



PÉCSI TUDOMÁNYEGYETEM
UNIVERSITY OF PÉCS

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K A P O S V Á R I
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A kompetencia-alapú pedagógusképzés regionális szervezeti, tartalmi és módszertani fejlesztése
a Pécsi Tudományegyetem és a Kaposvári Egyetem részvételével

TÁMOP-4.1.2-08/1/B-2009-0003

Created by: Tarnai Gábor

MA: Teacher of English Language and Culture

Course: Methodology

Module: Travel

Travel Broadens the Mind

(Cooperative Projects on a Field Trip to Britain)

1. Lesson content – Introduction of the topic:

Teachers and L2-learners (Ls, henceforth) may feel fortunate as they often stand the chance to organise field trips not only to different parts of their own country but abroad as well. In this class we are going to show and discuss how to make various didactic preparations for a field trip to the target language country, that is, a project of some aspects of Britain. In the first part, Ls do extensive research using audio-visual input into the places they are going to visit. Then they are going to show their research through a compilation of ideas in a quiz format to the class while the others evaluate them. During the trip, Ls do different on-the-spot activities, take loads of pictures, gather realia, do quizzes and, most of all, they use the target language.

For the student teachers, the aim of the module is as follows:

- to understand cooperative projects;
- to get an insight into know how to prepare for a field trip to the target country;
- to understand how to produce picture description exercises;
- to utilise the authentic L2 materials gathered in the target country;
- to practice the use of realia in class;
- how to comply with the different levels of Listening Comprehension as described in the Common European Framework of Reference for Languages;
- how to produce eligible speaking exercises and picture-based tests for the Hungarian Érettségi and different language exams.

2. Teacher competences to be developed:

a. general competences (15/2006. (IV. 3.) OM rendelet az alap- és mesterképzési szakok képzési és kimeneti követelményeiről)



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In accordance with the pedagogical key-competences, professional teachers (of the field) should be able to:

1. develop the personality of their students;
2. assist in group dynamics;
3. plan pedagogical processes and procedures;
4. use their professional expertise to develop and enhance learners' capacity, skills and capability;
5. develop the efficient pedagogical competence for life-long learning;
6. organize and guide the learning-teaching process and procedure;
7. utilize the various means of assessment and evaluation;
8. cooperate and communicate at a professional level;
9. cultivate and master the field, and show commitment to professional study and advancement.

b. The teacher of English language and culture:

1. must have an excellent level of communicative competence of the target language (C1 at least), and must be able to use the grammar and the registers of the target language;
2. should understand the different theories of Applied Linguistics and should be able to apply the most appropriate of methods and procedures in the field of the basic skills, grammar, pronunciation and intonation, as well as is capable of teaching the learners the different cultures of the target language, assessing and evaluating the knowledge of the learners;
3. must be able to use different techniques in the field, such as cooperative learning, (pair-work and group-work), as well as the so-called frontal teaching;
4. must know and be able to utilize the communicative and task-based features of Applied Linguistics, the interdisciplinary approach as well as the field-oriented language-teaching; moreover, the teacher should be capable of managing, guiding, assessing and evaluating of processes and procedures of drama-pedagogy and project-work.

3. Preliminaries:

This module should be one of the final courses, when student-teachers are capable of producing extensive lesson plan, using audio-visual equipment or ICT in the classroom. Thus, they can prepare their own teaching material using authentic sources from visuals and realia. They are fully aware of different methods and their classroom implications and can produce several projects. Their command of the target language should be C1-or C2.





4. Teaching materials and equipment:

DVD or multimedia player with a Video Display Unit (a TV-set or a projector) a board (or a flipchart or SMART board), plenty of markers, sheets, and handouts.

5. Lesson plan (Methodology)

Pre-Tasks

Task 1 🧑‍🤝‍🧑 Based on previous experience and knowledge on cooperative projects and team-projects.

