



**Age:** Adult

**Level:** Advanced (C1)

**Time:** 90 minutes

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

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

- familiarize themselves with the general outlay of London and the tube, as well as practice the pronunciation of famous London place names;
- speak about cities, tourism and city politics;
- revise and expand vocabulary related to cities, architecture and city living;
- negotiate in groups in order to act as 'mayors' of imaginary cities.

**Materials:** Top Trumps London cards (ideally one deck per six students), one copy of the worksheet per student, one half of the Mayors of London information sheet per student (alternating Student A and Student B texts), the one copy of the Price list per pair of students (or use the list on the PowerPoint), one copy of the Budget sheet per pair of students, access to a PC with projector to show the 'Mayor of mini London' PowerPoint for the final game. An internet connection in the classroom is also required, if you choose to use the Kahoot game in Task 5.

### 1. Speak (10 minutes)

**Aims:** to generate interest in the topic of the lesson (London, cities, buildings), to provide spoken practice, to identify good vocabulary that students may already have related to cities and buildings

#### Procedure:

1. If possible, begin the activity by showing a map of the London Underground on the board (e.g. <http://content.ffl.gov.uk/standard-tube-map.pdf>). Explain that the map on their worksheets is a simplified version. Tell the students that they are going to do a quiz about London but that it is related to general knowledge of the city (and not the students' level of English).
2. Ask students to work in pairs, and give them about five minutes to decide the answers to the questions. Encourage students to simply guess any answers they don't know or to work by elimination. Monitor the students as they do this, and take a note of good vocabulary they use related to London or cities in general.
3. Elicit the answers.

#### Key:

a. Westminster station, b. Hamleys, c. London Bridge station, d. Royal Observatory, e. Baker Street station, f. Jubilee line, g. St. Paul's Cathedral

4. Provide feedback, drawing attention to good language the students have used.

### 2. Speak (15 minutes)

**Aims:** to personalise the topics of the lesson (London, tourism, cities), to provide practice of talking about London and cities

#### Procedure:

1. Hand out the Top Trumps London cards. If you have one deck per six students, this means that you could give each pair of students ten cards for this task. Explain that the cards give further information about the attractions from the map in Task 1.
2. Ask students to briefly discuss the questions in pairs. Monitor their responses.
3. 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. Focus particularly on language used which will be useful for the lesson (language related to tourist attractions, the names of London neighbourhoods, etc).



### 3. Pronunciation (10 minutes)

**Aims:** to practise the correct pronunciation of famous London attractions which 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 **Science 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
<b>Science Museum</b> , <b>The Boat House</b> <b>Hyde Park</b> , <b>London Eye</b>	/aɪ/ (like in 'white')
<b>The London Dungeon</b> , <b>Buckingham Palace</b> , <b>London Bus</b>	/ʌ/ (like in 'cup')
<b>St. Paul's Cathedral</b> , <b>Hamleys</b> , <b>Wembley Stadium</b> , <b>Westminster Abbey</b>	/i:/ (like in 'see')
<b>London Aquarium</b> , <b>Trafalgar Square</b>	/eə/ (like in 'hair')
<b>Royal Albert Hall</b> , <b>St. Paul's Cathedral</b> , <b>Madame Tussauds</b>	/ɔ:/ (like in 'water')
<b>West End Theatres</b> , <b>British Museum</b> , <b>Shakespeare's Globe</b>	/ə/ (like in 'here')
<b>Tate Modern</b> , <b>Wembley Stadium</b>	/eɪ/ (like in 'day')
<b>Tower Bridge</b> , <b>10 Downing Street</b>	/aʊ/ (like in 'now')

### 4. Vocabulary (15 minutes)

**Aims:** to expand vocabulary related to cities and buildings, 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

# London

Adult:  
Advanced



## Teacher's notes

(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

### 5. Speak (15 minutes)

**Aims:** to introduce the topic of city politics, to revise and expand vocabulary related to city-living and urban problems, to practise giving verbal summaries of short texts

**Procedure:**

1. Begin by asking the students if their city or region has a famous mayor. If so, encourage them to talk about whether the mayor is popular or unpopular among the public. Tell them that they are going to read a little about London mayors.

