Age: Young Learners (8–12)

Level: Advanced (C1)

Time: 90 minutes

Language focus: speaking, vocabulary, pronunciation

Aims: In this lesson, students will:
- revise and expand vocabulary related to buildings;
- speak about buildings, cities and tourism;
- become familiar with the layout of London and the tube, as well as practice the correct pronunciation of famous London place names;
- practice negotiating with classmates in groups in order to design a new London attraction, manage their budget and present their work to other students.

Materials: Top Trumps London cards (ideally one deck per 4–6 students), one copy of the worksheet per student, one copy of the London map per student (alternating Student A copy and Student B copy), plain paper for students' drawings. It would also be beneficial (but not essential) to have a PC or projector with an internet connection in the classroom.

1. Speak and vocabulary (15 minutes)

Aims: to introduce the topic of London landmarks, to revise and share vocabulary related to building types and architectural features

Procedure:
1. Ask students to discuss 1a in pairs or small groups. After a minute or two, elicit other examples of famous London landmarks.

2. Ask students to complete 1b in groups of four. (Two students in each group are Team A, and the other two are Team B.) Read the instructions and reiterate that they only have 90 seconds so they need to think quickly. As they complete the task, monitor the pairs and make notes of some good suggestions and possible errors. After 90 seconds, ask the teams to exchange worksheets and to correct each other's lists. Tell them not to be too strict with minor spelling errors.

3. Once the teams have finished correcting, tell them to decide which team was the winner in each group. Then, on the board, focus on some of the good suggestions and possible errors from the activity.

4. Hand out the Top Trumps London cards. Ideally, there would be one deck for each group of four students, but if this is not the case, you could put groups together and provide one deck for every eight students. Ask them to complete the final task in their groups, and then elicit their suggestions (e.g. Team A might suggest *columns* at St. Paul's Cathedral or *turrets* at Tower of London; Team B might suggest *observatory* for the Royal Observatory or *art gallery* for Tate Modern, etc).

2. Speak (10 minutes)

Aims: to personalise the topic of the lesson (tourism, cities and London), to provide spoken practice, to identify target language related to tourist attractions that students might already know

Procedure:
1. Ask students to briefly discuss the questions in pairs. Monitor their responses.

2. At the end of the activity, perhaps focus on those students (if any) who have been to London and ask them to describe their experience to the whole class. Then give some feedback on the speaking of all students, drawing attention to good language that they used. Focus particularly on language used which will be useful for the lesson (language related to tourist attractions, the names of London attractions or neighbourhoods, public transport, etc).

3. Pronunciation (5 minutes)

Aims: to practise the correct pronunciation of London place names that will be used in later tasks
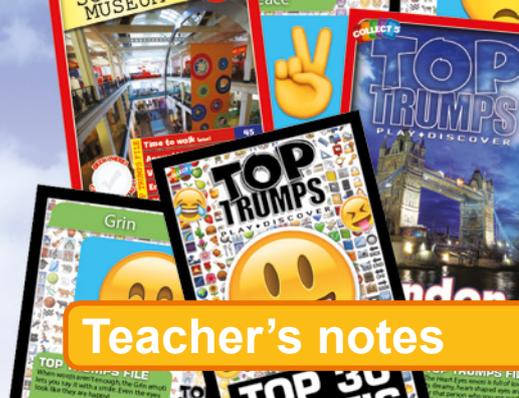
Procedure:

1. Students remain in pairs. If possible, show a full map of the London Underground on the board (e.g. http://content.tfl.gov.uk/standard-tube-map.pdf). Make sure that students know how to read an underground map. For example, tell them, *Imagine you're at Baker Street. What's the best way to travel to South Kensington?* and then elicit the answer.

2. Explain that many of the place names have a pronunciation that doesn't correspond to the spelling. Tell students that the phonetic script and the simplified phonetic version in the table both show the pronunciation of the words in an accent from south-east England. You could initially say the words aloud so that students can hear the correct pronunciation. If your accent is different from the suggested script, both you and the students could alter the phonetic scripts to correspond to your own accent. Perhaps you could also locate each tube station on the board map.

