

VISIT POPULAR LONDON ATTRACTIONS TODAY!

by **Dorota Kunstler**

Gimnazjum nr 2,

Ustron near Cieszyn,

Poland

newlife888@wp.pl

Topic: Visit Popular London Attractions Today!

School: Junior secondary school (Gimnazjum)

Level: Pre-Intermediate

Time: 45 minutes

Aims:

- to find out more information about popular attractions of London
- to practise making questions in Present Simple and Present Continuous tenses
- to practise reading for a communicative task
- to describe past events

Preparations

The teacher checks sites for London given below to see if they are still accessible.

- The teacher goes to the sites of online dictionaries (www.dictionary.com, <http://dictionary.cambridge.org>, www.yourdictionary.com) to see which is the most comprehensible and the easiest for students to understand for definitions.
- The teacher may also provide bilingual dictionaries online. Here are some for Polish students (e.g. www.slowniki.onet.pl, <http://slownik.angielski.edu.pl/slownik/>, www.ling.pl, www.multislownik.pl)

Assumptions: Students have basic knowledge of English history, know the names of main museums and places of interest in London.

Anticipated problems & possible solutions: The website www.londontown.com should be checked by the teacher before the lesson. In case it is under construction or not available the teacher may direct students to the following one: www.travelbritain.com/london/tourism/sites/attractions_index.html. In case students do not have enough time to write the report of the most exciting day in the class they do it as a homework assignment.

I Pre-stage

- 1) The teacher asks one volunteer student to stand in front of the class.
- 2) They choose a famous London attraction not telling the rest of the class which one it is.
- 3) The rest fire questions at them trying to find out the name of the attraction. The volunteer student can only give 'Yes' or 'No' answer.
- 4) A person who gives the right answer gets 5 or a plus from the teacher.

II While-stage

1) The teacher tells students about three people who are going for a three-day trip to London. They have got 3 full days in London and they want to visit popular London attractions. The people enjoy doing different things and have got different interests.

Here are the three people and their preferences:

- Jack - interested in history, geography, English lifestyle, famous people, likes taking photos
- Mary - loves animals, biology, staying outdoors, painting pictures
- Nick - likes tennis and all kinds of sports, interested in explorations of the world and wildlife

However, they have got a few things in common:

- a) the amount of money to spend while in London – £100 each
 - b) a return ticket and hotel with full board already paid
 - c) they want to spend **only one day together** doing something interesting
- 2) The teacher divides the class into 5 groups of 2-3 students.
- 3) Students go to: www.londontown.com .

4) Each group is to make three separate schedules of the stay in London for 3 people during 3 days. Students are to include attractions visited by each of the young people according to their interests and how much money they paid. Students should remember each of the three people has only £100 to spend and that Jack, Mary and Nick are going to spend only one of the days together.

5) Students report back, then decide which of the 3 schedules is the best and which one they would choose for themselves as a group.

III Post-stage

1) The teacher reads a short description of a day spent in London written in present tenses (e.g. It is 2 p.m. and I'm watching an interesting exhibition in National Gallery.) The teacher reads sentence by sentence and different students are to change the sentences (saying them out loud) into past tenses. The above sentence is going to be – 'It was 2 p.m. and I was watching an interesting exhibition in National Gallery.'

2) Students choose one of the people visiting London and they write a report of the most exciting day spent there using past tenses.

3) Students report back and then choose the most exciting description.