

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 _____

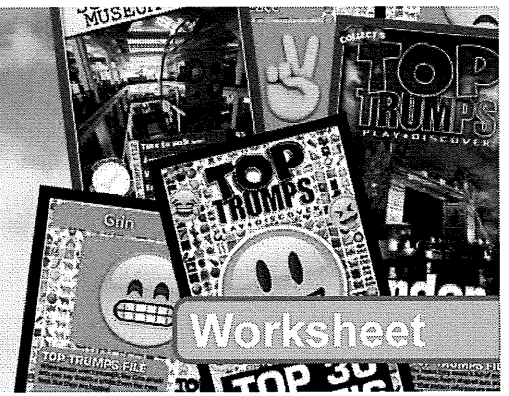
b. In your group, decide the meaning of each adjective. Ask your teacher about difficult ones.

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	/ læstər 'skweə /	less-teh-skueih
3. Westminster	/ 'wɛsmɪnstər /	wes-min-steh
4. Greenwich	/ 'grɛnɪtʃ /	gren-itch
5. South Kensington	/ saʊθ 'kɛnzɪŋtən /	sauth-kensingten
6. Charing Cross	/ tʃæɪrɪŋ 'krɒs /	tcheiring-kros
7. Piccadilly Circus	/ pɪkə'dɪli 'sɜ:kəs /	pika-dili-seh-kes
8. Monument	/ 'mɒnjumənt /	mon-yu-ment
9. Hyde Park Corner	/ haɪd pɑ:k 'kɔ:nə /	haid-pahk-couh-neh
10. Blackfriars	/ 'blækfraɪəz /	blak-frai-ez

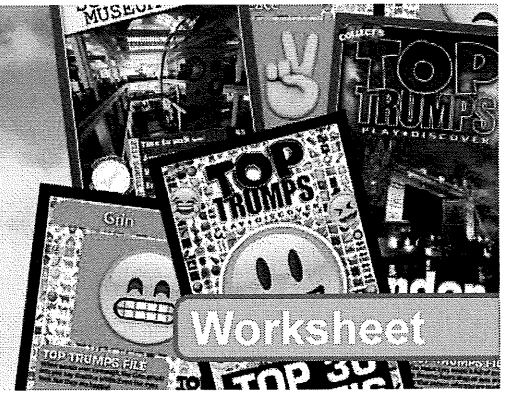
4. Speak

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 / ?

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



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

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

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.