3. Allow students to practice saying the ten place names in pairs. Monitor and correct any obvious errors.

4. Speak (15 minutes)

Aims: to familiarise students with the outlay of London and its major attractions, to practise both asking and giving directions, to practise the correct pronunciation of famous London places

Procedure:

1. Students remain in pairs. Hand out the maps, giving Student A and Student B their corresponding map in each pair. Tell students not to allow their partner to see their map. Explain that in a moment they will be completing information on the map (which is a much more simplified version of the London map on the board). Ask them to individually complete the gaps in the four questions using prepositions, then to compare their answers with each other. Elicit the correct answers.

Key:

a. What station is nearest <u>TO</u> Hamleys?

b. What attraction is next <u>TO</u> Baker Street station?

c. What station is between South Kensington and Westminster <u>ON</u> the District Line?

d. What station is west <u>OF</u> Leicester Square ON the Piccadilly Line?

2. Ask students to look at their maps individually. As an open-class activity, ask students to tell you the correct answers to the previous four questions. Both maps contain this information. You should read the first question aloud and tell students to put up their hands once they have found the information from their map. In this way, elicit the answers to each of the four questions.

Key:

a. Oxford Circus is the station nearest to Hamleys.

b. Madame Tussauds is the attraction next to Baker Street station.

c. St. James' Park is the station between South Kensington and Westminster on the District Line.

d. Piccadilly Circus is the station west of Leicester Square on the Piccadilly Line.

3. *Now ask students to speak in their Student A/B pairs to complete the missing information on their maps. Set a time limit of five to six minutes for students to ask and answer questions to each other. Monitor and provide feedback, focusing especially on the pronunciation of difficult place names and attractions.*

5. Vocabulary (15 minutes)

Aims: to expand vocabulary related to buildings and architectural elements, to practise reading for context to understand unfamiliar vocabulary from a short text

Procedure:

1. Put students into groups of four or six (each group needs a deck of Top Trumps London cards). Then divide each group into two teams and read the instructions for the task aloud. Make sure that each team finds the card which corresponds to their example word (Hamleys for Team A; St. Paul's Cathedral for Team B). Ask them to read the text on this card so that they get the idea of how to find the required word.

2. Remind the teams that this task is a race so they need to work quickly. Start the race and monitor the class as they do this, helping weaker teams by pointing out any incorrect words they might have written.
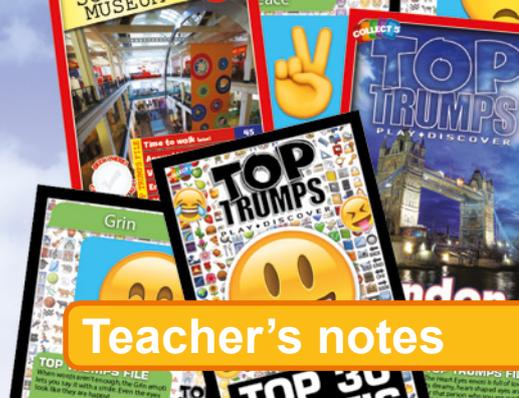
3. Finish the race when one Team A and one Team B has identified all the correct words. These are the winning teams. Then elicit all the correct words and write them on the board. Remind students at this stage to write in the correct answers for both teams. Check understanding of these words by asking comprehension questions (e.g. *Where is the best viewing point in your city?*, *How many of you have been on a Ferris wheel?*, etc).

