



### Teacher's notes

**Age:** Adults

**Level:** Intermediate (B1)

**Time:** 90 minutes

**Language focus:** speaking, vocabulary, pronunciation

**Aims:** In this lesson, students will:

- practice speaking about tourist attractions with a focus on the sights of London;
- expand vocabulary for describing tourist attractions;
- learn and practice correct pronunciation of London place names;
- interpret requirements and plan an excursion for an imaginary client.

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

### 1a. Vocabulary (5 minutes)

**Aims:** to identify adjectives about tourist attractions which the students already know, to allow students to teach each other adjectives that will be useful for this lesson

**Procedure:**

- Put students into groups of three. Hand out the worksheet, and give each group a blank piece of paper. Tell them that the task is a competition. The winners will be the group with the most correct (and appropriate) adjectives after one minute.
- After one minute, get the groups to swap papers. Tell them to correct the suggestions of the other groups. If they're unsure about certain adjectives, they could ask

the teacher or consult a dictionary. Perhaps deduct half a point for incorrect spelling. Decide the winning group.

- On the board, focus on some of the better adjectives suggested. You could also write some suggestions which were incorrect and ask the class to explain why they were not correct.

### 1b. Vocabulary (15 minutes)

**Aims:** to expand vocabulary for describing tourist attractions, to allow students to express their opinions (and agree/disagree) on certain tourist attractions

**Procedure:**

- In the same groups of three, students complete the table. Monitor and help weaker groups by suggesting some of the missing letters. Then elicit the correct answers.

**Key:**

Places with a lot of energy are ...	Good places for students are...	Places which are original are...	Places where you won't get bored are ...	Good places for fans of horror are ...	Places which you might avoid are ...
exciting	historic	distinctive	interesting	scary	crowded
lively	educational	iconic	fascinating	spooky	expensive
busy	inspiring	unique	entertaining	haunted	touristy
	stimulating				chaotic

- For task b, encourage the students to try to reach agreement about the meaning of each adjective. Allow them to use a dictionary if necessary. Then elicit definitions/examples for some of the more difficult adjectives (e.g. *iconic*, *spooky*, *haunted*, *touristy*).
- Distribute the Top Trumps cards. Put students into groups of four to six, with one deck of cards per group. Explain that the cards show tourist attractions in London.
- Begin task c by giving the students an example, e.g. take the card for Big Ben and say that it illustrates the adjective *distinctive* because there's nowhere else like it in the world. Note that the adjectives are not written on the cards and the students will often need to use their own opinions to decide an adjective for each card (by considering the photo of the attraction or perhaps reading some of the information from

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the card). Encourage the students to speak in their groups and agree on an adjective for each attraction. Monitor the class and make sure that the exact meaning of each adjective has been understood.

### 2. Speak (15 minutes)

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

**Procedure:**

- a. Ask students to briefly discuss the questions in pairs. Monitor their responses. 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 which students used. Focus particularly on language that was used which will be useful for the lesson (language related to tourist attractions, the names of London attractions or neighbourhoods, etc).

### 3. Pronunciation (5 minutes)

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

**Procedure:**

- a. 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> ). Explain that many of the place names have a pronunciation that doesn't correspond to the spelling.
- b. 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.
- c. 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:**

- a. Students remain in pairs. Explain that in a moment they will be completing information on a map of London (which will be a much more simplified version of the map on the board). Ask them to correctly order the four questions individually, and then to compare their answers with each other. Monitor and help weaker students. Elicit the correct answers.

**Key:**

*What station do I need to go to for the British Museum?*

*What attraction is next to Baker Street station?*

*What's the name of the station between South Kensington and Westminster?*

*What's the name of the station to the west of Leicester Square on the Piccadilly Line? / What's the name of the station on the Piccadilly Line to the west of Leicester Square?*

- b. 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. Set a time limit of five to six minutes for students to ask and answer questions that will allow each student to complete their map. Monitor and provide feedback, focusing especially on the pronunciation of difficult place names and attractions.