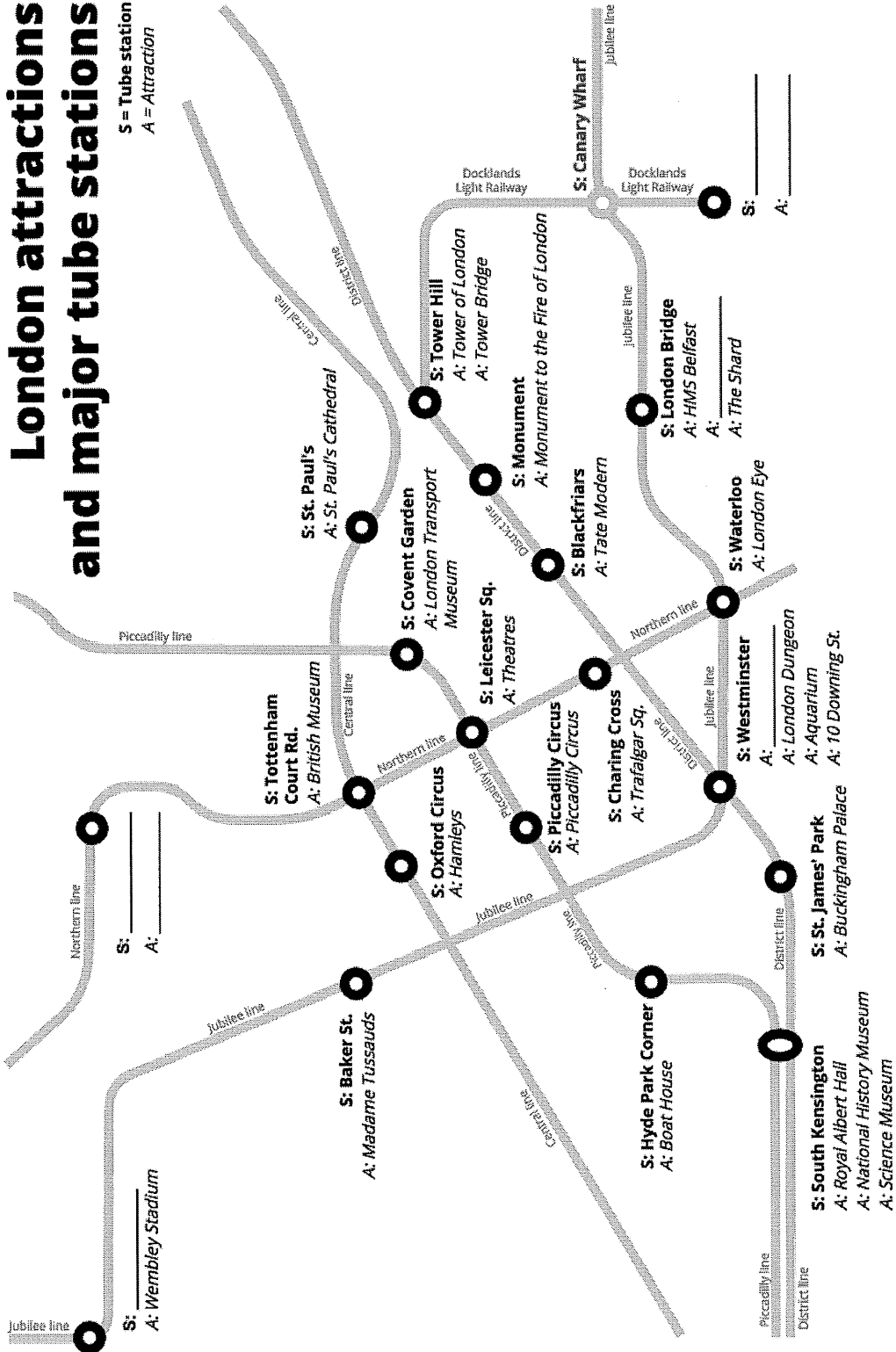
I only have the afternoon free – about 1 p.m. to 5.30 p.m. I want to start by seeing where the Prime Minister lives – I love politics. And I'm a big fan of the Queen. I want to see her house too!

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.

