London

Teens: Intermediate

Age: Teens (13–18 years old)

Level: Intermediate (B1)

Time: 90 minutes

Language focus: speaking, vocabulary, pronunciation

Aims: In this lesson, students will:
- revise and expand vocabulary related to buildings, tourist attractions and cities;
- practice speaking about themes related to cities and tourism;
- practice the pronunciation of common tourist attractions in London;
- 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 Price list per pair of students (or use the list on the PowerPoint), one copy of the My Money sheet per pair of students, one dice per group of six for the final game, access to a PC with projector to show the 'Mini London' PowerPoint for the final game.

1. 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 in 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 the box next to it. 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 the cards that correspond to each activity in the table for 1b. Emphasise that they need to read the short texts on the cards to find proof for their answer. For example, we know that The London Dungeon corresponds to 'see an old prison' because the word 'dungeon' means 'prison'. (Perhaps students know from general knowledge that there is an old prison at the Tower of London, but the card doesn't mention this so it's not correct to include it in the table.) Set a time limit of about five minutes for the task.

4. While students complete the activity in groups, encourage them to speak to each other and work as a team to complete the task. Perhaps point out that the team can work much faster if students take different cards to read and then summarise the content to their teammates.
5. Elicit the correct answers.

Key:

Find an attraction where you can …	Name of attraction(s)
see an old prison	*The London Dungeon*
see an art exhibition	*Tate Modern*
see a rock concert	*Royal Albert Hall, Wembley Stadium*
buy children's toys	*Hamleys*
see a dramatic play	*West End Theatres, Shakespeare's Globe*
visit the UK's tallest skyscraper	*The Shard*
see England's largest collection of penguins	*London Zoo*
see a royal wedding	*Westminster Abbey, St. Paul's Cathedral*
watch the stars in outer space	*The Royal Observatory*
see where the Prime Minister lives	*10 Downing Street*
visit a museum for free	*British Museum, Science Museum, Natural History Museum*

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 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 (10 minutes)

Aim: to practise the correct pronunciation of famous London attractions that students will need to refer to in later tasks

Procedure:
1. Students remain in pairs. On the board, write ***Hyde Park*** and try to elicit the correct pronunciation. Explain that the vowel sound in *Hyde* corresponds to an /aɪ/, which is the same sound as the underlined syllables in ***Sci***ence *Museum* and *London **Eye***.
2. Ask students to match up the attractions to the corresponding phonetic symbols. Remind students that these phonetics correspond to an accent from southern England and that certain attractions might be pronounced slightly differently in other accents. As they complete the activity, encourage students to say the names of the attractions aloud to get a better idea of the sound. If they are not pronouncing the name properly, model the correct pronunciation for them.
3. Elicit the correct answers. Then give students a minute or so to practise the correct pronunciation in pairs. Monitor and correct any obvious errors.

Key:

London attraction	Phonetic symbol
Science Museum, The Boat House ***Hyde*** Park, London ***Eye***	/aɪ/ (like in 'white')
The London ***Dun***geon, ***Buck***ingham Palace, London ***Bus***	/ʌ/ (like in 'cup')
St. Paul's Ca***the***dral, Ham***leys***, Wem***bley*** Stadium, Westminster Ab***bey***	/iː/ (like in 'see')
London A***qua***rium, Trafalgar ***Square***	/eə/ (like in 'hair')
Royal Albert ***Hall***, St. ***Paul's*** Cathedral, Madame Tus***sauds***	/ɔː/ (like in 'water')
West End ***Thea***tres, British Mu***seum***, Shake***speare's*** Globe	/ɪə/ (like in 'here')
Tate Modern, Wembley ***Sta***dium	/eɪ/ (like in 'day')
Tower Bridge, 10 ***Dow***ning Street	/aʊ/ (like in 'now')

4. Vocabulary (10 minutes)

Aims: to study common verb-noun collocations which are useful for talking about cities and tourism, to encourage students to think about the differing demands of residents and tourists (this will become more relevant in the final task of the lesson)

Procedure:

1. On the board, write the words 'Residents' and 'Tourists'. Ask students to mention some typical activities for each group in their own city or region. For example, *Residents go to work every day while tourists go sightseeing*, or *Residents go to traditional restaurants while some tourists go to fast-food places*, etc.
2. Then ask students to complete the table individually. Monitor and help weaker students by providing some of the answers. Once they have finished, ask them to compare in pairs. Finally, elicit the correct answers.