- a. For a warming up exercise, in two minutes write down what you know about cooperative projects and team-projects. Use only keywords rather than full sentences
- b. With your partner produce a mind-map which arranges the above-mentioned notions such as cooperative projects and team-projects! Write down your ideas and concepts and arrange them into modules in a mind map. Each concept or module is represented by a box, which contains the name of the concept or the module. The tree structure visualizes the relationships between the concepts and modules.
(If you have not participated in cooperative projects before, here are some notions for you to use:
 - Games for breaking the ice, problem solving, introducing each other, pairing-up, conflict solving, decision making;
 - Games for forming teams, matching partners or pairs, how to work cooperatively and effectively, group cohesion;
 - Games for strengthening group-dynamics: the roles within the group, activities, mutual understanding, appreciation and consideration of the others, critical thinking, experiencing success as well as failure;
 - Setting the aims/rules: What are the objectives of the project? Learning how to prepare the project. Mutual responsibility. How to share the work? How to assess the outcome?)



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Task 2 Introduction of the new topic:

Watch the first scene of the video. In the video T introduces the launch of the project of England. (**Scene 1**, Video: 0.11 – 0.38)

a. Brainstorming: What exactly is the task? What techniques can Ls use and bring to class? Is this going to be an in-class activity entirely? What is the nature of the project? What aim do you think the project will serve?

b. Timed-pair share: In the second scene you can observe one of the Ls introducing her favourite place and you can check her handout below. In pairs, Ss share with a partner for a predetermined time while the partner listens. Then partners switch roles. (Each of the partners has a minute to explain and take notes in the respective cells.) (**Scene 2**, Video 0.38 – 01.06)

Type of exercise:		
Pros of this Type	Cons of this Type	The changes to be made
?		



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Stratford-upon-Avon - Compiled by Réka Takács

From: <http://www.shakespeare-country.co.uk/towns-villages/stratford.aspx?>

In 2011 Stratford-upon-Avon was voted the sixth best destination in the UK by the world's largest travel website, TripAdvisor.

Stratford-upon-Avon is a picturesque town beautifully situated on the river with a wealth of black and white timber framed buildings. It is, of course, most famous for being the birthplace of the world's greatest playwright, William Shakespeare.

Enjoy a stroll around the town centre with its good selection of shops, restaurants and tearooms. A great way to explore the town and the neighbouring villages of Shottery and Wilmcote (home to Anne Hathaway's Cottage and Mary Arden's) is with City Sightseeing's hop-on, hop off buses.



Families will love the Butterfly Farm which houses hundreds of exotic species. Anyone interested in the 'Terrible Tudors' won't want to miss the The Falstaffs Experience, a living museum where history is brought to life with theatrical and atmospheric settings. If the world of magic, spells and Wizardology are more your thing then Magic Begins at the Creaky Cauldron. No visit to Stratford-upon-Avon would be complete without seeing a production by the Royal Shakespeare Company, who reopened their main theatre on 24th November 2010 after an extensive rebuild and renovation.

The best of Stratford's architectural heritage is located along a centuries-old walking route leading from Shakespeare's Birthplace in Henley Street to Holy Trinity Church in Old Town. Here are to be found nearly all of the town's most important buildings, some of them of national importance. The Stratford Society has documented this walk as 'The Historic Spine' which we believe will help both visitors and residents to appreciate the unique experience of tracing this route through the heart of historic Stratford. We prefer to think of the walk as 'Birthplace to Grave'.



Stratford is also home to a series of festivals through the year with something for everyone: Literary Festival, Fringe Festival, Poetry Festival, River Festival, a Food festival and and Music Festival.



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Optional follow-up tasks for lead-in tasks: These are other types of lead-in tasks.

- c. In pairs, you should alternate generating brief oral responses about the pros and cons of this particular exercise. (*RallyRobin* by Kagan)

Piccadilly Circus from: http://en.wikipedia.org/wiki/Piccadilly_Circus



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From: <http://en.wikipedia.org/wiki/Canterbury>

.....is a historic English cathedral city, which lies at the heart of the City of, a district of Kent in South East England.

