

Round the world

by Jackie Holderness & Annie Hughes

Level 3 • Elementary

Age: Primary (6–11)

Language aim: To practise asking *where, how, what* questions, to describe forms of transport, to widen travel vocabulary

Time: 40 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*; pictures or realia of *teddy bear, camera, hat, passport, sunglasses, suitcase*

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 ...; teddy bear, camera, hat, passport, sunglasses, suitcase; Where are you going? How are you going? What are you taking? I'm going to/I'm going by ... I'm taking my ...*

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 and object 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 their 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

Teach the objects shown along the bottom strip, using pictures or realia. Ideally, take in a suitcase and pretend to pack it, e.g. *What am I taking? I'm taking my passport, etc.* Get a child to come and pack the suitcase.

T: *What are you taking?*

A: *I'm taking my ...*

Step 6

Explain that the children are going to play a game in pairs, using their dice. They should spread their squares and triangles face up but the transport and the object pictures should be face down in two piles.

Step 7

Children have to throw a 1 to start. When they throw the 1, they can put the square labelled 1 on Great Britain. They throw any number up to six, and visit the countries one by one in any order. Each time a child goes to a new country, they should conduct this exchange:

A: *Where are you going?*

B: (throws dice) *I've got a three. I'm going to Canada.*

A: *How are you going?*

B: (turns up transport square) *I'm going by balloon.*

A: *What are you taking?*

B: (turns up object square) *I'm taking a/my passport.*

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Step 8

The first child to visit all the countries wins.

Follow-up activity

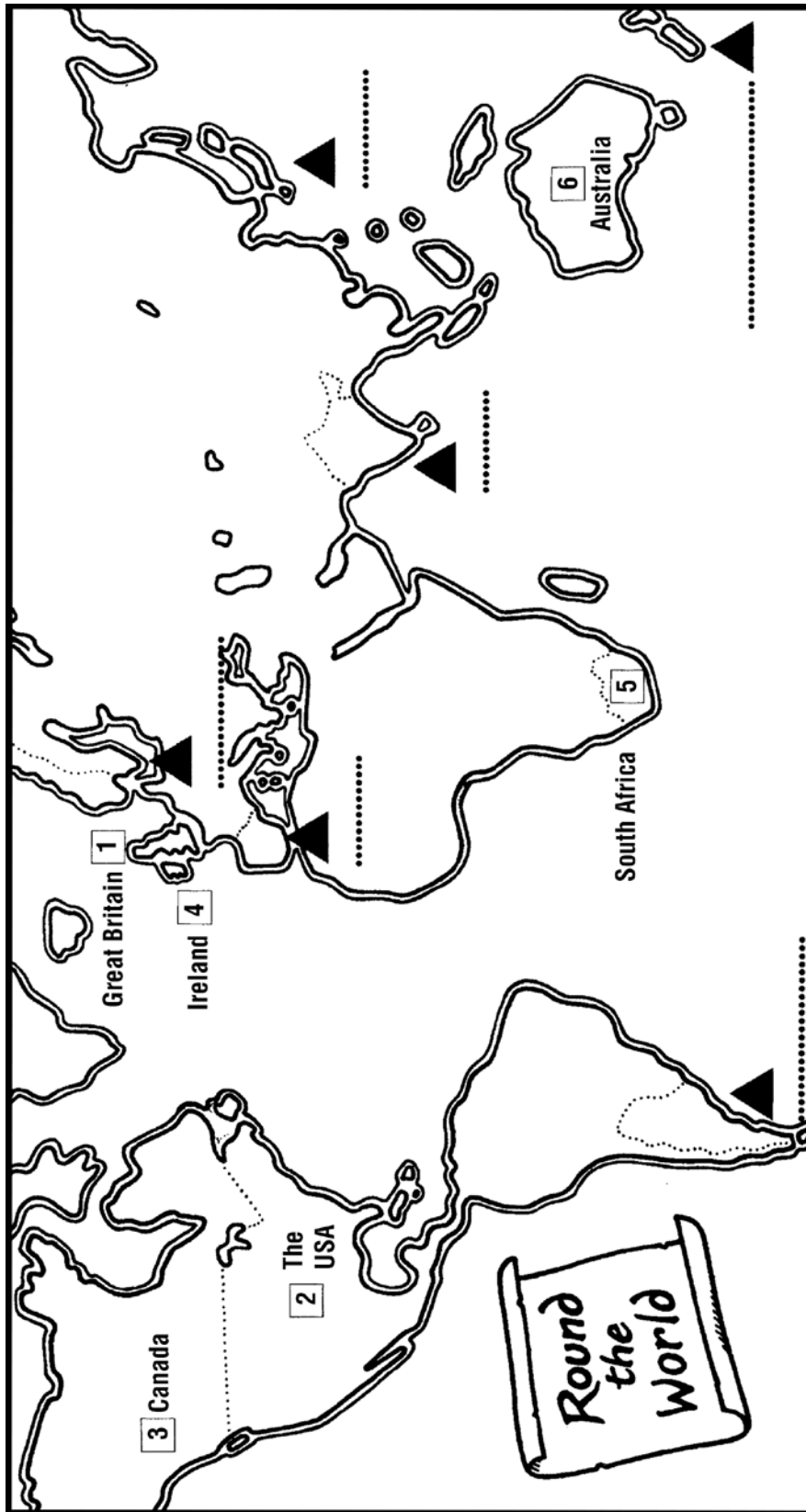
The children draw something from each country, labelling it with an adjective of nationality e.g. *a Canadian stamp, a South African flower*, etc. They could make an international class display from each place.

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		

WORKSHEET