

## Aims

Students will:

- practise listening skills
- learn about the London Eye
- talk and write about the London Eye

## Vocabulary

- recycled vocabulary: *capital, city, flag, big, small, beautiful, heavy, expensive*
- new vocabulary: (words and expressions connected with tourist attractions) *tourist, crowd, ticket, view, evening, day, wait in a queue, go for a ride, go to the top, get into a capsule*

## Extra materials

blank sheets of paper, a dark marker, crayons

## Warm-up

**Materials needed:** a blank sheet of paper, a dark marker

**Time:** 2 minutes

- Ask students to leave their seats and come to the centre of the classroom. Ask them to form a circle. Write on a sheet of paper: your *school's roof* and put it inside the circle. Explain *roof*. Tell them to imagine they are on top of the roof of their school. Ask: *What can you see down there?* Elicit a few responses (eg shop, bank, street, cars, people). Allow them to use Polish if necessary.
- Ask: *Would you like to see London from the sky?* Ask students to go back to their seats.

## 1

**Time:** 7 minutes

- Tell students they are going to watch a video about one of London's attractions.
- Ask students: *Do you know any attractions in London?* Correct the pronunciation if necessary. Possible answers: Big Ben, Tower Bridge, London Bridge, Buckingham Palace.
- Distribute worksheets for unit 3.
- Focus students' attention on the sentences in exercise 1. Ask individual students to read them aloud. Stop after each sentence and ask for the translation.
- Explain the true/false activity. Say: *I'm a teacher. True or false?* Elicit: *true*. Say: *I'm a doctor. True or false?* Elicit: *false*.
- Play the video (**viewing 1**).
- Students complete the true/false activity individually.
- Get individual students to read the sentences and their answers aloud.

**Answers:** 1. true 2. true 3. false 4. false 5. true

## Audioscript

*London is the capital of the United Kingdom. The United Kingdom isn't a big country but London is a very big city. It's also very beautiful. Many tourists from all over the world visit London every year. You can see crowds of people almost everywhere.*

*One of the most popular tourist attractions in London is the London Eye. Many people wait in a queue for a long time to get tickets to go on the London Eye. 3.5 million people go on it every year. It has got 32 glass capsules. They are very heavy – every capsule weighs 10 tonnes and it can take 25 passengers. Look how big the London Eye is!*

*You get into a capsule and it takes you up for a 30-minute ride. Don't worry! The London Eye isn't fast. It's very slow! You've got a lot of time to see everything. When you get to the top you can see the whole city, for example, Big Ben, the Queen's home – Buckingham Palace, Tower Bridge, and many more great places in London.*

*You can go for a ride during the day or in the evening. The tickets are not very cheap – they're expensive, but the views are really fantastic. The London Eye is great fun!*

## 2

**Time:** 6 minutes

- Ask students to look at the words in the box. Read the words out loud and ask all students to repeat after you – choral repetition.
- Read the words again at random. Ask individual students to repeat – individual repetition.
- Tell students to watch the video again and listen for the practised words. Play the video (**viewing 2**).
- Students match the words to the pictures. Give them a time limit of one minute.
- Ask individual students to read out the answers.

### Answers:

1. tourist 2. ticket 3. view 4. ride 5. day 6. capsule  
7. queue 8. crowd 9. top 10. evening

## 3

**Time:** 3 minutes

- Ask a student to read the example together with the Polish translation.
- Ask students to work in pairs and continue in the same manner, matching verbs from column 1 to the corresponding nouns from column 2.

- Ask individual students to read out the answers. Correct the pronunciation if necessary. Ask students to repeat problematic words or phrases after you – choral repetition.
- Read a Polish phrase and ask a student for a translation. Continue with all four phrases.

**Answers:** 1. c 2. d 3. b 4. a

## 4

**Time:** 5 minutes

- Ask students to work in pairs and put the jumbled words in the correct order to create sentences that make rhymes in a poem. Students write them down in the space provided.
- Ask individual students to read out the sentences they have just made.
- Point at individual students to say the two lines with rhythm – individual repetition. Keep the pace brisk. Point out that those lines create a short poem. Correct the pronunciation if necessary.
- Continue in the same manner with the remaining lines of the poem.
- Divide students into two groups. 'Conduct' the students as if they were in an orchestra. One group says: *Red, white, blue*. The other answers: *Wait in a queue*. Continue with all the lines of the poem. Keep up the rhythm making it fun for the students.

**Answers:** 1. Wait in a queue 2. Get into capsule two 3. Evening and day 4. Get to the top 5. See the view 6. To the crowd 7. Go for a ride 8. High in the sky

## 5

**Time:** 6 minutes

- Write on the board: 3 – 10 – 25 – 30 – 32.
- Point to the numbers and read them aloud.
- Read the numbers again and ask students to repeat after you – choral repetition.
- Point to the numbers in silence. Students say the numbers – choral repetition.
- Point to the numbers at random and point at individual students who say the numbers – individual repetition.
- Draw students' attention to the sentences in exercise 5. Ask students to read them silently. In order to make sure students understand the sentences, try to elicit in Polish what information is missing in every line.
- Pair work. Students make an attempt to predict answers in pairs.
- Play the video ([viewing 3](#)).

- Pair work. Ask students to complete the exercise in pairs. Ask individual students to read out the answers as whole sentences. Correct the pronunciation if necessary.

**Answers:** 1. b 2. a 3. c

## 6

**Time:** 3 minutes

- Students work individually to fill in the gaps. Give them a time limit of two minutes.
- Ask individual students to read out the answers as whole sentences.

**Answers:** 1. big 2. heavy 3. beautiful 4. cheap 5. expensive

### Project – the London Eye poster

**Time:** 10 minutes

**Materials needed:** a blank sheet of paper (one for each group of 3–4 students), crayons

- Group work. Get students into groups of 3–4.
- Explain that they are going to create a poster for the London Eye.
- Tell them to include a picture, five sentences and information about the London Eye they have learnt during the lesson. To get them started, you can suggest: *The London Eye is great fun. It is very big. It has got 32 glass capsules. Wait in a queue to get tickets. The tickets are expensive. The ride is 30 minutes long. The views are beautiful.* With a weaker class, you can write a word or two from each sentence on the board and ask for completion of the sentences.
- Set a time limit of seven minutes.
- Walk around the classroom providing help and checking the vocabulary and grammar.
- When the students have completed their work, make a display on the wall or on the desk. Invite the students to see their classmates' work. Appreciate their work (with reward stickers, marks or teacher's points).

### Homework

Set exercise 7 as homework. Check it during the next class.

**Answers:** 1. view 2. ticket 3. capsule 4. ride 5. top 6. flag 7. tourist 8. country 9. day 10. crowd 11. evening

**Message:** Visit London

## Optional exercise

**Time:** 4 minutes

Having checked the crossword, you can do the *Spelling Race* in order to consolidate the vocabulary from the crossword.

*Spelling race:*

- Divide the class into two groups. Each group nominates a secretary.
- Divide the board into two halves. Write: *Group 1*, *Group 2* in the respective halves.
- Ask both secretaries to come to the board.
- Explain to the class that it is a spelling race. The group that finishes first and has the smallest number of mistakes wins.
- The groups shout out the words to the secretaries. Group A: words 1–5 from the crossword, group B: words 6–10 from the crossword. The secretaries write the words from the crossword on the board.
- The winning team's secretary writes the last word *evening* on the board. The team is announced as *Spelling Masters*.
- Students check their own spelling of words in the crossword.