Thomas Becket's murder at Cathedral in 1170 led to the cathedral becoming a place of pilgrimage for Christians worldwide. This pilgrimage provided the theme for Geoffrey Chaucer's 14th-century literary classic *The Tales*.

Many historical structures remain in the city, including a city wall founded in Roman times, the ruins of St Augustine's Abbey and a Norman castle, and perhaps the oldest school in England, The King's School. The King's School is a British co-educational independent school for both day and boarding pupils in the historic English cathedral city of in Kent. It is a member of the Headmasters' and Headmistresses' Conference and the Eton Group.

The Black Death hit in 1348. had the 10th largest population in England; by the early 16th century, the population had fallen to 3,000.

In 1413 Henry IV who was the ninth King of England of the House of Plantagenet, became the only sovereign to be buried at the cathedral.

The and Whitstable Railway, the world's first passenger railway, was opened in 1830.

During the First World War, a number of barracks and voluntary hospitals were set up around the city.

The biggest expansion to the city occurred in the 1960s, with the arrival of the University of Kent at and Christ Church College.

The 1980s saw visits from Pope John Paul II and Queen Elizabeth II, and the beginning of the annual Festival. The Festival is Kent's international festival of the art.

..... Cathedral is one of the oldest and most famous Christian structures in England. It forms a World Heritage Site, along with the Saxon St. Martin's Church and the ruins of St Augustine's Abbey. With one million visitors per year, it is one of the most visited places in the country.

The medieval St Margaret's Church now houses the "The Tales", in which life-sized character models reconstruct Geoffrey Chaucer's stories.

The premiere of *Murder in the Cathedral* by T. S. Eliot took place at Cathedral.

The oldest surviving Tudor theatre in is now Casey's Bar, formerly known as The Shakespeare Pub.

Orlando Bloom the famous actor was born in



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Tasks

Task 3 🧑🧑 We are going to discuss the Ls' own preparation for the journey: Due to their age and field of interest, they may take up a different approach to the places of importance in the field. Their idea was to produce a game or quiz. Why do you think the game was their first choice?

London				
Roundabout	The Church	Speakers Paradise	Fab Four	Flower Pirate
Q \$100	Q \$100	Q \$100	Q \$100	Q \$100
Q \$200	Q \$200	Q \$200	Q \$200	Q \$200
Q \$300	Q \$300	Q \$300	Q \$300	Q \$300
Q \$400	Q \$400	Q \$400	Q \$400	Q \$400
Q \$500	Q \$500	Q \$500	Q \$500	Q \$500
				Final Jeopardy

Task 4 🧑🧑 In the following exercises, you are going to see alternatives of explaining the rules of the *Jeopardy PowerPoint Activity*. Your task is to examine the handouts and try to write down the instructions belonging to the different handouts.



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a Introducing the game using cards.

1. What is *Jeopardy* PowerPoint Activity?

2. How can they start?

3. How do they compile and list the topics?

c. They draw a grid and compile different aspects to their favourite place. In the headline part, Ls should make up some funny names for the places so that the others should find out the real designation.

a. Ls should write questions starting with the easy ones and putting them into the \$100 cell. Working all the way down, write more and more difficult questions.

6. How long should the questions be? And the answers?

g. That is exactly how the original game is played. At the upper-intermediate level, should Ls play it the same way?

b. *"It is based on cooperative work, and Ls work in pairs. Using the rules of the Jeopardy game, Ls compile questions and answers, and insert them into a Jeopardy PowerPoint in class."*

d. They should check and double check the questions and the answers so that everything should be clear and comprehensible. Ls can always consult their partners.

7. Can we write in the answers and the task should be to ask the right question?

5. Why do they have to work in pairs?

e. The questions should be brief and funny, so should the answers.

f. First, Ls choose their favourite places of interest and do their own research on them.