### 5. Speak (35 minutes)

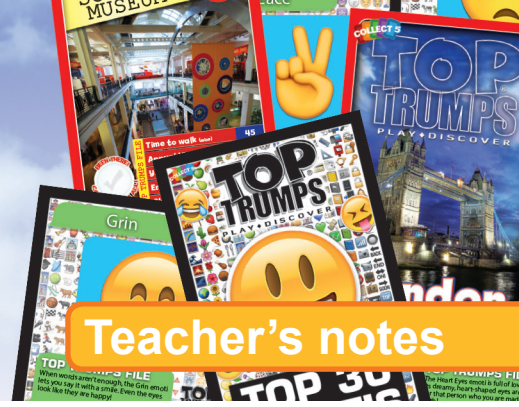
**Aims:** to interpret requirements in order to create an itinerary for an excursion, to practise agreeing/disagreeing and filling in a form, to practise pronunciation and 'tourism' language from earlier tasks

**Procedure:**

- a. Again, divide the students into pairs. Each pair will need to be able to use the Top Trumps London cards (e.g. if you have one deck per six students, then sit three pairs close together so that they can all share the same deck).

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- b. Allow students to read the Step 1 instructions and the example. Encourage them to refer to their maps and also to the cards so that they can fully understand the example. Ask students if they think that this is a good itinerary for Bertha or if they would suggest any changes.
- c. Assign each pair a letter (A, B or C) and ask them to read the email from their corresponding client. Remind them of the suggestion at the end of the example for how to calculate tube travel times. Hand out the travel itinerary forms and set a time limit of about 10 minutes for them to discuss and create their itinerary. Monitor the activity to make sure that they have all understood the instructions correctly. (NB. Students should work together, but each needs to fill out the form so they have their own copy for Step 2 of this activity.)
- d. After students have created their itineraries, place each student with a new partner. Tell students to follow the instructions in Step 2. Monitor and provide feedback.





### 1a. Vocabulary

Work in groups of three. Think of a tourist attraction in your city or country. You have one minute to think of adjectives to describe it.

Example: My city's cathedral is really ancient.

### 1b. Vocabulary

The table below contains adjectives for describing tourist attractions. Answer questions a–c.

a. Complete the missing letters.

Places with a lot of energy are ...	Good places for students are...	Places which are original are...	Places where you won't get bored are ...	Good places for fans of horror are ...	Places which you might avoid are ...
ex ___ ___ ing	historic	distinct ___ ___	interesting	sca ___	crowd ___
live ___	education ___	icon ___	fas ___ ___ ating	spooky	expensive
busy	inspiring	unique	entertaining	haunt ___	touristy
	___ ___ ___ mulating				chao ___ ___

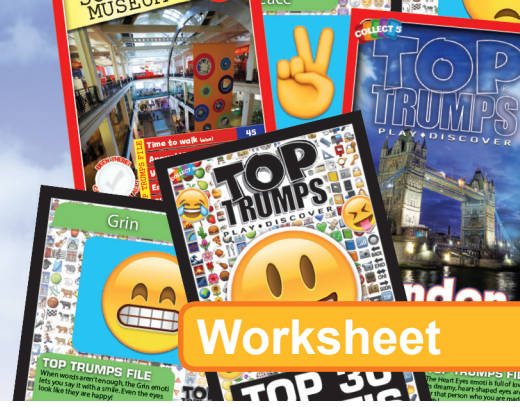
b. In your group, decide the meaning of each adjective. Ask your teacher about difficult ones.

c. Look at the Top Trumps cards which your teacher has given you. Together, select a London attraction which corresponds to each adjective in the table.

### 2. Speak

Discuss the questions below with your classmate.

- Have you ever been to London? If so, describe your experience.
- What are the most famous places to see in London?
- Describe another city which you have visited. Talk about the places which you visited there.
- What is your favourite tourist attraction in your own country or city? Why?



### 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 kɔ:t 'rəʊd /	tot-nem-couht-rouhd
2. Leicester Square	/ lɛstər 'skweə /	less-teh-skueih
3. Westminster	/ 'wɛsmɪnstər /	wes-min-steh
4. Greenwich	/ 'grɛnɪtʃ /	gren-itch
5. South Kensington	/ saʊθ 'kɛnzɪŋtən /	sauth-kensington
6. Charing Cross	/ tʃæɪrɪŋ 'krɒs /	tcheiring-kros
7. Piccadilly Circus	/ pɪkə 'dɪli 'sɜ:kəs /	pika-dili-seh-kes
8. Monument	/ 'mɒnjʊmənt /	mon-yu-ment
9. Hyde Park Corner	/ haɪd pɑ:k 'kɔ:nə /	haid-pahk-couh-neh
10. Blackfriars	/ 'blækfraɪəz /	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, put these questions in the correct order.

- What station / I / for the British Museum / need / do / to go to / ?

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- What attraction / Baker Street station / next to / is / ?

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- What's / South Kensington and Westminster / the station / between / the name of / ?

