

A look at an alternative London (teacher's notes)

1. Warm up (Activity 1) 3 mins

Aims: to break the ice and generate the interest in the topic and set goals for the lesson.

Procedure: Ask students to listen to the song and write down all the words they associate with this song. They might also draw pictures.

Play the song without video (0:00 - 0:50) - <https://www.youtube.com/watch?v=iVFIUYvadX4>

Collect the feedback open class. Ask what city this song is about.

Key:

London

2. Lead-in (Activity 2) 5 mins

Aim: to lead into the topic.

Procedure: Brainstorm open class what students know about London (e.g. London is the capital of the UK, the symbols are red double-decker buses, black cabs etc.)

Put students in pairs and let them make a list of famous landmarks in London. Arrange a mingle activity for students to compare their lists. Then play the [song](#) again with video and ask to add more places.

3. Landmarks (Activity 3) 10 mins

Aim: to expand the knowledge of the culture.

Procedure: Ask students to mark the places of famous landmarks on the underground map, then let them browse the interactive city map and check themselves -

<https://www.londoncitybreak.com/map>







4. Landmarks (Activity 4) 5 mins

Aim: to practise reading for specific information.

Procedure: Students should look at the pictures and come up with ideas about the names and locations of these ideas. They can write their ideas in the table below the pictures. Then they should read the text and check their guesses.

Key:

	Name	The place
	Westminster City Airport	Next to the Houses of Parliament, between Westminster and Lambeth bridges.
	The Trafalgar Square ziggurat	On the Trafalgar square instead, of the statue of Nelson.
	The central London monorail	In Central London instead of buses.
	The Victorian skyscraper	Originally located in Hyde Park, but subsequently moved to Sydenham.

5. Vocabulary work (Activity 5) 5 mins

Aim: to practise reading for detail.

Procedure: Students read the text again, read the definitions and choose the correct words.

Keys:

1. a railroad system that has a single rail often above ground level, or the train that travels along it - **monorail**
2. a very tall modern building, usually in a city - **skyscraper**
3. a photographic copy of an early plan for a building or machine - **blueprint**
4. extremely large - **giant**
5. the curved shape - **loop**
6. losing against someone in a fight or competition = the opposite of victory - **defeat**
7. to remember officially and give respect to a great person or event - **commemorate**
8. to leave a place, thing, or person, usually forever - **abandon**
9. to become blocked or filled so that movement or activity is difficult - **clog**
10. the peak of something - **summit**

6. Follow up discussion (Activity 6) 5 mins

Aims: to practise reading for detail and speaking for fluency.

Procedure: Ask students to discuss the questions in pairs. For questions 7 and 8 they can use the Internet to find the information.

Keys:

1. Quite small as there would be enough space only for single-propeller airplanes.
2. He wanted to commemorate the defeat of the French at the earlier Battle of the Nile.
3. Nearly 50 years ago, people used buses less and there were often traffic jams in the streets.
4. Four.
5. Yes.
6. Any answer.
7. (in ancient Mesopotamia) a rectangular stepped tower, sometimes surmounted by a temple.
8. The Great Exhibition of the Works of Industry of All Nations or The Great Exhibition, sometimes referred to as the Crystal Palace Exhibition in reference to the temporary structure in which it was held, was an international exhibition that took place in Hyde Park, London, from 1 May to 15 October 1851.

7. My alternative London (Activity 7) 10 mins

Aim: to provide writing practice.

Procedure: Students should create their own design idea. Give time to write a plan. If students lack ideas, put them in pairs and ask to brainstorm some ideas together. With weaker students work together through the draft. When students are ready, put the writings on the wall around the class and ask students to walk around, read and vote for the best idea. the Internet to find the information.

8. Sum up 2 mins

Put errors on the board or whiteboard and let SS correct them.

Summarise the lesson and tell students what results they have achieved (Now you can ... After our reading and speaking lesson you will be able to....). Ask them if they have any questions.