4. Where do Ls should write the questions?



b Introducing the game with a list of instructions:

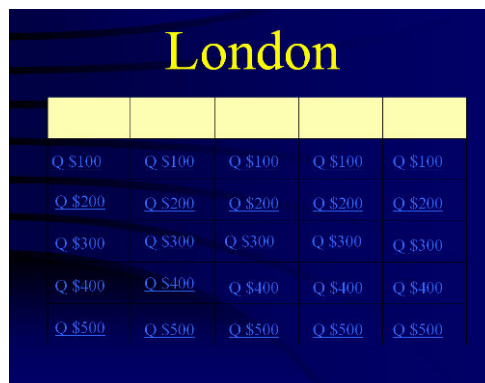
- Afterwards, under each topic write your questions starting with the simple ones and producing more complicated ones as you work downwards.
- Click on the **\$100 question** and read it aloud allowing enough time to think.
- Don't forget that compiling your quiz is very important as it is essential for the game itself!
- If their answer is correct, click on the return sign and it will go back to the grid. You can go on to the **\$200 question**.
- If they give the answer, click on the question and the answer appears.
- If they pass or give the wrong answer, click on the return sign and it will go back to the grid.
- In the Title part, write the name of the country or city you want to investigate.
- In the Topic rubrics write in the different topics about that particular country or city.
- Pick another player and continue the game.
- Pick players and play the game. Read out your topics and ask your players to choose.
- So should the answers.
- The questions should be brief and funny.

c Introducing the game with pictures and a list of instructions:



Q \$100	Q \$100	Q \$100	Q \$100	Q \$100
Q \$200	Q \$200	Q \$200	Q \$200	Q \$200
Q \$300	Q \$300	Q \$300	Q \$300	Q \$300
Q \$400	Q \$400	Q \$400	Q \$400	Q \$400
Q \$500	Q \$500	Q \$500	Q \$500	Q \$500

Picture 1



London				
Q \$100	Q \$100	Q \$100	Q \$100	Q \$100
Q \$200	Q \$200	Q \$200	Q \$200	Q \$200
Q \$300	Q \$300	Q \$300	Q \$300	Q \$300
Q \$400	Q \$400	Q \$400	Q \$400	Q \$400
Q \$500	Q \$500	Q \$500	Q \$500	Q \$500

Picture 2



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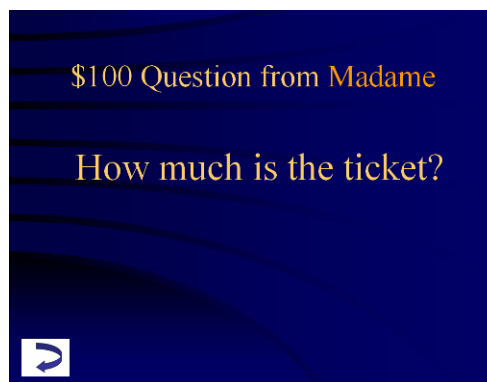
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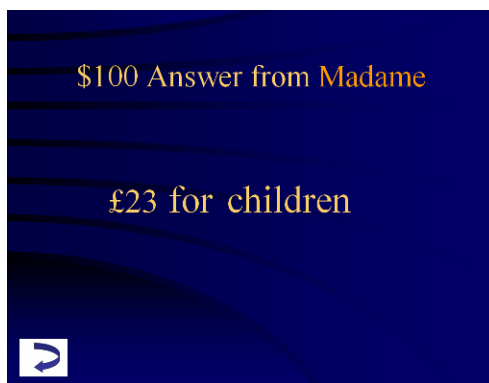
London

Madame	House of Wax	Oxford		
Q \$100	Q \$100	Q \$100	Q \$100	Q \$100
Q \$200	Q \$200	Q \$200	Q \$200	Q \$200
Q \$300	Q \$300	Q \$300	Q \$300	Q \$300
Q \$400	Q \$400	Q \$400	Q \$400	Q \$400
Q \$500	Q \$500	Q \$500	Q \$500	Q \$500