Key:

Group A

Definition	Which card?	Word/ expression
(adj) A place or object which inspires a lot of respect and admiration	Hamleys	prestigious
(n) The most famous, iconic attractions in a city or region	Big Ben	landmarks
(noun) This type of attraction is common at fairgrounds and in theme parks	London Eye	Ferris wheel
(v) To be the home of an event; to be the place where an event takes place	Wembley Stadium	to host
(adj) When a building is occupied by a ghost or mysterious spirits	Tower of London	haunted
(n) Advertisements and posters which have bright, fluorescent colours and are electric	Piccadilly Circus	neon signs
(n) The visual profile of a city when you look at it from a distance	The Shard	skyline
(n/adj) A bus which has two levels (upstairs and downstairs)	London Bus	double-decker
(n) Mechanical, automatic stairs	Natural History Museum	escalator

Group B

Definition	Which card?	Word/ expression
(n) A roof which is in the shape of a semi-circle, like half a ball	St. Paul's Cathedral	dome
(n) Usually this is the main entrance to a building	10 Downing Street	front door
(adj) A huge number; infinite	Big Ben	countless
(n) A building where people live	Tower of London	residence
(n) A place in a tall building where people can see all of the surrounding city/region	London Eye	viewing point
(n) A type of stadium which is usually covered by a roof	Wembley Stadium	arena
(adj) Amazing; really surprising and incredible	Tate Modern	stunning
(n) A very tall building, usually in a city and made of glass and metal	The Shard	skyscraper
(n) Extremely realistic statues of famous people, made of a substance softer than stone	Madame Tussauds	wax figures

6. Speak, write, draw (30 minutes)

Aims: to consolidate new language from the lesson related to buildings and architecture, to practise negotiating in English in order to decide the best use of limited money, to write and present a brief description of a building

Procedure:

1. Put students into small groups. They will need to negotiate and then draw a picture together, so pairs or groups of three would be best. Ask students to read the task in Step 1 and elicit the differences between the wants of residents and tourists (residents want practical things, while tourists want entertainment and wonders).

2. Read the instructions for Step 2 aloud and give each group a time limit of about five minutes to complete the task and fill out their Price list hand-out (the final page of the student worksheet). During this time, encourage them to speak as much as possible and negotiate the best use of their money. Also monitor each group to make sure their financial calculations are correct!

3. Read the instructions for Step 3 and set a time limit of about ten minutes for the groups to draw/create their picture. They may wish to divide the task between them, with certain students drawing and others writing the accompanying text. If you have more time and a creative group of students, you might prefer to ask students to make a model of their building rather than just a drawing (you would need to supply them with cardboard, plastic bottles, etc). Monitor each group as they complete this step, especially providing help with writing the short text.

4. Have a brief presentation and class vote, as outlined in step 4. Provide some feedback on the language they have used. If the students wish to, they can upload an image of their creation to social media using the hashtag #onestoplondonattraction. They could also include a hashtag for the London neighbourhood they have chosen (e.g. #Blackfriars or #Westminster), if you feel this is appropriate for your students. In this way, residents from the neighbourhood might see the post and comment on it.

1a. Speak

London has a lot of very famous buildings and places (e.g. Buckingham Palace). In groups, try to think of other famous attractions in London.

1b. Vocabulary

Work in groups of four. Each group divides into pairs (Team A and Team B). Look at the table below. You have 90 seconds to write words in your category. The team with the highest number of correct words is the winner.

Team A: Category = Types of buildings	Team B: Category = Parts of buildings
example: library	*example: stairs*

Now look at the Top Trumps London cards which your teacher will give you.

Team A: Do you see any parts of buildings which Team B forgot to include in the box above?

Team B: Do you see any types of building which Team A forgot to include in the box above?

2. Speak

Talk to your classmate to answer the questions.

- Have you ever been to London? If so, describe your experience.

- If you could choose to visit any two attractions in the Top Trumps London cards, where would you choose? Explain.

- Describe another city that you have visited. Talk about the places that you visited there.

- What is your favourite tourist attraction in your own country or city? Why?

