

Walking 42 miles in one day: tackling North Yorkshire's Lyke Wake route on its 70th anniversary

Level 1: Elementary

Article summary: This article describes the Lyke Wake walking route across the North Yorkshire Moors in England and the significance of this particular walk to the writer.

Time: 60 minutes

Language focus: Collocations

Skills: Reading, Speaking, Writing

Materials needed: One copy of the worksheet per student

- b. Ask students to work individually or in pairs to complete the sentences using words from the previous activity in the correct form. Encourage students to read complete sentences to you when they give answers, so you can check their pronunciation of the key words.

Key:

1. *trophy cup / badge*
2. *challenge*
3. *route*
4. *funeral song*
5. *badge / trophy cup*
6. *the coast*
7. *dead*
8. *compass*
9. *bugs*
10. *hills*

1. Warmer

- a. This activity aims to get students thinking about the idea of physical challenges (such as long, demanding walks) and their significance. Ask students to work in pairs to discuss the questions. Get feedback from one or two pairs on what they discussed.

2. Key words

- a. Ask students to work individually or in pairs to find the words in the article and then complete the definitions. Allow a few minutes for students to check answers in pairs or groups before checking answers with the whole class.

Key:

1. *trophy cup*
2. *badge*
3. *route*
4. *challenge*
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6. *bugs*
7. *compass*
8. *the coast*
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10. *dead*

3. Comprehension check

- a. Students can work individually or in pairs to do this activity. Encourage students to underline the section in the article where they found the answer. Remind them that they might need to use a word, number, name or phrase from the article to complete the sentences. To extend the activity, ask students to work in pairs to write two or three gapped sentences of their own. They can then share them with another pair for them to find the answers.

Key:

1. *24 hours*
2. *14*
3. *moved into the same street*
4. *(a long walk) above Farndale*
5. *last five miles*
6. *(small, black) badge*

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4. Key language

- a. Students work individually to match the collocations to their definitions.

Key:

1. *came up*
2. *walked in*
3. *be named after*
4. *chatting about*
5. *join in*
6. *brought (people) together*

- b. Students now complete the sentences with the expressions from task a. They can do this activity individually or in pairs.

Key:

1. *came up*
2. *join in*
3. *walked in*
4. *was named after*
5. *chatting about*
6. *bring, together*

5. Discussion

- a. Students discuss the questions in pairs or groups. Ask them to justify their opinions, referring to their own experiences whenever possible.

6. In your own words

- a. The aim of this task is to get students to reflect on the information they read in the article and to apply it to their own experience of doing something physically challenging. You can set a word limit for the essay of between 80 and 120 words or a time limit of 1-2 minutes for audio recordings.
- b. Students can share their essays or audio recordings with the class.