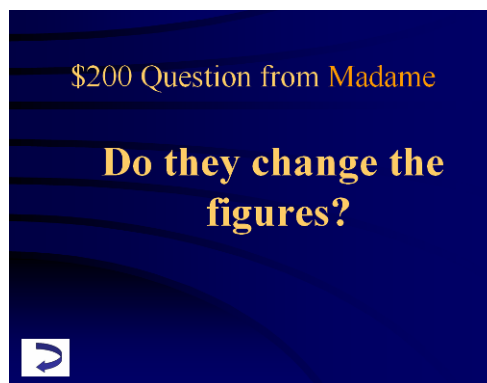
Picture 3



Picture 4



Picture 5



Picture 6

Let's see an example.

- Open the *Jeopardy PowerPoint Activity*.
- In the **\$100 Question** (from Madame) part, you may ask "How much is the ticket?" Go to the **\$100 Question** slide and type **How much is the ticket?**
- In the topic part you can type in **Madame** as reference to Madame Tussauds.
- You want to choose London for the place, so you should type **London** in the title part.
- Then go to the **\$100 Answer** part and type the right answer **£23 for children**.
- Then go to the **\$200 Question** slide and type in the next question and so on until you complete the grid.



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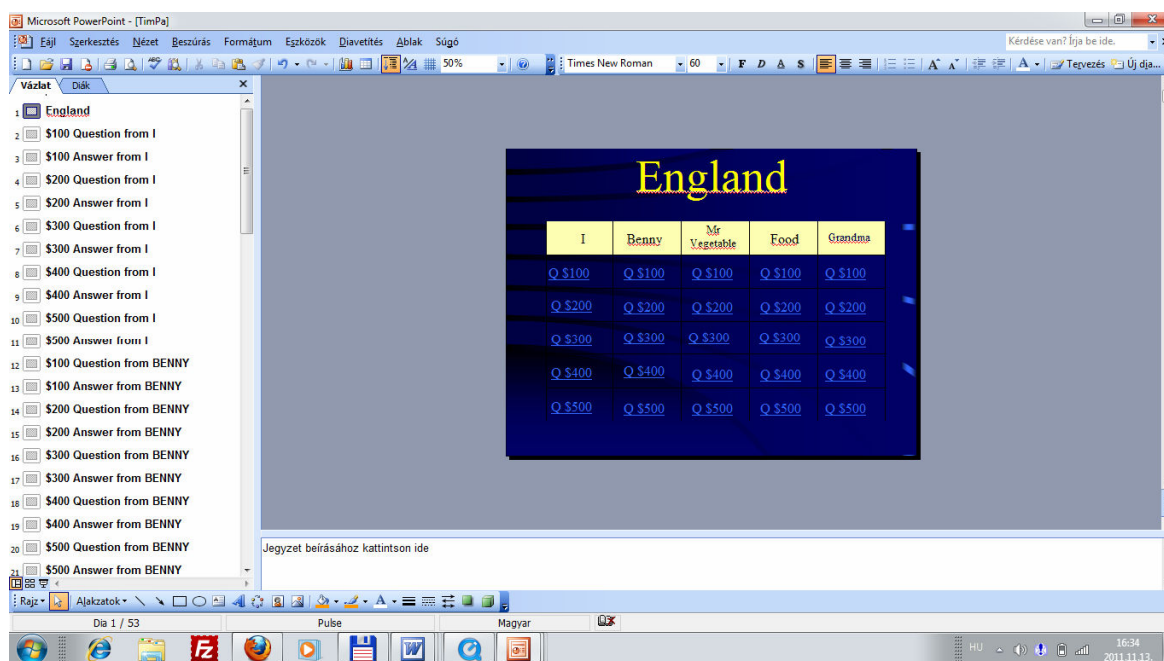
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d Introducing the game with pictures:

England				
I	Benny	Mr Vegetable	Food	Grandma
Q \$100	Q \$100	Q \$100	Q \$100	Q \$100
Q \$200	Q \$200	Q \$200	Q \$200	Q \$200
Q \$300	Q \$300	Q \$300	Q \$300	Q \$300
Q \$400	Q \$400	Q \$400	Q \$400	Q \$400
Q \$500	Q \$500	Q \$500	Q \$500	Q \$500



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\$100 Question from BENNY

Where is it?