- Does your city/region have a public transport system (bus, underground, etc)? If so, how often do you use it? Do you think it's a good system?
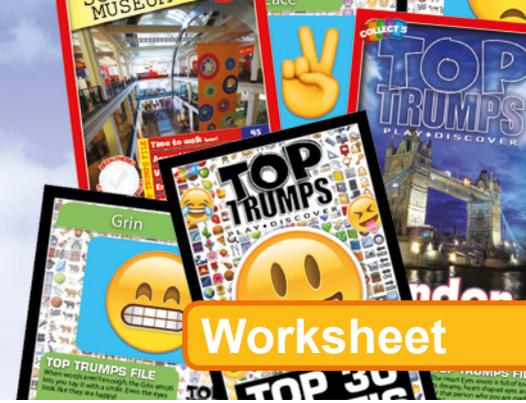
3. Pronunciation

In this lesson, you are going to talk about famous places in London and travelling on the London Underground ('the tube').

Many London places are difficult to pronounce! In pairs, look at the table below and practise your pronunciation.

Name of tube station	Phonetic script	Simple phonetic version
1. Tottenham Court Road	/ tɒtnəm kɔːt ˈrəʊd /	tot-nem-couht-**rouhd**
2. Leicester Square	/ lɛstər ˈskweə /	less-teh-**skueih**
3. Westminster	/ ˈwɛsmɪnstər /	**wes**-min-steh
4. Greenwich	/ ˈgrɛnɪtʃ /	**gren**-itch
5. South Kensington	/ saʊθ ˈkenzɪŋtən /	sauth-**ken**singten
6. Charing Cross	/ tʃærɪŋ ˈkrɒs /	tcheiring-**kros**
7. Piccadilly Circus	/ pɪkəˈdɪli ‘sɜːkəs /	pika-dili-**seh**-kes
8. Monument	/ ˈmɒnjʊmənt /	**mon**-yu-ment
9. Hyde Park Corner	/ haɪd pɑːk ˈkɔːnə /	haid-pahk-**couh**-neh
10. Blackfriars	/ ˈblækfraɪəz /	**blak**-frai-ez

4. Speak

Work in pairs. Your teacher will give each person a map of London. Your map is missing some information, and your

partner's map is missing different information. You are going to talk to your partner to complete the missing information.

- To prepare, think of the correct prepositions to complete these questions:

    a. What station is nearest _____ Hamleys?

    b. What attraction is next _____ Baker Street station?

    c. What station is between South Kensington and Westminster _____ the District Line?

    d. What station is west _____ Leicester Square _____ the Piccadilly Line?

- As a class, try to answer the four questions above. You need to look at your map.

- Now ask and answer questions with your partner so that both of you can complete your maps. Remember not to

    show your map to your partner!

5. Vocabulary

Work in groups. Each group needs a deck of Top Trumps London cards. Now each group divides into Team A and Team B. It's

a race! Look at the table for your team. There is a list of definitions. You need to read the text on the corresponding card (see

the 'Which card?' column) to find the correct word or expression. The first team to complete all the words is the winner.

Team A

Definition	Which card?	Word/expression
(adj) A place or object which inspires a lot of respect and admiration	Hamleys	prestigious
(n) The most famous, iconic attractions in a city or region	Big Ben	L __ __ __ __ __ __ __ S
(noun) This type of attraction is common at fairgrounds and in theme parks (6,5)	London Eye	__ __ __ R __ __ __ __ __ __ __
(v) To be the home of an event; to be the place where an event takes place	Wembley Stadium	(to) __ __ __ __
(adj) When a building is occupied by a ghost or mysterious spirits	Tower of London	__ __ __ __ __ __ __
(n) Advertisements and posters which have bright, fluorescent colours and are electric (4,5)	Piccadilly Circus	__ __ __ __ __ __ __ __ __
(n) The visual profile of a city when you look at it from a distance	The Shard	__ __ __ __ __ __ __
(n/adj) A bus that has two levels (upstairs and downstairs) (6,6)	London Bus	__ __ __ __ __ __ __ __ __ __ __ __
(n) Mechanical, automatic stairs	Natural History Museum	__ __ __ __ __ __ __ __ __

