

Lesson plan | Heritage is GREAT**Objectives:**

- To practise language used to describe historic tourist attractions
- To practise reading for detail
- To practise discussing as a group
- To practise writing narrative accounts (extension tasks)

Level: Intermediate+**Time:** 60 - 100 mins

This lesson explores some British historic attractions through a jigsaw reading activity that promotes group work. There is an active vocabulary exercise to engage learners and should time allow the extension activities will allow learners to engage their creativity around the topic.

Procedure**Warmer: 15 mins**

- Display the campaign poster (use the original poster if you have access to it) **or** hand out **Task 1**, folded or cut. Give students **Task 2**. Ask students to look at the first question and elicit what they know about Henry VIII. Encourage students to provide as much information as possible. If your students are unfamiliar with the history then teach them key events (www.bbc.co.uk/history is a good source)
- Display word cloud to learners from **Task 1**, and ask students to work together to complete the table in **Task 2**. Learners have to identify people and places from the word cloud and should note any new words in the third column. Check the meaning of new words with the class or ask learners to find dictionary definitions.
- Ask students what they know about the people and places that they have added to the table. Elicit as much information as possible.

Vocabulary 15 mins

- Put students into groups of five, give each of the students one of the texts from **Card Sheets 1 & 2**, along with **Task 3**. Ask students to find words or phrases from the grid in their texts, clarify that there are three words/phrases from each of the five texts.
- Give each group a set of shapes cut from **Puzzle Pages 1-5** (one set per group/pair). Explain to learners that they have to match the words and definitions to complete the puzzle. Highlight that their puzzle will look like the shape in **Task 3** when it is complete.
- Students will work together to match the words and definitions to complete the puzzle. Highlight that their texts will help them find the meaning of the words. The first group to finish could split up to help the other groups in the class, or if groups are struggling they could be invited to look at another group's puzzle for support.

Lesson plan | Heritage is GREAT**Jigsaw Reading activity 15 mins**

- Explain to students that they will have to work together to find the answers to the questions in **Task 4**. Ask students to read their texts to find the answers to the questions. Encourage students to ask questions and discuss the answers. Support groups with vocabulary if needed.

Speaking activity 15 mins

- Give students **Task 5**. Tell students that they have to choose one of the places mentioned in the texts to visit. Students should discuss in groups the advantages and disadvantages of each place or attraction mentioned in the texts. Tell students that groups should come to agreement and give reasons for their choice. Circulate, monitor and support students' language use during this task. Ask groups to share their choices and reasoning at the end of the activity.