\$100 Answer from BENNY

The north end of the
Palace of Westminster in London.



e Introducing the game on the video: **Scenes 3 and 4** (01.07 - 04.37)



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Task 5 🧑‍🎓 The students use *Quiz-Quiz-Trade*¹ to reflect on different instructions as to how we can explain the rules of the *Jeopardy PowerPoint Activity*.

The discussion should definitely include the following:

the types of tasks,
the pros of using the type,
the cons of using the type,
any changes you would make.

Type of exercise:		
Pros of this Type	Cons of this Type	The changes to be made

In our Jeopardy, however, we ask and answer questions first, as it is a simpler and more understandable format. (In the case of upper-intermediate or advance Ls, we should follow the original order.)

¹ This is common practice, but I would like to refer to the original ideas introduced by Spencer Kagan.



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Task 6 🎮 In the quiz and on the video Ls used various words and expressions to conceal the original topic. (**Scene 5** Video: 4.38 – 8.42)

- What is the point in doing so?
- Try to match the Ls' puns with the original names.

Summer Place
Little Town (or Birthplace)
Mr Darcy
Downing Street 10
But King Ham Place (or Royal House)
Teiffel
Memories
Roundabout
The Church
Speakers' Paradise
Fab Four
City of Love
Voice
Doctor
Flower Pirate
Crossing
Ferry
Sporty
Madame (or House of Wax)
Oxford
I
Benny
Mr. Vegetable
Food
Grandma

Adele
Big Ben
Brugge
Buckinham Palace
Canterbury Cathedral
Colin Firth
Fish and Chips
Hugh Laurie (House MD)
Hyde Park
London Eye
Mme Tussaud's
Orlando Bloom
Oxford Street
Paris
Picadilly Circus
PM's residence
Queen Elizabeth II
Rowan Atkinson (Mr. Bean)
Stratford-upon-Avon
The Beatles
The Eiffel Tower
The Eurotunnel and the Channel
The Ferry
Traditional British Sports
Windsor Castle



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Task 7 Watch Scene 5 (Video: 4.38 – 8.42)

After you have watched the video you will have a clear idea of the lesson itself. Ls should always evaluate their own projects. How would YOU evaluate a project like that?

Task 8

-  Before the trip, the class need the practical preparations. What preparations do you usually make before a journey? Think of transport, accommodation, bookings and so on.
-  Your task is to produce a 10-minute-long class activity for booking the ticket for the place that most interests you. As you can see, there is a wide choice of accompanying features, activities, and experiences to the bookings. Bear in mind, the aim is to prepare the class for the trip through raising cultural awareness and enhance their interest in the places and sights they are going to visit.

Web sheet 1



Home

Worship and Events

Visiting the Cathedral

Friends

Community

History and Heritage

Accommodation,
Conferences & Hospitality

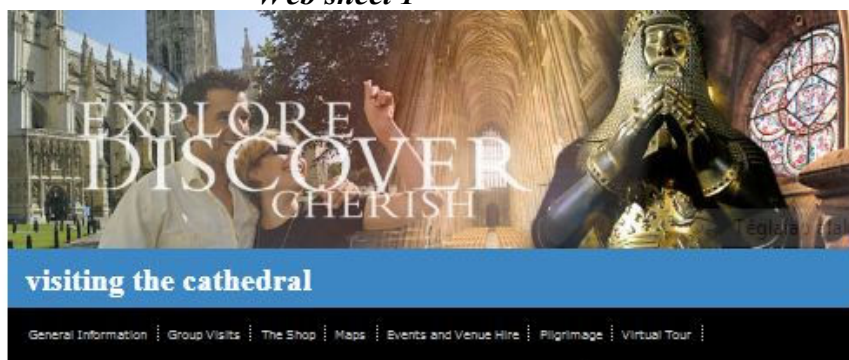
Schools and Education

On-Line Shop

The Canterbury Gift

Translate
our site

nt size: 



