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| **Stage & Time** | **Activity** |
| *5 minutes*  Warm up/Review  Short activity, game or review using familiar vocabulary from previous lessons to capture students’ interest | Pub Quiz (sort of)  Put a slide on the board with lots of different landmarks / elements from London on it. Students work in teams to name as many of the landmarks/ pictures as possible.  *e.g. houses of parliament, double decker bus, London eye, tower bridge, tower of London, Big Ben, black cab, telephone box, Buckingham Palace, Paddington Bear, Harry Potter, river Thames etc*  Make sure that everyone can recognise different landmarks and cultural factors of London. Explain that you will be using this vocabulary in the lesson. Go through the vocab a few times on the slide and then take the slide away and see how many students can recall. |
| *20-30 minutes*  Main Lesson Content  Intro  Introduce the topic and new vocabulary in the simplest form  Context  Introduce the target sentence to put vocab in context  Practice  A topic-based task for students to practice language  Assessment  Test understanding of the class as a whole | Explain that you will be talking about going on a ‘tour of London’. Ask students if they have ever been to London. Allow time for discussion about what they liked/ why they liked it / why they didn’t like it. Write key phrases on the board.  Use the recording and transcript from British council*: http://learnenglishteens.britishcouncil.org*  */skills/listening/elementary-a2-listening/tour-london* to do a fill in the gaps exercise. Play the recording 3 times in total. Once all the way through, once with stops and once all the way through again. Check the responses as a class.  Working in pairs, students must use key phrases from class discussion and landmarks to write an introduction to a landmark (more than one if you have more time) , explaining what it is and why they want to go there. Optional sentence structures:  *Beginner: I want to go to ---, because ----.*  *Intermediate: When I go to London, I will visit---. I think it will be--- and --- because ----*  *Advanced: If I visit London, I think it would be ---- to visit ---- because ----.*  Choose some students to read out their work to the class. |
| *5 minutes*  Cool down  A fun, calming activity to wrap up lesson. Reward good behaviour. | Hot Seat: Ask one student to sit in a chair with their back to the board. Write a word from the lesson on the board so that the whole class, except from the student in the hot seat can see. Students must describe the word to the person in the hot seat for them to guess. |