Key:

Residents in London …	Tourists in London …
PAY very high rent to live in their flats.	BUY souvenirs in the gift shops.
COMMUTE long distances to get to work using public transport.	SEE the best sights in the city from the top of the London Eye or The Shard.
STAND to the right-hand side when they are on an escalator.	EAT at over-priced restaurants in the tourist part of town.
LEARN about history by going on school tours to the various city museums.	VISIT Madame Tussauds to see the wax figures.
SUPPORT their local football teams like Arsenal, Spurs or Chelsea.	FEEL excited by all the neon signs in Piccadilly Circus.
SAVE water in summer months because the city doesn't have a lot of it.	TAKE photos of monuments and millions of selfies!

5. Speak (15 minutes)

Aims: to provide further spoken practise on the themes of cities and tourism, to encourage students to use new vocabulary and collocations from earlier tasks

Procedure:

1. Ask students if any of them have ever been to a city that was very different to their own city/region. If anybody has, ask them to briefly describe the city to the class. Then refer the students to the worksheet and tell them that they have about ten minutes to discuss the questions in pairs. Encourage them to incorporate new vocabulary and collocations from earlier tasks. Monitor as they speak.
2. At the end, provide feedback. Draw attention to any problems with city-living that were mentioned, as these will be relevant to the next task.

6. Game (30 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 deciding which initial three cards to buy, try to elicit some ideas and useful language for this e.g. *If we buy 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. Hand out copies of the Price list and the My Money worksheets (one for each pair). Students buy their initial three cards, update their My Money worksheet 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. Encourage students to talk to their partner at the end of each round in order to negotiate which card (if any) they should buy. Remind students to keep their budgets in mind – they can only buy cards if they have enough money!
4. Finish the slides and decide a winner (this is the pair with the most cards). Then provide some feedback on speaking.

1a. Vocabulary

Find the names of 12 types of buildings or tourist attractions in the grid. The words occur in all possible directions. Write all the words in the box.

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

1b. Speak

Work in groups. Look at the Top Trumps London cards. Read the short texts on the cards to find the attractions to complete the box below. The first group to find all the correct answers is the winner.

Find an attraction where you can …	Name of attraction(s)
see an old prison	*(1 card)* The London Dungeon
see an art exhibition	*(1 card)*
see a rock concert	*(2 cards)*
buy children's toys	*(1 card)*
see a dramatic play	*(2 cards)*
visit the UK's tallest skyscraper	*(1 card)*
see England's largest collection of penguins	*(1 card)*
see a royal wedding	*(2 cards)*
watch the stars in outer space	*(1 card)*
see where the Prime Minister lives	*(1 card)*
visit a museum for free	*(3 cards)*

2. Speak

Discuss the questions below with your classmate.

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.

What are the most famous tourist attractions in your own country or city? Describe them.

3. Pronunciation

Work in pairs. Match the underlined vowel sounds in the attractions to the corresponding phonetic symbol. Note that the phonetics represent an accent from southern England.

London attraction	Phonetic symbol
Science Museum, The Boat House **Hyde** Park, London **Eye**	/iː/ (like in 's**ee**')
The London **Dun**geon, **Buck**ingham Palace, London **Bus**	/eə/ (like in 'h**air**')
St. Paul's Ca**the**dral, Ham**leys**, Wem**bley** Stadium, Westminster Ab**bey**	/ʌ/ (like in 'c**u**p')
London A**qua**rium, Trafalgar **Square**	/eɪ/ (like in 'd**ay**')
Royal Albert **Hall**, St. **Paul's** Cathedral, Madame Tus**sauds**	/aɪ/ (like in 'wh**i**te')
West End **Thea**tres, British Mu**seum**, Shake**speare's** Globe	/aʊ/ (like in 'n**ow**')
Tate Modern, Wembley **Sta**dium	/ɪə/ (like in 'h**ere**')
Tower Bridge, 10 **Dow**ning Street	/ɔː/ (like in 'w**a**ter')