Group Visits

Visitor Facilities

Advance group bookings are taken by the [Visits Office](#). Visits by primary/secondary schools are dealt with by the [Schools Office](#). Bookings for conferences, hospitality or accommodation are made with the [Canterbury Cathedral Lodge and Study Centre](#). Pre-booked groups benefit from a reduced entrance rate of (prices from April 2012 in red)

- Adults £7.50 (**£8.00**)
- Full-time students (18-24 yrs) £7.00 (**£7.50**)
- Language schools, under 18 years £6.00 (**£6.50**)

Groups may book an 'entrance only' or any of the additional facilities, such as private guided tours, audio-tours, audiovisual presentations, lectures or 'behind-the-scenes' tours.

Kent's Cathedral Cities

Reach deep into England's spiritual heartland at two of the mightiest cathedrals in the country.

Christopher Marlowe

Marlowe was born and educated in Canterbury. Was he a spy – or even Shakespeare? – as well as one of Britain's most famous playwrights and poets?

Day trips from London

The following tour operators offers regular day trips to Canterbury:
www.goldentours.com





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UNIVERSITY OF PÉCS

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Web sheet 2

Search

Go

Tickets & Prices Visitor Information Private Capsules Schools News EDF Energy Explore the London Eye Summer 2012

You are here: [Home](#) > Tickets and Prices

Tickets and Prices

FREE access to the 4D Experience

Tickets

Flexi Tickets
Combination Tickets
Eyaskate
River Cruises
Packages
Private Capsules
Group Visits
Gift Vouchers
Online Shop
How to book tickets
Merlin Annual Passes

Book Now

Select a ticket
Standard Ticket
Book now

Secure Online Booking

On selected tickets only
All tickets include access to the 4D experience

Did you know?

Heavyweight champion

Each of the 32 capsules weighs 10 tonnes.
To put that figure into perspective, it's the same weight as 1,052,631 pound coins!

Web sheet 3

KING'S COLLEGE
CAMBRIDGE

Contact us | Intranet

Study at King's Visit King's Events Research Conference & Dining About King's Members & Friends

You are here: [Home](#) > [About King's](#) > [Chapel](#)

About King's

- News
- Chapel
 - History of the Chapel
 - Virtual tour
 - The Chapel organ
- Choir
- Library
- Archive Centre
- Art Centre
- College history
- Job vacancies
- Accounts & legal
- Annual Reports
- Green activities
- King's multimedia

Chapel

King's College Chapel is one of the most iconic buildings in the world, and is a splendid example of late Gothic (Perpendicular) architecture. It was started in 1446 by Henry VI (1421-71) and took over a century to build. It has the largest fan vault ceiling in the world and some of the finest medieval stained glass.

The Chapel is also the venue for the Christmas Eve service, A Festival of Nine Lessons, which is broadcast to millions around the world.

The Chapel plays a central role in College life. It was originally built as a place of daily worship for the College scholars, and today the choir still sing evensong during term time.

