

Unusual Travel Challenges (B2-C1)

Lead in discussion

1. Have ever been on a long trip? How long for?
2. Where have you been? What is your favourite country or city?
3. Where would you like to go to?
4. Would you like to try a travel challenge? Climb Mount Everest, travel from the North Pole to the South Pole?
5. Have you ever done a challenge for charity?

Input

1. Read the article. Summarise it with your classmates and write it down in one or two sentences.
2. What did you find interesting?

Language

Find these expressions in the article; discuss the meanings:

1. Hop on a flight	4. Achieving milestones	7. hospitable people
2. Exhausting last leg	5. unorthodox	8. a party thrown by friends
3. A low point	6. penultimate day	

Language practice discussion

1. Have you ever just hopped on a flight at short notice?
2. Have you ever had a low point on a trip?
3. What milestones have you achieved in life?
4. Do you know someone who is quite unorthodox in the way that they do things?
5. Have you ever thrown a party?

Task 1 - Jigsaw reading

Your teacher will give you some unusual travel challenges that were featured in a news article. Read about the challenge(s) you get, make notes, then follow the teacher's instructions.

Task 2 - Design a travel challenge

1. With your partners, design an interesting, unusual travel challenge. Consider the following:

- Where it will be
- How long it will take
- What the main goal is
- Unique features of the challenge
- Problems that you would need to overcome.

2. Regroup and present your challenges to different classmates.

Can you recruit classmates to join you?

****Teaching notes and answers****

A lesson based on two news articles and a video. Students read about *MacDonald's* loss of their *Big Mac* trademark in Europe and how *Burger King* publicly teased them through advertising in Sweden, and other ways.

Students work through vocabulary tasks, discuss the topics, do a fun guessing game of nicknames for MacDonald's around the world. They end with creating with their own humorous ad campaign.

Process

Mainly, just follow the stages in the student handout.

Follow the suggested steps below for the final tasks.

Task 1 - Jigsaw reading

1. Prepare copies of the travel challenges listed in the Guardian article; cut them into separate challenges so that students have one or two challenges each.
2. Hand out the challenge texts so that each student at each table has a different one.
3. Ask students to read about their challenge(s) and make notes about it / them.
4. Next, students use their notes (encourage them not to use the main text) to share the challenge(s) they read about.
5. Students listen to each other and ask questions to understand the challenge.
6. Finally, students decide which challenge is i) the most exciting; ii) the most dangerous; iii) the one they'd be most interested in trying.

You can vary the details and difficulty of this task to match the time you have, the actual level of the students, etc.

Task 2 - Design a travel challenge

Students design their own travel challenges. Encourage them to think of unusual adventures that are somewhat unique.

When they are ready, students will regroup and present the challenges to other classmates.

They can then discuss each other's challenges, or have a competition to recruit the most people to join them, or other related activities to encourage engaging communication.