

London

Young Learners: Intermediate



Teacher's notes

Age: Young Learners (8–12)

Level: Intermediate (B1)

Time: 90 minutes

Language focus: speaking, vocabulary

Aims: In this lesson, students will:

- revise and expand vocabulary related to types of buildings, parts of buildings and tourist attractions;
- practice speaking about themes related to cities and descriptions of buildings;
- practice negotiations with classmates in a simple game related to city-planning.

Materials: Top Trumps London cards (ideally one deck per six students), one copy of the worksheet per student, one copy of the drawing instructions per student (A or B), one dice per group of six for the final game, access to a PC with projector to show the PowerPoint for the final game.

1. Vocabulary and Speak (15 minutes)

Aims: to revise and expand vocabulary to describe buildings and places in a city, to familiarise students with the function and pronunciation of the attractions on the Top Trumps London cards

Procedure:

1. Put students into small groups. Each group will need a full deck of Top Trumps London cards (but don't hand these out yet). Tell them that they need to help each other to find the 12 buildings/attractions from the grid and then write them into Column A of the table. Give them a limit of about five minutes.
2. If no group is able to find all 12 words, start giving clues to the whole class. Perhaps write the initial letters of the unfound words on the board or give

famous examples of these types of buildings. Finally, elicit all 12 correct words.

Key:

church / prison / museum / aquarium / zoo / theatre / shop / skyscraper / observatory / gallery / stadium / palace

S	S	T	A	D	I	U	M	G	T	J	C
P	K	E	C	A	L	A	P	H	N	H	R
Q	O	Y	Y	P	A	O	E	U	U	A	A
J	D	H	S	K	R	A	L	R	K	F	Q
Y	Q	M	S	C	T	I	C	Q	L	Q	U
O	U	U	W	R	R	H	S	W	J	X	A
O	B	S	E	R	V	A	T	O	R	Y	R
Z	T	E	U	F	R	T	P	A	N	X	I
T	M	U	E	P	H	A	J	E	D	T	U
P	Z	M	G	U	T	A	B	S	R	F	M
Y	R	E	L	L	A	G	I	D	T	R	I
H	C	H	U	F	S	S	D	T	Q	G	Q

3. Now hand out one deck of cards per group. Tell the students that they must work quickly to find examples of each type of building/attraction in the cards and then copy the name from the card into Column B of the table in the worksheet. Again, give a time limit of about five minutes.
4. Elicit the correct answers. Focus on the correct pronunciation of the names of the attractions.

Key:

	(A) Building/ Place (from wordsearch)	(B) Attractions (on cards)
1	church	Westminster Abbey, St. Paul's Cathedral
2	prison	The London Dungeon
3	museum	British Museum, Natural History Museum, Science Museum, Madame Tussauds, London Transport Museum
4	aquarium	London Aquarium
5	zoo	London Zoo, Tower of London (historically)



6	theatre	West End Theatres, Royal Albert Hall, Shakespeare's Globe
7	shop	Hamleys
8	skyscraper	The Shard
9	observatory	The Royal Observatory
10	gallery	Tate Modern
11	stadium	Wembley Stadium
12	palace	Tower of London, Buckingham Palace

*Note: There are various cards which don't correspond to any of the 12 categories.

2. Speak (15 minutes)

Aims: to personalise the topic of the lesson by asking students to relate it to their own city or region, to provide spoken practice of words from the previous task, to focus on 'buildings' vocabulary which students may already know

Procedure:

1. Begin with an example. Select an attraction from task 1a, for example 'theatre'. Ask the class if they know any theatre in their local city (or nearest city). Get them to tell you information on the four bullet points from the task (where it is located, etc). Then tell them to continue talking about the other types of buildings/attractions, as outlined in the instructions. Monitor as they speak.
2. At the end of the activity, give some feedback and draw 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, parts of buildings, etc).

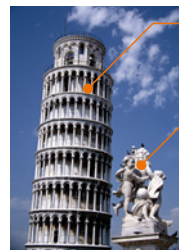
3. Vocabulary (15 minutes)

Aim: to expand vocabulary for talking about parts of buildings and tourist attractions

Procedure:

1. Students work individually to complete the labels on the pictures. Then they compare with a classmate to see if they agree on the answers. Finally, elicit the correct answers and focus on the correct pronunciation.