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- What's / Leicester Square / the name of / on the Piccadilly Line / to the west of / the station / ?

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Now look at your map, but don't show it to your partner. Talk to your partner until you have both completed the seven pieces of missing information.

### 5. Speak

You are going to plan a trip around London. Follow the steps below.

#### Step 1

Divide into pairs. Your teacher will tell you if you are Pair A, B or C. You work at a company called London Day Trips – a website which prepares trips for clients who want to explore London in just one day. Your task is to prepare a travel itinerary for each client. When calculating times and prices, use the information both from the map and from the Top Trumps cards.

First, read the example below:

Dear London Day Trips,

My name is Bertha and I'm planning on coming to London this Saturday. I'm in my seventies, but I still have plenty of energy for travelling around the city by tube.

I only have the afternoon free – about 1 p.m. to 5.30 p.m. I want to start by seeing where the Prime Minister lives – I love politics. And I'm a big fan of the Queen. I want to see her house too!

I'm also hoping to see some British history. Oh, and I'll need to buy some presents for my grandchildren.

I hope it's not too expensive; I can't spend more than about £100.



### Travel itinerary

<b>Name of client:</b>	Bertha
Number of hours for attractions:	Four and a half (approx.)
Interests:	Politics, the Prime Minister, the Queen, British history, shopping for toys
Budget:	£100 (max.)
Suggested itinerary:	
1pm – 1.30pm	Visit 10 Downing Street (time to walk = 15 mins; entry fee = £0 )
1.30pm – 1.45pm*	Tube from Westminster to St. James' Park
1.45pm – 2.15pm	Visit Buckingham Palace (time to walk = 20 mins; entry fee = £0)
2.15pm – 2.45pm	Lunch
2.45pm – 3.30pm	Tube from St. James' Park to South Kensington, change line, tube to Leicester Square, change line, tube to Tottenham Court Road
3.30pm – 4pm	Visit British Museum (time to walk = 20 mins; entry fee = £0)
4pm – 4.15pm	Tube from Tottenham Court Road to Oxford Circus
4.15pm – 5pm	Hamleys (time to walk = 15 mins; entry fee = £0)
Total cost:	£0 (Bertha can spend her money on lunch and presents for her grandchildren!)

\* when estimating travel times, imagine that a short journey is 15 minutes, a longer journey is 30 minutes and a very long journey is 45 minutes.



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Now prepare the travel itinerary for the client who corresponds to your pair.

### Pair A

Dear London Day Trips,

My name is Maria, and I'm the principal of a school in Turin, Italy. We're planning a trip to the UK this year with a group of about 30 pupils, aged 14–16. We'll be in London on 10th June, arriving by train to Waterloo station at 9 a.m. We need a mix of activities: some educational and others which would be fun for teenagers. Or ideally both! Each student will have a budget of about £50 for the day. We need to be at Waterloo again at 4 p.m. to catch our train.

### Pair B

Hi Day Trips,

My name is Harry from Manchester. Next Thursday I'm coming to London with my wife. It's her birthday so the trip is a surprise for her. We'll probably get to Piccadilly at around 2 p.m. and I want to find activities for the whole afternoon. We don't want anything crazy with lots of people, just a relaxing day with a walk in the park. We'd love to get a good view of the city and maybe even go to the theatre (if there's time). I'd like to keep our spending under £500. I've booked a table at the restaurant in The Shard at 8 p.m. so we can't be late for that.

### Pair C

Hey guys!

I'm Kalle from Sweden. Next month I'm coming to London with three university friends and we need help to organise a full day of activities. We all study Biochemistry so we definitely want as many science-related activities as possible. Oh, and we also want to see the dark side of the city – something to scare us! We don't mind spending some money, but not more than £150 each. We'll arrive at Baker Street at about 10 a.m. We want to finish the day with a football match at Wembley: Arsenal are playing Chelsea at 6 p.m.

### Step 2

When you have finished, sit with a student from a different pair.

- Compare your clients, and explain the itinerary which you have created.
- Talk about if you would like to do either of the suggested day trips. Explain why (or why not).
- Imagine you had five hours in London and £150 to spend. What would you do?