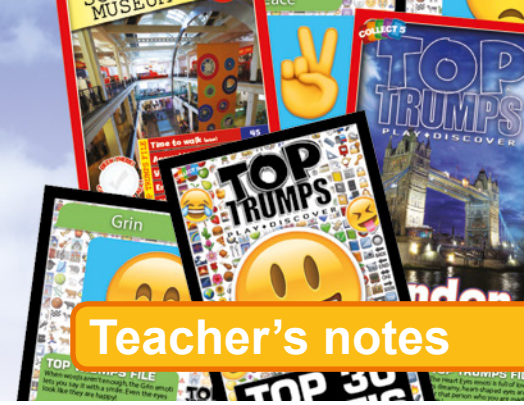
2. Divide the class as outlined in Step 1 and hand out the corresponding texts from the Mayors of London information sheet to each group (praise or criticism).
3. Allow each group a few minutes to read their texts. Encourage them to talk within their groups to help each other understand difficult vocabulary. Monitor the groups as they do this, and ensure that they have correctly understood the information.
4. Now follow the instructions in Step 2. Monitor the pairs of students as they speak. Finally, provide feedback, focusing on new vocabulary from the texts that students may have used while speaking.
5. If you wish to provide further practice of vocabulary from the mini texts, you could get students to play the Kahoot for this task in the optional Step 3. Alternatively, you could use this Kahoot as a revision game in a future class. You can go directly to the game using this link <https://play.kahoot.it/#/?quizId=0e2a3f3b-4e28-4ace-9f8a-02f204f66d17>, or go to <https://create.kahoot.it/#discover> and search for 'Top Trumps London Vocabulary (Adult Advanced)'.

### 6. Game (25 minutes +)

**Aims:** to provide spoken and reading practice of vocabulary from earlier tasks, to promote negotiation and decision-making as students create an imaginary city and act as the 'mayors'

**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 those 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. *We should try to buy Buckingham Palace because it would generate a lot of money for the city or I think investing in London Bus would be good for the residents so they can get around more easily.*



### Teacher's notes

- Hand out copies of the Price list and Budget worksheets (one for each pair). Students buy their initial three cards, update their Budget 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.

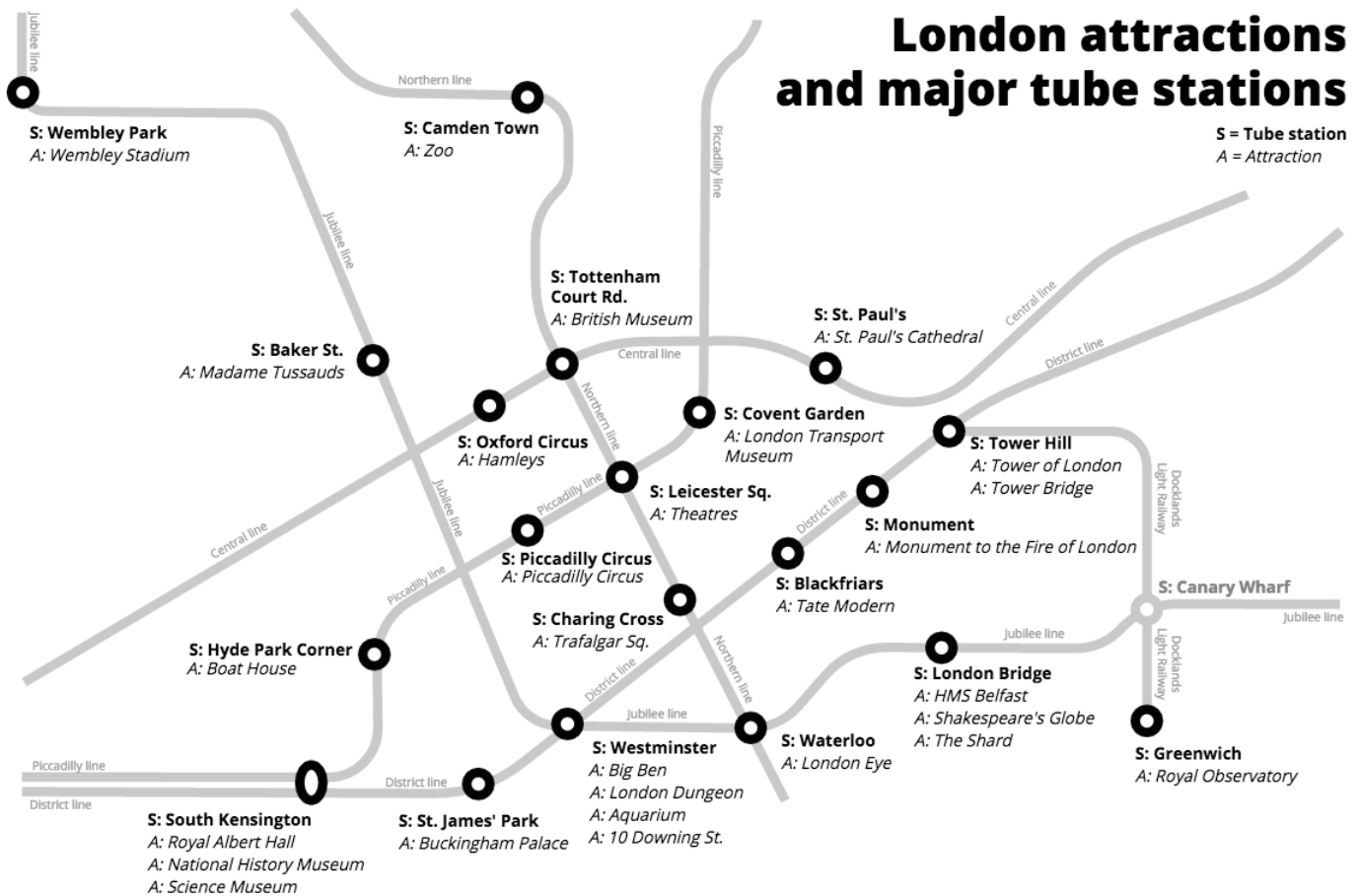
Encourage students to talk to their partner at the end of each round in order to negotiate which card (if any) they should buy.