4. Vocabulary

The table below shows typical activities for both residents and tourists in London. Complete the table using the verbs given. Use the glossary to help you with difficult vocabulary.

take / feel / ~~pay~~ / save / support / commute / buy / visit / eat / stand / learn / see

Residents in London …	Tourists in London …
__*pay*__ very high rent to live in their flats.	_____ souvenirs in the gift shops.
_____ long distances to get to work using public transport.	_____ the best sights in the city from the top of the London Eye or The Shard.
_____ to the right-hand side when they are on an escalator.	_____ at over-priced restaurants in the tourist part of town.
_____ about history by going on school tours to the various city museums.	_____ Madame Tussauds to see the wax figures.
_____ their local football teams like Arsenal, Spurs or Chelsea.	_____ excited by all the neon signs in Piccadilly Circus.
_____ water in summer months because the city doesn't have a lot of it.	_____ photos of monuments and millions of selfies!

Glossary:

To commute (verb) = to travel from your house to your work and vice-versa

An escalator (noun) = automatic, mechanical stairs

To save (verb) = to use something in small quantities so that you will have more for the future

A souvenir (noun) = a small object which people buy to help them remember a place

A sight (noun) = a famous monument, building, park, etc which is usually popular with tourists

Over-priced (adjective) = something which is too expensive for its level of quality

Wax figures (noun) = very realistic statues of famous people

Neon signs (noun) = posters and advertisements which are electric and have bright colours

5. Speak

Work in pairs. Discuss these questions with your classmate.

Country:	Japan	Germany	Thailand	Morocco	USA	Russia	Brazil	USA	China	Ethiopia
City:	Tokyo	Berlin	Bangkok	Casablanca	New York	Moscow	Rio de Janeiro	Las Vegas	Shanghai	Addis Ababa

For the cities above, decide if you would like to visit them or not. Explain. Which would be your first choice?

When you're older, do you think you will live in a city or in a rural place? Explain.

What is your opinion of tourists who visit your city/region? Explain.

Name some common problems for people who live in big cities.

Look at these statistics about London. Decide if the numbers would be similar for your city/region:

- Over 33% of people living in London were born in a different country
- The city's total population is just over 8 million people
- About 33% of waste is recycled
- The average rent for a house or flat is £1,246 a month (that's about €1,500/$1,600/ ¥183,000)
- The London Underground ('the tube') has 270 stations

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 buying certain buildings and attractions.
- Each pair begins the game with £100M (M=million). To get started, each pair needs to buy three attractions (three cards). During the game, it is possible to earn more money 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.

Mini London: Price list

Name of attraction	Price (M = million)
The Boat House, Hyde Park	£5M
The London Dungeon	£5M
British Museum	£10M
London Aquarium	£10M
London Zoo	£10M
West End Theatres	£30M
Royal Albert Hall	£20M
Natural History Museum	£20M
Science Museum	£20M
Madame Tussauds	£10M
HMS Belfast	£5M
Hamleys	£5M
London Transport Museum	£5M
Shakespeare's Globe	£5M
The Shard	£40M
The Royal Observatory	£5M
Tate Modern	£10M
Piccadilly Circus	£30M
Tower of London	£10M
Wembley Stadium	£20M
Trafalgar Square	£30M
London Eye	£20M
Westminster Abbey	£20M
Big Ben	£20M
Buckingham Palace	£30M
10 Downing Street	£10M
Tower Bridge	£10M
St.Paul's Cathedral	£10M
Monument to the Fire of London	£5M
London Bus	£5M

	Total money spent	Total money won	Total money remaining
Start of game	£0M	£0M	£100M
Round 1 (buy 3 attractions)	£_____ + £_____ + £_____ = (total) £_____	£0M	£_____
Round 2	£_____	£_____	£_____
Round 3	£_____	£_____	£_____
Round 4	£_____	£_____	£_____
Round 5	£_____	£_____	£_____
Round 6	£_____	£_____	£_____
Round 7	£_____	£_____	£_____
Round 8	£_____	£_____	£_____
Round 9	£_____	£_____	£_____
Round 10	£_____	£_____	£_____
Round 11	£_____	£_____	£_____
Round 12	£_____	£_____	£_____