Key:



2. Put the students into small groups with one full deck of cards per group. Tell them that they are going to have a race to find words from the cards. As an example, ask them to look at the card for St. Paul's Cathedral. Read the definition (in Column 2) aloud and ask them how they could identify 'dome' (in Column 3) as the correct answer. Perhaps they could identify it using the context of the sentence or else by elimination.
3. Tell students to work quickly to complete the task. Monitor as they do the activity and let them know if they have written down any incorrect words. The first group with all the answers correct is the winner. Finally, elicit the correct answers and check that the exact meanings have been understood.



Key:

Which card?	Definition	Word / Expression
St Paul's Cathedral	A type of roof which is round and similar to half a ball.	DOME
Piccadilly Circus	Posters and advertisements which are electric and have bright colours.	NEON SIGNS
Natural History Museum	An electric, metal stairs which moves automatically.	ESCALATOR
Piccadilly Circus	A structure in a park or a public place which throws water into the air.	FOUNTAIN
Big Ben	A metal object in a clock which makes a noise every hour.	BELL
Madame Tussauds	A type of statue which is very realistic and similar to a real human.	WAX FIGURE
Tower of London	The spirit of a dead person / a common character in horror movies.	GHOST
Tower of London	The expensive ornaments and accessories of a king or queen.	CROWN JEWELS
10 Downing Street	The leader of the government in the UK.	PRIME MINISTER
London Eye	An area where people can have a good view of the city.	VIEWING POINT

5. Draw and Speak (20 minutes)

Aims: To ensure understanding of vocabulary from earlier tasks by asking students to draw buildings and include specific parts, to provide spoken practise of this language, to provide spoken practice of describing a picture.

Procedure:

1. Tell the students that they are going to draw a picture of a building. They must draw individually and not show their picture to the other students yet. Hand out one set of instructions to each student (either the Student A or Student B instructions). Make sure that you hand out an equal number of Student A and Student B instructions. Tell them that their pictures don't need to be very detailed as they only have seven minutes to draw them.

2. As they draw, monitor the class and help any students who don't know the meaning of the six elements which they need to include. For students who don't like drawing, tell them that simple stick-figure type doodles are enough.
3. After the seven minutes are up, remind students not to show their pictures to the other students yet. Put them into pairs of Student A + Student B. Tell them that they are going to describe their pictures. It could be useful to first show a simple picture on the board (or on a classroom poster) and elicit a description, focusing on words to describe position (e.g. left, right, on top of, under, etc).
4. Tell Student A to begin describing their picture to Student B, making sure that Student B doesn't see it. Student B must listen and try to draw the same picture. Set a time limit of about five minutes for this. Once the time is up, the two students reverse roles. Monitor as they do this and help students who get stuck.
5. Finally, get the students to reveal their original pictures to each other. Compare them to the pictures which were drawn just by listening. The students decide if the pictures are similar or surprisingly different. Provide feedback on the oral descriptions.

6. Game (20 minutes +)

Aims: to provide spoken and reading practice of vocabulary from earlier tasks, to promote negotiation and decision-making as students plan an imaginary city.

Procedure:

1. Put students in small groups with one deck of cards per group. In each group, students form pairs as outlined in the worksheet instructions. Read these instructions aloud so that students understand the objective of the game.
2. Open the game PowerPoint and together read the instructions for Round 1. Before they start to select their initial three cards, try to elicit some ideas and useful language for this e.g. If we choose Buckingham Palace, we will have a lot of tourists because they love the Royal Family, or I think London Bus would be good for the residents because they can travel around the city easily.



3. Students chose their initial three cards and the game begins. Follow the instructions on the slides. Move through the slides quickly, making sure that all teams are keeping up and following instructions. Keep the pace brisk so that students stay engaged. Remember that the main speaking parts of the game occur in Rounds 6 and 10. Leave a little more time for students to complete these rounds and encourage as much negotiation as possible in these parts.
4. Finish the slides, decide a winner and provide some feedback on speaking.



1a. Vocabulary

Find the names of 12 types of buildings or tourist attractions in the grid. Then write them in Column A of the box below. The words occur in all possible directions.

