

**Topics**

Original gifts, famous places, London

**Aims**

- To speak about London
- To listen for specific information
- To give reasons (speaking skills)
- To make predictions about a text using key words (writing skills)
- To use learner-generated materials as language practice and to create interest in a listening text
- To speak about your home town or region.

**Age group**

14+

**Level**

A2-B1

**Time**

Approximately 40-60 minutes

**Materials**

1. [Audio file](#)
2. [Image](#) (Escape #3)

**Introduction**

This activity is designed to encourage students to develop their higher-level critical-thinking skills to speak about images. The activity is part of a package of materials, which includes audio to help students develop their listening skills. The focus in this lesson is on giving reasons and on making predictions about a text.

**Procedure**

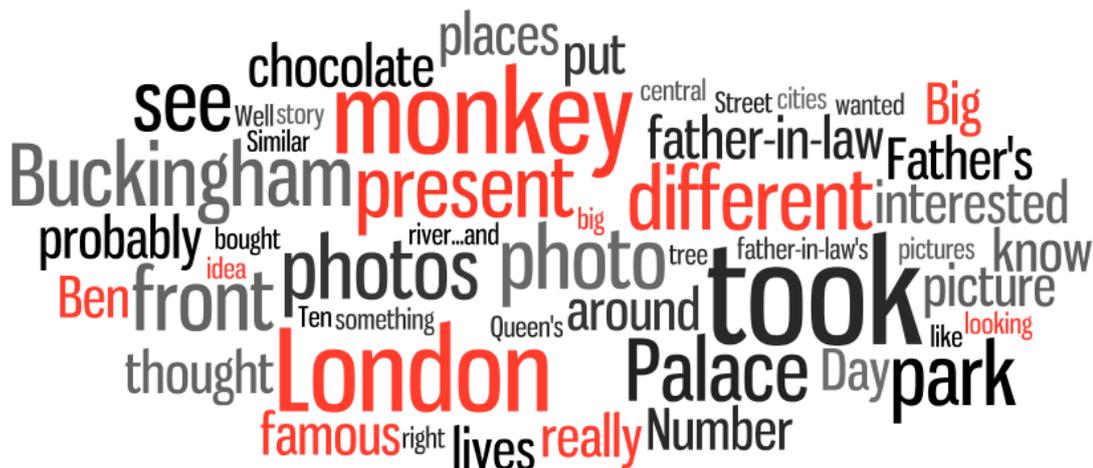
1. Brainstorm what students know about London and find out if they can name any monuments or famous buildings.  
  
It is a good idea to warn students in the previous class that they will be talking about London, so they can find out information to bring to class.
2. Play the first part of the recording up to where the speaker says 'It's a very famous building' (23 seconds).  
  
Ask students which famous building the photograph is in front of.
3. Show students the photograph and ask why they think there is a chocolate monkey in the picture.  
  
Put students in small groups and ask them to think up reasons. Brainstorm ideas as a class.
4. Give students some of the key words from the transcript. These could either be the word cloud on the student worksheet (shown below), or you can decide on others.



Ask them to look at the key words and the ideas they came up with in stage 3 to decide if their ideas look probable or not.

Ask students to develop and adapt their ideas further using the keywords.

5. Show students the second word cloud (below and on the student worksheet), which contains the 50 most frequent words in the transcript.



Ask them to use these words to develop their ideas about the photograph further, working in pairs.

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| <p>6.</p> | <p>Ask each pair of students to write five 'True / False / Doesn't say' sentences about their ideas and the words in the word cloud. Provide examples like these to help students understand what they have to do:</p> <ol style="list-style-type: none"> <li>1. <i>They took a different photo in front of Big Ben. True / False / Doesn't say</i></li> <li>2. <i>The photographer's father-in-law lives in London. True / False / Doesn't say</i></li> <li>3. <i>The monkey was a present for the father-in-law. True / False / Doesn't say</i></li> </ol> |
| <p>7.</p> | <p>Ask each pair of students to exchange and read each other's sentences.<br/>Play the recording twice for them to listen and choose the correct answers.</p>  |
| <p>8.</p> | <p>Students give back the sentences to the original pair. If necessary, play the recording again while students listen and correct their classmates' answers.<br/>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>  |
| <p>9.</p> | <p>Follow-up: Ask students to imagine that they are going to take photographs as a present for someone.<br/>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 partner.</p>  |

**Contributors**

Activity by: Fiona Mauchline

Photograph by: Phil Bird

**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, I do. But I can't remember exactly how she did it in the film...

**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!