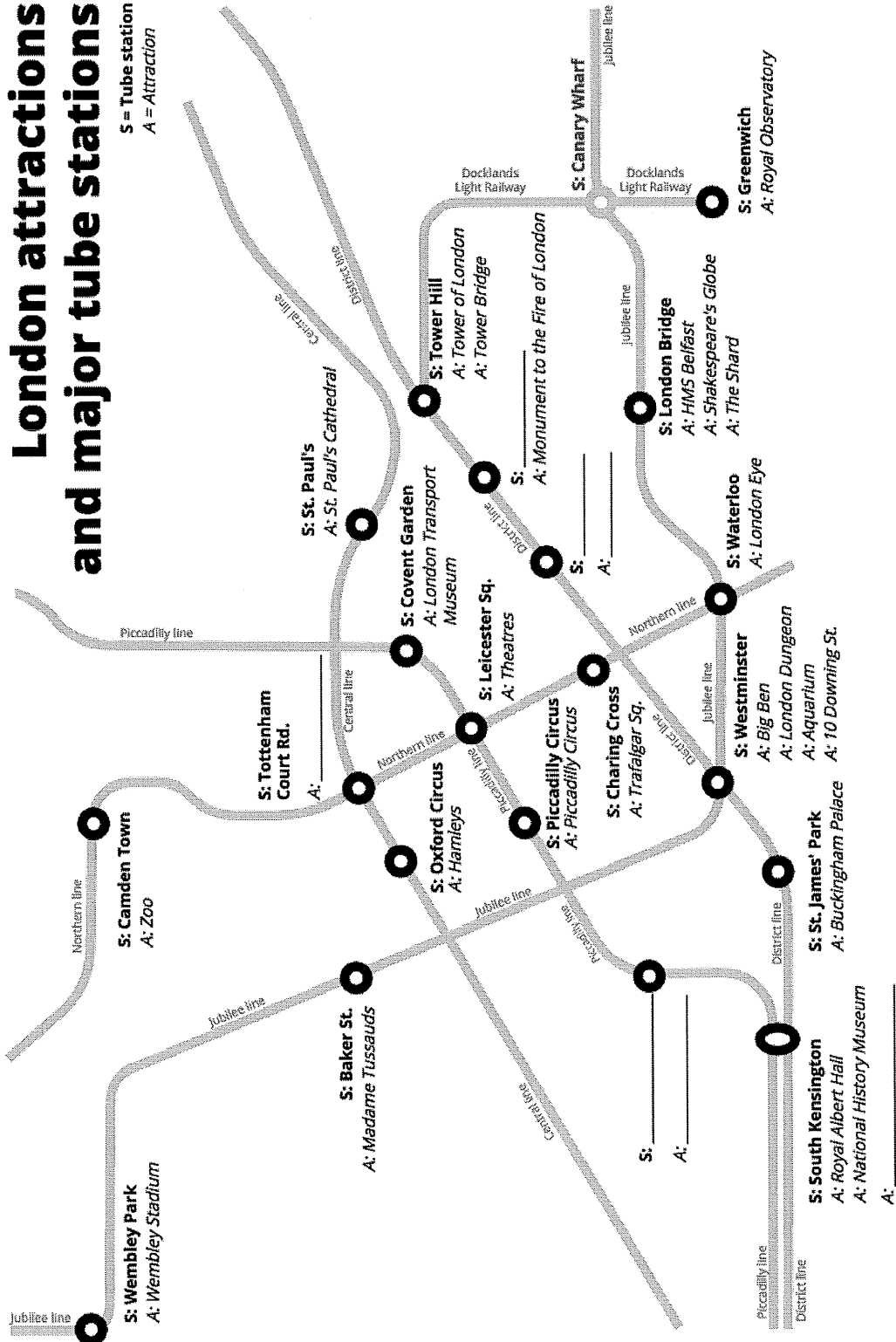
London attractions and major tube stations

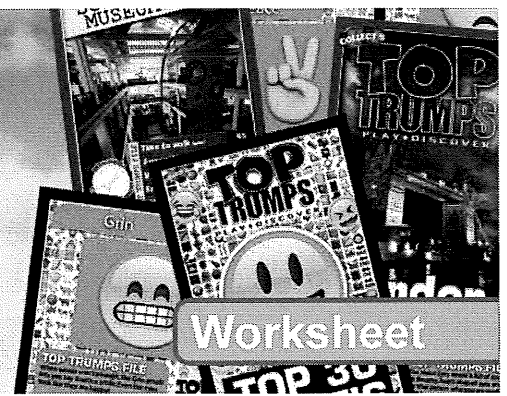
S = Tube station
A = Attraction



London attractions and major tube stations

S = Tube station
A = Attraction

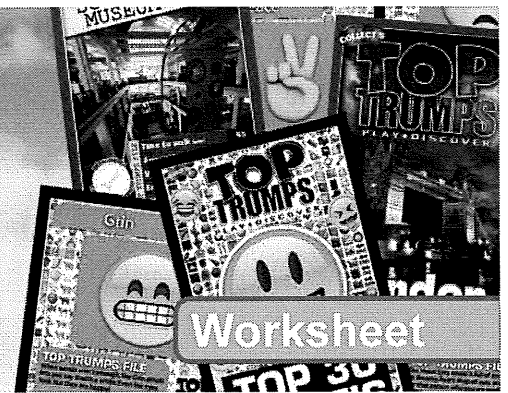




Travel itinerary

Name of client:	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.



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 principle 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?



Travel itinerary

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