- Finish the slides and decide a winner (this is the pair with the most cards). Then provide some feedback on speaking.



### 1. Speak

Look at the map of London. It contains a simplified version of the London Underground system ('the Tube') and also shows the major tourist attractions in the city. Work in pairs and try to answer the short quiz about London.



- Which tube station should I go to if I want to see where the UK parliament meets?
- What is the name of London's most famous toy shop?
- Which tube station should I go to if I want to visit the tallest building in Europe (outside Russia)?
- Which attraction is located at the official starting point for each new day on the planet?
- Which tube station should I go to if I want to see the fictional address of Sherlock Holmes?
- Which tube line takes its name from the celebration of the queen's 25th anniversary on the throne?
- Which historic London attraction has two towers with large, golden pineapples on top of them?

Your teacher will tell you the correct answers. Which pair is the winner?



### 2. Speak

Discuss the questions below with your classmate.

- Have you ever been to London? If so, describe your experience.
- Look at the Top Trumps London cards which your teacher will give you. Imagine that you are in London for just one afternoon. If you could choose to visit any two attractions from these cards, where would you choose? Explain.
- What are the most famous tourist attractions in your own city or region? Describe them.
- Does your city or region have a mayor (or another political figure who is in charge)? If so, describe this person.
- Describe the public transport system in your city or region. What is your opinion of it?

### 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
<u>Science</u> Museum, The Boat House <u>Hyde</u> Park, London <u>Eye</u>	/i:/ (like in 'see')
The London <u>Dun</u> geon, <u>Buck</u> ingham Palace, London <u>Bus</u>	/eə/ (like in 'hair')
St. Paul's <u>Cath</u> edral, Ham <u>le</u> ys, Wem <u>b</u> ley Stadium, Westminster <u>Abb</u> ey	/ʌ/ (like in 'cup')
London <u>Aqu</u> arium, Trafalgar <u>Squ</u> are	/eɪ/ (like in 'day')
Royal Albert <u>H</u> all, St. <u>Paul</u> 's Cathedral, Madame Tuss <u>au</u> ds	/aɪ/ (like in 'white')
West End <u>The</u> atres, British <u>Muse</u> um, Shakes <u>pe</u> are's Globe	/ɑʊ/ (like in 'now')
<u>Tate</u> Modern, Wem <u>b</u> ley <u>St</u> adium	/ɪə/ (like in 'here')
<u>Tow</u> er Bridge, 10 <u>Down</u> ing Street	/ɔ:/ (like in 'water')

### 4. 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	<i>prestigious</i>
(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	<i>dome</i>
(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).

### 5. Speak

The Mayor of London is one of the most important political figures in the UK. You are going to read about Londoners' opinions of their current and past mayors.