Team B

Definition	Which card?	Word/expression
(n) A roof which is in the shape of a semi-circle, like half a ball	St. Paul's Cathedral	d o m e
(n) Usually this is the main entrance to a building (5,4)	10 Downing Street	__ __ O __ __ __ __ __ __
(adj) A huge number; infinite	Big Ben	__ __ __ __ __ __ __ __ __
(n) A building where people live	Tower of London	__ __ __ __ __ __ __ __ __
(n) A place in a tall building where people can see all of the surrounding city/region (7,5)	London Eye	__ __ __ __ __ __ __ __ __ __ __ __
(n) A type of stadium which is usually covered by a roof	Wembley Stadium	_ _ _ _ _
(adj) Amazing; really surprising and incredible	Tate Modern	_ _ _ _ _ _ _ _ _
(n) A very tall building, usually in a city and made of glass and metal	The Shard	_ _ _ _ _ _ _ _ _ _
(n) Extremely realistic statues of famous people, made of a substance softer than stone (3,7)	Madame Tussauds	_ _ _ _ _ _ _ _ _ _

Your teacher will write the answers on the board. Make sure you write all the correct words into your worksheet

(for Team A and Team B).

6. Speak, write, draw

Work in groups. You are going to construct a new attraction in London.

<u>Step 1</u>

Read these comments from London residents and tourists. The comments will help you to decide what type of attraction to construct.

	'London is an enormous city. The tube is great but I think we need more types of transport in the city.' – **Marnie (resident)**
	'Tourists come to London because it has so much to offer: concerts, sporting events and theatre. The selection is superb.' – **Piotr (tourist)**
	'London is so expensive. What residents need are jobs and places to work. We also need to encourage tourists to come here.' – **Frank (resident)**
	'I think what makes London special is the royal buildings. Tourists are obsessed with the British royal family!' – **Jia (tourist)**
	'What Londoners need most are places to live. The city has so many offices and hotels but very few houses!' – **Maya (resident)**
	'I love visiting London because it's so unique. It has interesting buildings and things that you can't find anywhere else.' – **Juan (tourist)**
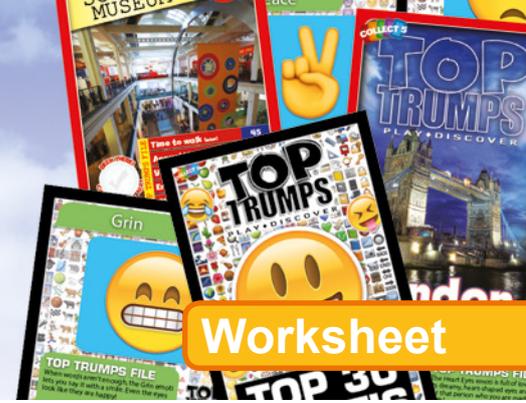
Step 2

To construct your attraction, each group has a budget of £100M (M = million). Your team must use this money to pay for the land, the construction and the elements that it will include. Look at your Price list handout. Use the list to help you to decide:

- where to build;

- what type of attraction to build;

- what elements to include.

Once you have decided on the elements, write your money calculations in the box at the bottom. Remember, £100M is the maximum!

Step 3

Now that you have decided your attraction, start designing it. Draw a simple sketch on paper or, if you prefer, use an online sketch tool (e.g. http://drawisland.com). Also, write a short text to explain:

- the name of the attraction;

- why residents and/or tourists will like it;

- why it will be good for this area of the city.

Step 4

Have a class exhibition and present your attraction to the other groups. Have a vote for the best attraction. Remember, you can't vote for you own! When everything is finished, upload an image of your attraction to social media. Use the hashtag #onestoplondonattraction and compare your attraction to those of other students around the world. Perhaps the mayor of London will see it!

TOP TRUMPS

Price list

Build your own London attraction! (Your total budget is £100M.)