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## Travel itinerary form

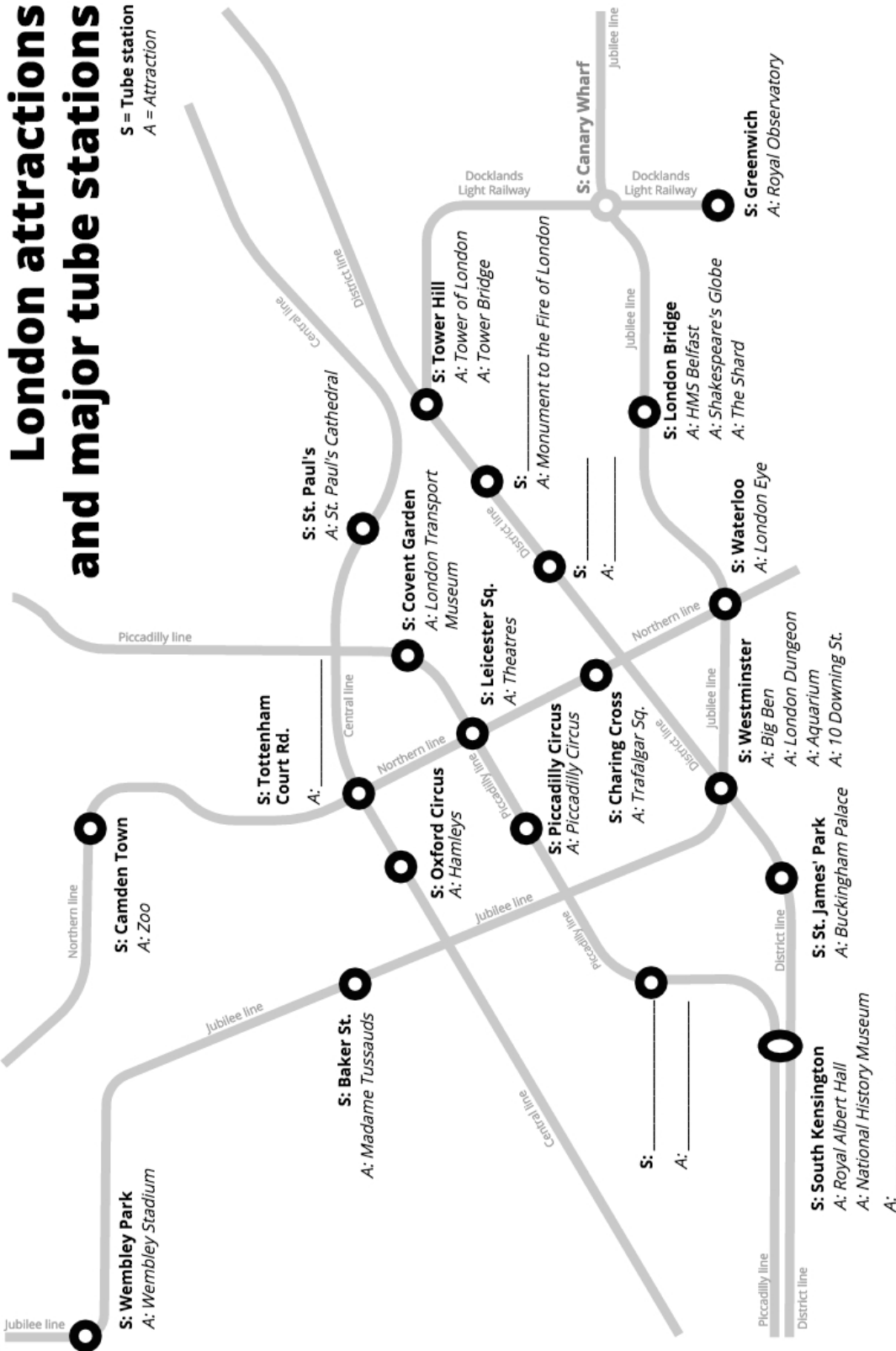
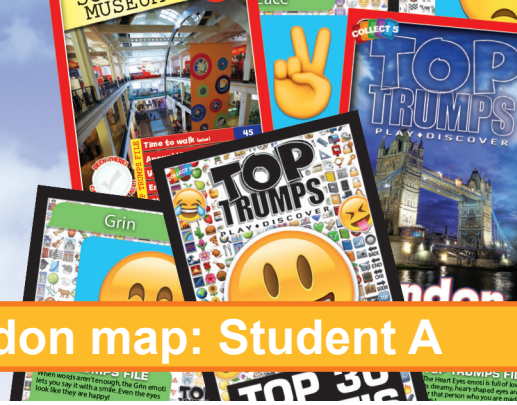
### Travel itinerary

Name of client:	
Number of hours for attractions:	
Interests:	
Budget:	
Suggested itinerary:	
Total cost:	

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## London map: Student A



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## London map: Student B