#### Step 1

The class divides into two groups (A and B). One group will read about praise for each mayor, and the other will read about criticism. Your teacher will provide you with the texts.

#### Step 2

Once you have finished reading, sit with a student from the other group. In pairs, use the summary table below to help you to exchange information you have read in the text. Work from memory, only looking at the text if it is absolutely necessary.

#### Summary table

Mayor	Two points of praise	Two points of criticism
Sadiq Khan (mayor 2016–present) Party: Labour	<ol style="list-style-type: none"> <li>1. The Night Tube</li> <li>2. The green belt</li> </ol>	<ol style="list-style-type: none"> <li>1. Transport fares</li> <li>2. Rent prices</li> </ol>
Boris Johnson (mayor 2008–2016) Party: Conservative	<ol style="list-style-type: none"> <li>1. A bike-friendly city</li> <li>2. The Olympics</li> </ol>	<ol style="list-style-type: none"> <li>1. Riots</li> <li>2. Pollution</li> </ol>
Ken Livingstone (mayor 2000–2008) Party: Labour	<ol style="list-style-type: none"> <li>1. The Congestion Charge</li> <li>2. Skyscrapers</li> </ol>	<ol style="list-style-type: none"> <li>1. Skyscrapers</li> <li>2. Gangs</li> </ol>

#### Step 3 (optional):

Go to <https://kahoot.it> and enter the Game PIN your teacher gives you, to play the Kahoot vocab revision game.





### 6. Game

*You are going to create your own mini London and act as its 'mayor'!*

- 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. In each pair, you will be acting as the 'mayor' of this new city.
- 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 good for residents and have a profitable activity. 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: Describe points of praise.

Work in a group with other students who have 'points of praise' texts. Read the information. Together decide if you understand the words in bold.

Mayor	Two points of praise
Sadiq Khan (mayor 2016–present)	<ol style="list-style-type: none"> <li>1. He launched the Night Tube, which offers a <b>round-the-clock</b> tube service at weekends.</li> <li>2. He is seen to be environmentally aware and refused <b>planning permission</b> for a new stadium which was in London's south-east <b>Green Belt</b>.</li> </ol>
Boris Johnson (mayor 2008–2016)	<ol style="list-style-type: none"> <li>1. He made the city more bike-friendly by investing £1 billion into <b>bike lanes</b> and starting a public bike rental scheme.</li> <li>2. In 2012, London hosted the Olympics which allowed for the <b>regeneration</b> of the industrial East End of the city.</li> </ol>
Ken Livingstone (mayor 2000–2008)	<ol style="list-style-type: none"> <li>1. He made various efforts to improve the city's air quality, most notably by introducing the Congestion Charge. This reduced traffic in the city by forcing the drivers of all private vehicles entering central London to pay a <b>fee</b>.</li> <li>2. To improve the economy of the city, he decided to create more office space and allowed the construction of 15 new skyscrapers, including The Shard.</li> </ol>



### Student B: Describe points of criticism

Work in a group with other students who have 'points of criticism' texts. Read the information. Together decide if you understand the words in bold.

Mayor	Two points of criticism
Sadiq Khan (mayor 2016–present)	<ol style="list-style-type: none"> <li>1. Despite his campaign promises, he allowed some transport <b>fares</b> to rise.</li> <li>2. With very high rent prices in the city, many residents want him to put a <b>freeze</b> on rent prices, but he has not agreed to do this.</li> </ol>
Boris Johnston (mayor 2008–2016)	<ol style="list-style-type: none"> <li>1. The bad economy in 2011 led to increasing anger in <b>disadvantaged</b> areas, sparking huge <b>riots</b> in some parts of the city.</li> <li>2. Some critics suggest that he didn't do enough to <b>cut down on</b> pollution levels in the city.</li> </ol>
Ken Livingstone (mayor 2000–2008)	<ol style="list-style-type: none"> <li>1. Many people disagreed with his plan for new skyscrapers, saying that they destroyed London's historic skyline.</li> <li>2. Although he increased the number of police officers in the city, many residents complained about youth crime and violent <b>gangs</b> in certain neighbourhoods.</li> </ol>



### Mini London: Price list

<b>Name of attraction</b>	<b>Price (M = million)</b>
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



### Mini London: Budget

	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	£ _____	£ _____	£ _____