S	S	T	A	D	I	U	M	G	T	J	C
P	K	E	C	A	L	A	P	H	N	H	R
Q	O	Y	Y	P	A	O	E	U	U	A	A
J	D	H	S	K	R	A	L	R	K	F	Q
Y	Q	M	S	C	T	I	C	Q	L	Q	U
O	U	U	W	R	R	H	S	W	J	X	A
O	B	S	E	R	V	A	T	O	R	Y	R
Z	T	E	U	F	R	T	P	A	N	X	I
T	M	U	E	P	H	A	J	E	D	T	U
P	Z	M	G	U	T	A	B	S	R	F	M
Y	R	E	L	L	A	G	I	D	T	R	I
H	C	H	U	F	S	S	D	T	Q	G	Q

	(A) Building/Place (from wordsearch)	(B) Attractions (on cards)
1	church	Westminster Abbey and St. Paul's Cathedral
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		



1b. Speak

Look at the Top Trumps London cards. In your groups, find as many examples as possible for each of the twelve attractions in Column A of the table in Task 1a. You may need to read the text on the cards. Write the names of the attractions in Column B.

Example: There are two cards which show churches. They are Westminster Abbey and St. Paul's Cathedral.

2. Speak

You are going to describe your city. (If you don't live in a city, think of a city that you know well.) Work in pairs. Look at the twelve words in Task 1a. In your pair, each student should choose six words. For each type of building or attraction, try to describe a similar place in your city by answering the four questions below.

- Where in the city is it located?
- Have you ever been there? If so, describe your visit.
- What can you do there?
- What is your opinion of the place?

3a. Vocabulary

Use the ten words to label the pictures.

roof / stairs / statue / porch / steps / column / tower / balcony / entrance / garage









3b. Vocabulary

Work in groups. It's a race! Look at the card specified in Column 1, read the definition in Column 2 and then find the corresponding words in the text of the Top Trumps card. When you find it, complete the missing letters in Column 3. The first group to correctly complete all the words in Column 3 is the winner.

1. Which card?	2. Definition	3. Word / Expression
St Paul's Cathedral	A type of roof which is round and similar to half a ball.	<u>d o m e</u>
Piccadilly Circus	Posters and advertisements which are electric and have bright colours.	___ o ___ ___ g ___ s
Natural History Museum	Electric, metal stairs which move automatically.	___ a _____
Piccadilly Circus	A structure in a park or a public place which throws water into the air.	___ ___ a ___
Big Ben	A metal object in a clock which makes a noise every hour.	___ ___ l
Madame Tussauds	A type of statue which is very realistic and similar to a real human.	__ a __ f _____ e
Tower of London	The spirit of a dead person / a common character in horror movies.	___ ___ s ___
Tower of London	The expensive ornaments and accessories of a king or queen.	___ o ___ ___ ___ e ___ s
10 Downing Street	The leader of the government in the UK.	___ ___ m ___ ___ ___ ___ ___ r
London Eye	An area where people can have a good view of the city.	___ ___ n _ ___ t



5a. Draw

Your teacher will give you a card with information about a building which you need to draw. You have seven minutes to draw the building and include the six elements written on your card.





5b. Speak

Sit in pairs. Don't show your picture to the other student. Describe your picture in detail and the other student needs to listen and draw it. When the other student has finished, you need to listen and draw his/her picture. When both pictures are complete, compare them to the originals. Who drew a more accurate picture?





6. Game

You are going to create your own mini London!

- Sit in groups. Each group needs a deck of Top Trumps London cards. Now divide into pairs. You are going to build your own mini-London by choosing certain buildings and attractions.
- Each pair starts the game with three attractions (three cards). During the game, it is possible to win more cards if your attractions are very popular. It is also possible to lose cards because of factors like a bad economy, angry residents, etc.
- Look at the instructions which your teacher will show you, and play the game.



Student A:

Draw a skyscraper

Your building must include:

- neon signs
- escalators
- a viewing point
- a statue of the prime minister
- a supersonic elevator
- an aquarium

Student B:

Draw a palace

Your building must include:

- a dome roof
- an enormous bell
- a ghost in the window
- a beautiful park
- a fun swimming pool with a fountain
- a prison for the queen's enemies