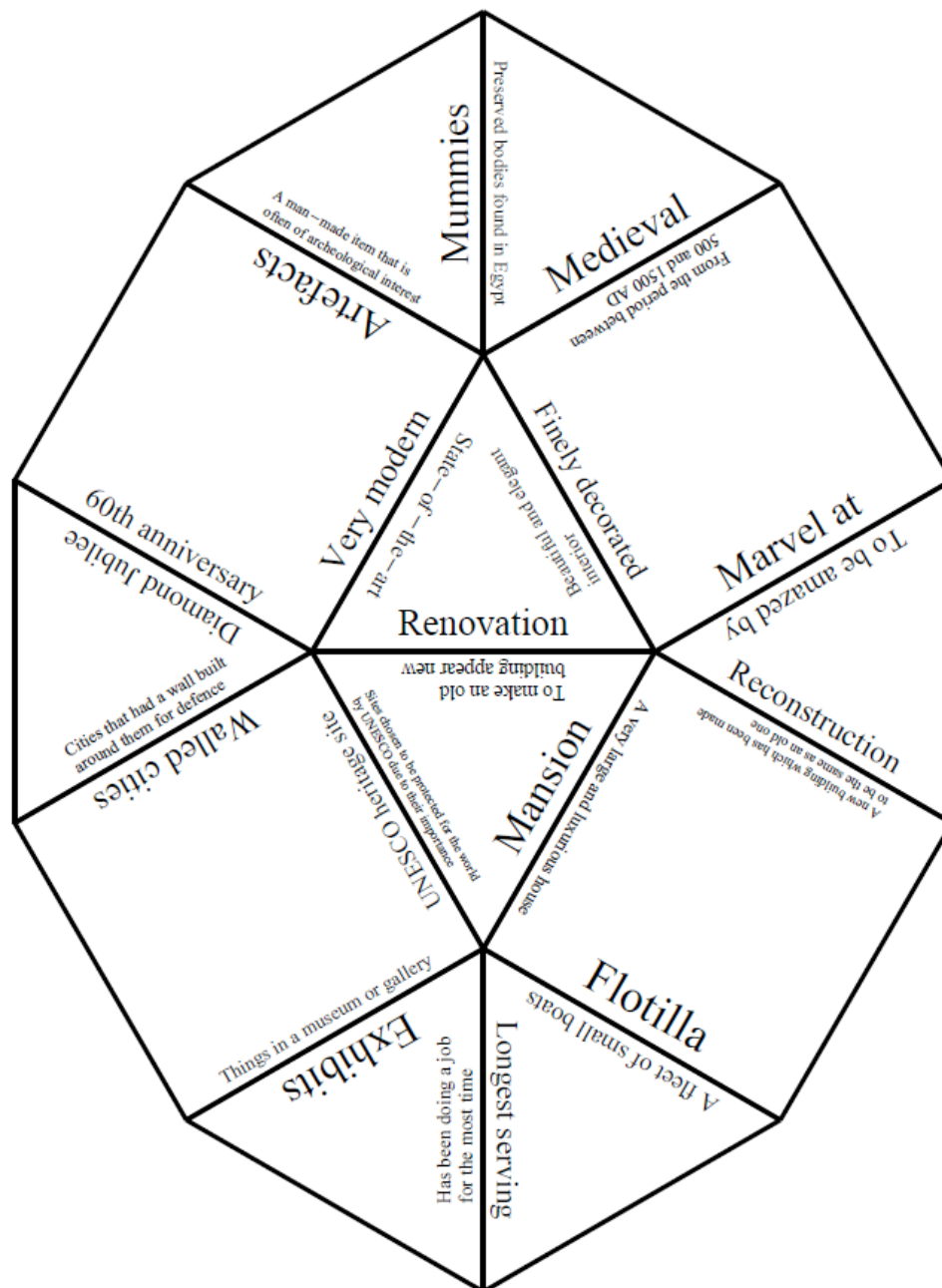
Extension 1/Homework task 20 mins

- Ask learners to look at the writing activity in **Task 5**. Learners should imagine that they have gone to visit the chosen place/attraction as a group and that they are going to write a postcard. Elicit what they should include on a postcard. Learners could share their texts with the class when complete.

Extension 2/Homework task 20 mins

- *NB, while this is well-known history, the issues may not be suitable for all classes. Also this exercise will work better with classes who have heard the story of Henry VIII's six wives previously.*
- Give students **Task 6**. Elicit what the class knows about Henry VIII. Elicit what kind of man they think he may have been. Explain to the class that they have to imagine a conversation between Henry and one of his wives. Ask students to read about Henry's six wives and to choose one. Students should then work in pairs to write an imagined dialogue between Henry and his wife. Support students with vocabulary and grammar where needed. If internet access is available students could research Henry VIII and his wives and use this to support their dialogues. www.bbc.co.uk/history is a good source of information.
- As a further extension, students could perform their dialogue to the class.

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Puzzle Solution



Answers to Reading questions (Task 4)

Question 1	The Tower of London, Buckingham Palace, (British Museum.)
Question 2	The Queen's Diamond Jubilee & The World Shakespeare Festival
Question 3	The British Museum in London
Question 4	Edinburgh
Question 5	The Tower of London
Question 6	Stratford-Upon-Avon (or London)