

Escape 3

Topic

London, famous places, gifts

Learning outcomes

- Make predictions about a text using key words
- Use learner-generated materials as language practice and to create interest in a listening text
- Listen to a narrative text and identify specific information
- Some students may give presentations about the landmarks of their home town or region

Age and level

13-17, Adults (A2 / B1)

Time

Approximately 45-60 minutes + optional follow-up activity

Materials

- Presentation OR
- Student worksheet
- Image: Escape 3
- Audio file: Escape 3


Introduction

This lesson is designed to encourage students to develop their higher-level critical-thinking skills to speak about images.

Students look at a photograph then complete a series of activities to make predictions about the story behind the photo. They create their own listening task based on their predictions, then listen to a

recording by the photographer. The photographer explains the story behind the photo. Students then have the opportunity to plan a local route which would provide interesting photographs. A student worksheet accompanies this lesson. However, teachers can use a presentation for a no-printing option.

Procedure

1. Lead-in (5-10 mins)	<ul style="list-style-type: none"> • Ask students to say what they know about London. If they know a lot, quickly move on to the next step. • Ask them to name any monuments or famous buildings in London. Write the names on the board, and make sure you include Buckingham Palace in the list. <p>Note: It may be a good idea to warn students in the previous class that they will be talking about London, so they can find out information to bring to class.</p>
2. Introduction to audio file and photograph (10 mins)	<ul style="list-style-type: none"> • Explain that in this lesson, students are going to look at a photograph taken outside a famous building in London. They will listen to the photographer talking about the photograph. • Explain that students will listen to the first part of the audio file. They should listen and try to hear which famous building the photographer mentions. • Play the first part of the recording up to where the speaker says: 'It's a very famous building'. (23 seconds). • Ask students to say what the building is (Buckingham Palace). Ask them to say what they know about Buckingham Palace (It is the official residence of the head of the UK monarchy; it was built as a house in 1705 then converted into a palace in the 1820s). • Show slide 2 of the presentation. Alternatively, download the image and project it, or find and show the image online. <div style="text-align: center;">  <p>http://www.flickr.com/photos/54942754@N02/5748469836/in/photolist-9KYpNU-9KYpyy-9Bisqx-9KVAcc-cKfTLw</p> </div>

	<ul style="list-style-type: none"> Point out the chocolate monkey sitting on top of the post in front of the palace. Put students into pairs / small groups and ask them to think of reasons why it's there. Ask some pairs / groups to share their ideas with the class.
3. Using words to develop ideas (10 mins)	<ul style="list-style-type: none"> Show slide 3 of the presentation or dictate / write these words on the board: <div data-bbox="347 539 1177 947" data-label="Image"> </div> <ul style="list-style-type: none"> Explain that these are some of the words used by the photographer to talk about the photo. In the same pairs / groups, students use the words to change and develop their original ideas about why the chocolate monkey is in the photo. After a few minutes, show slide 4 of the presentation or refer students to Task 1 of the student worksheet. This word cloud contains the 50 most frequent words in the transcript. In their pairs / groups, students develop their ideas about the photograph further.
4. Preparing to listen (10-15 mins)	<ul style="list-style-type: none"> Show slide 5 of the presentation or refer students to Task 2 of the student worksheet. Ask each pair / group of students to write five 'True / False / Doesn't say' sentences about their ideas and the words in the word cloud. Provide examples to help students understand what they have to do with the sentences below: They took a different photo in front of Big Ben. True / False / Doesn't say The photographer's father-in-law lives in London. True / False / Doesn't say The monkey was a present for the father-in-law. True / False / Doesn't say Circulate as students write and help where necessary.

	<ul style="list-style-type: none"> If you like and if there is time, you could ask pairs / groups to exchange and read each other's sentences. They can use these sentences for the next task.
5. Listening (10-15 mins)	<ul style="list-style-type: none"> Explain that students will now listen to the photographer, and he will explain the story behind the photo. They should listen and see if the sentences they wrote in the previous task are 'true', 'false', or 'doesn't say'. Play the audio file and give students time to discuss the sentences and answers. Play the audio file again, and give everyone time to choose the answers. If students exchanged sentences, they can now give them back. Conduct whole class feedback, asking students to summarise what the speaker was talking about and the real reason for the chocolate monkey being in the tree. <p>Answer: Phil was in London and bought the chocolate monkey as a gift for his father-in-law. His father-in-law loves London but has never been there. So Phil took photos of the monkey at different famous places in London. He sent the monkey and photos to his father-in-law in Argentina.</p> <p>Note: You can find the transcript for the audio file in the Appendix of this lesson plan. It is also available on slides 6-8 the presentation.</p>
6. Follow-up (optional) (20 mins)	<ul style="list-style-type: none"> Ask students to imagine that they are going to take photographs as a present for someone. Put them in pairs or small groups and ask them to plan a route around their town, region or country, choosing important or interesting sights to photograph, and to prepare to explain their route to their classmates. When they are ready, students explain their route to a new pair / group.

Contributors

Activity by: Fiona Mauchline

Photograph by: Phil Bird

Appendix: Transcript

Phil

I took this picture in 2007. As you can probably see, I was standing right in front of Buckingham Palace, the Queen's residence in London. It's a very famous building.

There is a story behind the photo, as you can probably imagine. My wife and I were in central London and we were looking for a present for Father's Day for my father-in-law. We wanted to find something different and original, but not very big because we had to send the present by post. Um, my father-in-law lives in Argentina, and he's really interested in things to do with London so.... anyway.

So we found the chocolate monkey that you can see in the photo and we bought it for him – it says Number One Dad in the World on it - and then we were walking around, shopping and having a sandwich in the park and enjoying the day and, I dunno, I decided it would be fun if we put the monkey in a tree in the park and took a photo. And then I thought it'd be a good idea to put it in front of Buckingham Palace and Big Ben and other famous places, and took photos. Similar to the film 'Amelie' with the garden gnome that sends postcards from different cities around the world. Do you know it?

Interviewer

Yes, yes, it's a fun idea. I can't remember exactly how she did it in the film though.

Phil

Well, I don't know, that's what we did, we walked to different places – Number Ten Downing Street where the British Prime Minister lives, Trafalgar Square, Big Ben, the river...and took photos with the monkey. And we took a picture of it in front of Buckingham Palace, near the park.

He's very, my father-in-law's very interested in London, he's never been here but he loves to see pictures of it, so we thought he'd really like this. We printed out the photos and we sent them with the chocolate monkey as a Father's Day present. And that's it!