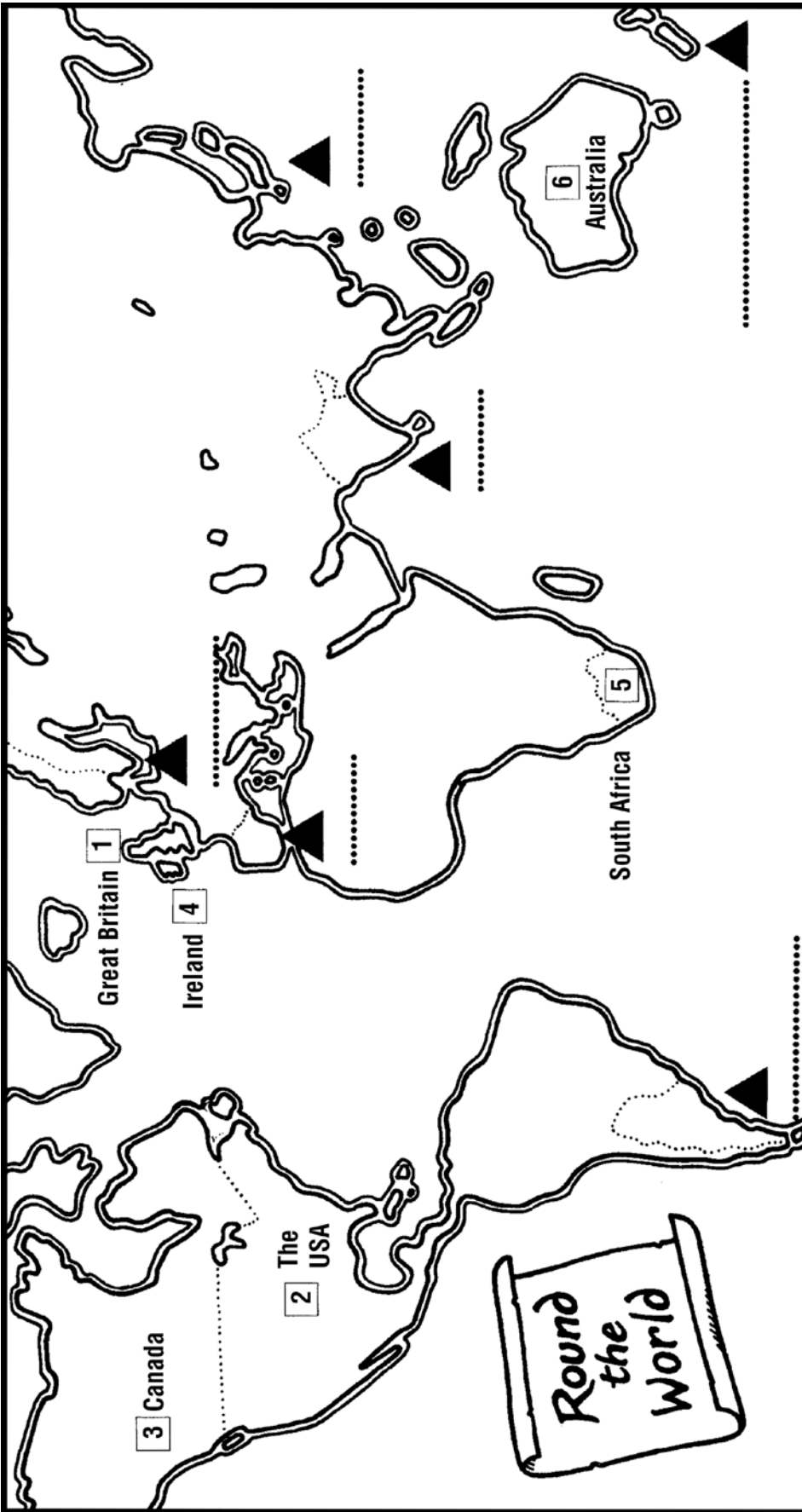
Australia, Australia, New, New Zealand



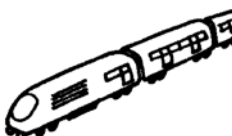


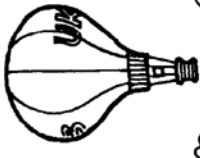
Ireland, Ireland, Great, Great Britain

People speak English, English everywhere!

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1	2	3	4	5	6	7	8	9	10	11	12
											

WORKSHEET