Bicycle Trip

Student ability: High beginner ~ Intermediate
Approximate length of lesson: 15+
Number of students necessary: Varies
Preferred age/maturity: JHS ~ Adult
Type of lesson: Pair work activity

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Language Target: There are several methods to conduct this lesson, each having different language targets. Notice the Methods A, B and C given at the end of these Instructions.

This lesson is a natural way for pairs of students to plan a bicycle trip together which requires them listen to each other carefully, offer suggestions, express ideas and counter ideas, etc.

Students plan their trip according to the *Three Rules* given below. The course they take must be identical on each map.

Object: To plan an enjoyable, scenic, relaxing and quiet bicycle trip. The trip will continue for three (four, five) days and each night they must set up camp.

Setting Up: Print out the worksheet as large as possible. Prepare two (2) worksheets for every student in class, in color if possible. All students should be equipped with a marker, a high-lighter pen or a crayon.

Getting Started: Decide on which method would best suit the needs and interests of your students from the list below. Then, in pairs, each student receives two worksheets.

Before drawing their routes on the map, students should carefully examine all of the items in the Key that is printed at the bottom of the maps.

Once the Key is fully understood, each student within the pair begins highlighting their individual bicycle trip. They may start from any city or town on the map.

Each night must end at a campsite. They can not show their bicycle course to their partner at this time.

Some areas are nicer than others with more trees, rivers, lakes, etc. Some areas should be avoided like the city dump, the Motorcross raceway and the pig farm.

By planning carefully, students should be able to avoid passing through large, noisy cities. They may pass through smaller towns to buy food and water if they want.

When pairs have finished their maps, one student, Carmen, explains the course as highlighted on her map. Her partner, Phillip, follows the oral directions with his marker to exactly replicate the route.

When finished, Carmen checks Phil’s map to make sure it is the same as hers. Then they reverse roles and Phil tells Carmen the bicycle trip he has planned.

When both students have finished, they enter a discussion as to who has the more agreeable bicycle trip plan and point out the advantages and disadvantages.

Variation 1: When pairs are finished, all students get a new fresh (unmarked) map and pair up with a different student.

As before, they describe their bicycle trip to their new partners who highlight it on the fresh map.

Variation 2: For lower ability students, each pair of students creates one bicycle trip between them.
To do this, they need to discuss why Route A is better (or worse) than Route B. Why Campsite A is better (or worse) than Campsite B, etc.

**Variation 3**: Students plan a round-trip bicycle route. This, of course, will take more time.

*Rules:*
1) They may not bicycle on any highways, main roads or side roads. They can only bicycle on designated bicycle paths.

2) They can only camp at areas where a tent is indicated.

3) They should plan a realistic distance for each day’s cycling. The Key is printed at the bottom of the worksheet.

• **Method A**: (For lower-ability students) Students begin from any city. *(For all following examples A, B and C, students depart from Parrot City in the lower left corner of the map)*.

  Student A: *Let's go about two kilometers northeast from Parrot City.*
  Student B: *To the two trees?*
  Student A: *That's right. Then let's go three kilometers east to the picnic area.*
  Student B: *OK. Now let's go north, around Charles. It's about eight kilometers.*

  2) This could also be done in the question form.

Contributed by Kurt Scheibner

Student A: *Which way should we go?*
Student B: *Let's go about two kilometers northeast.*
Student B: *Where the two trees are?*
Student A: *Right. Then where should we go?*
Student B: *Let's go three kilometers east to the picnic area.*
Student A: *Good idea. Now where?*

• **Method B**: (For average-ability students.)

  Student A: *Let's go about two kilometers northeast.*
  Student B: *OK. There are two trees, right?*
  Student A: *Right. Then let's go north, around Charles. It's about eight kilometers.*
  Student B: *I think we should go northeast to the campsite next to Bisby.*
  Student A: *Why?*
  Student B: *It's more scenic and would be quieter.*

• **Method C**: (For higher-ability students.)

  Student A: *What do you think?*
  Student B: *Perhaps we should head for one of the campsites near Lincoln.*
  Student A: *Why do you want to camp there?*
  Student B: *There are a lot of trees and a campsite.*
  Student A: *Hmm. It's pretty close to Highway 216.*
  Student B: *Well, there's another campsite a little further northwest.*
  Student A: *OK. Which route should we take to get there? Etc*