(Where?) Area*	Cost of land
Leicester Square	£15M
Camden Town	£10M
Westminster	£15M
Wembley Park	£5M
Piccadilly Circus	£15M
Blackfriars	£10M
Greenwich	£5M
South Kensington	£15M
Tower Hill	£10M
Baker Street	£10M
(* remember to look at your tube map to find these areas)	

+

(What?) Type of attraction	Cost of construction
Park	£20M
Aquarium	£30M
Museum	£20M
Skyscraper with offices	£80M
A normal residence	£10M (for 50 houses)
Art gallery	£20M
Palace	£70M
Arena	£70M
Ferris wheel	£10M
Ship	£10M (for 10 ships)

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Price list

(What to include?) Elements	Cost of element
An escalator to the centre of the planet	£20M
Neon signs	£5M (for 7 signs)
A ghost who appears every night	£10M
A swimming pool with a dolphin	£5M
A dome roof	£5M
A viewing point looking over all the city	£5M
A front door made of diamonds	£15M
Wax figures with robot brains	£15M (for 5 'waxdroids')
A supersonic elevator	£10M
A secret tunnel	£5M

=

Show your calculations here:

London attractions and major tube stations

S = Tube station
A = Attraction

S: Canary Wharf

Docklands Light Railway

Docklands Light Railway

S: Greenwich
A: Royal Observatory

Jubilee line

S: Tower Hill
A: Tower of London
A: Tower Bridge

Central line

District line

S: St. Paul's
A: St. Paul's Cathedral

S:
A: Monument to the Fire of London

Jubilee line

S: London Bridge
A: HMS Belfast
A: Shakespeare's Globe
A: The Shard

S: Covent Garden
A: London Transport Museum

District line

S:
A:

S: Waterloo
A: London Eye

S: Leicester Sq.
A: Theatres

Piccadilly line

Northern line

S: Tottenham Court Rd.
A:

Central line

S: Oxford Circus
A: Hamleys

Northern line

S: Piccadilly Circus
A: Piccadilly Circus

S: Charing Cross
A: Trafalgar Sq.

Jubilee line

District line

S: Westminster
A: Big Ben
A: London Dungeon
A: Aquarium
A: 10 Downing St.

Piccadilly line

Jubilee line

S: Camden Town
A: Zoo

Northern line

S: St. James' Park
A: Buckingham Palace

S: Baker St.
A: Madame Tussauds

Jubilee line

Central line

S:
A:

S: South Kensington
A: Royal Albert Hall
A: National History Museum
A:

Piccadilly line

District line

S: Wembley Park
A: Wembley Stadium

Jubilee line

London

Young Learners: Advanced

London attractions and major tube stations

S = Tube station
A = Attraction

S: Canary Wharf

S: _____
A: _____

S: Tower Hill
A: Tower of London
A: Tower Bridge

S: St. Paul's
A: St. Paul's Cathedral

S: Monument
A: Monument to the Fire of London

S: London Bridge
A: HMS Belfast
A: _____
A: The Shard

S: Blackfriars
A: Tate Modern

S: Covent Garden
A: London Transport Museum

S: Leicester Sq.
A: Theatres

S: Waterloo
A: London Eye

S: Tottenham Court Rd.
A: British Museum

S: Oxford Circus
A: Hamleys

S: Piccadilly Circus
A: Piccadilly Circus

S: Charing Cross
A: Trafalgar Sq.

S: Westminster
A: _____
A: London Dungeon
A: Aquarium
A: 10 Downing St.

S: _____
A: _____

S: St. James' Park
A: Buckingham Palace

S: Baker St.
A: Madame Tussauds

S: Hyde Park Corner
A: Boat House

S: South Kensington
A: Royal Albert Hall
A: National History Museum
A: Science Museum

S: _____
A: Wembley Stadium

Central line
District line
Piccadilly line
Northern line
Jubilee line
Docklands Light Railway