Related links

- Visit King's
- Choir
- Events
- College history

Latest Choir CD

A YEAR AT KING'S

The Choir's latest CD traces the church year in music and includes religious classics old and new. [Read more...](#)

[Larger image](#)

[Back to the top](#)



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E G Y E T E M

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Web sheet 4

LEEDS CASTLE
KENT, ENGLAND

QUICK LINKS
search for Submit

- Home
- Plan Your Visit
- What's On
- Christmas & New Year Dining
- Christmas Gift Ideas
- Experiences
- Group Visits
- Educational Visits
- Holiday Cottages
- Bed & Breakfast
- Leeds Castle Foundation
- Media Centre
- Contact Us
- Eshop

Irish characters will bring the castle to life on 15, 19, 20 and 22 December. Call 01622 880008 (10am to 5pm, we



Opening Times and Prices

Pay once and visit all year round

Tickets to Leeds Castle grant admission to the castle and grounds for one year from the date of purchase with the exception of special ticketed events. Some daytime events may incur a small additional charge. **Terms and conditions apply.**

Open all year round

Adults	£18.50
Senior Citizens/Students & Visitors with Disabilities	£16.00
Children (4-15yrs)	£11.00

Group and educational rates also available.

Be a Gift Aid Visitor

Free for you, essential to us



Leeds Castle is a registered charity and you can support our charitable aims through Gift Aid. If you are a UK tax payer then, as a charity, we can claim the tax from your ticket price back from

Web sheet 5

Historic Royal PALACES

Sign up to our newsletter Languages Search site

Home About us Support us Membership Shopping Discover the palaces Learning Fun and games Travel trade and groups Hire a venue

Historic Royal Palaces TOWER OF LONDON

Tower of London Buy tickets →

Hampton Court Palace Buy tickets →

Banqueting House Buy tickets →

Kensington Palace Buy tickets →

Kew Palace Buy tickets →

You are here: [Home](#) > [Tower of London](#) > Tickets and prices

Tickets and prices
Tower of London (Every day)

Admission prices including details of group and online booking discounts.

Buy tickets online

Ticket information

Your ticket includes access to the Tower and the Crown Jewels display plus Yeoman Warder guided tour and talk, live historical re-enactments, White Tower tour, children's activity trails, entry to the Fit for a King and Prisoners of the Tower exhibitions and much more! Individual rate, ticket prices include a voluntary donation.

For visits	Individual rate*	Individual online rate*	Group rate (min. 15 visitors)
1 Mar '11 - 28 Feb '12 Incl.			

How to book tickets
Book online

To book quickly and securely, click the 'Buy tickets online' button above. (Online bookings are for max. 14 visitors per transaction. Groups of 15+ visitors - see Group bookings below). Tickets purchased in advance are valid for seven days from the date selected.

* Please note that tickets are valid for up to seven days, so if you book on 20 January 2011, you can visit the Tower of London by 27 January 2011 at the latest. See below for terms and conditions.



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Web sheet 6

You are here: [Home](#) > [Buy Tickets](#) > [Tickets](#)

Madame Tussauds Tickets

Online Advanced Tickets

Save up to 30% when you book online

Book your ticket online at least the day before your visit and save up to 30% when you visit later in the afternoon.

You can also benefit from:

- Faster entry into the attraction
- Choose half hour timeslots for quicker entry
- Entry to Marvel Super Heroes 4D
- Free guidebook with every family ticket purchased

Ticket	On the day price	Online price from	Saving %
Adult	£28.80	£20.16	30%
Child	£24.60	£17.22	30%
Family	£99.00	£69.30	30%

[Buy now](#) →

→ Or find out more about Online Advanced Tickets [here](#)

Flexi Tickets

Flexi Ticket

Late Saver Ticket - 50% off!

Late Saver

If you book online in advance and arrive at Madame Tussauds later in the day your tickets can cost as little as £14.40. That's 50% off the standard on-the-day price!

- Valid after 5pm off peak and 6pm peak
- Use of the dedicated Priority Access Entrance
- Entry to the Marvel Super Heroes 4D movie experience

Ticket	Online Price
Adult	£14.40
Child	£14.40

[Buy now](#) →

→ Or find out more about Late Saver Tickets [here](#)

All Inclusive Ticket

All Inclusive

With an 'All Inclusive' ticket you are guaranteed a truly star studded day out!



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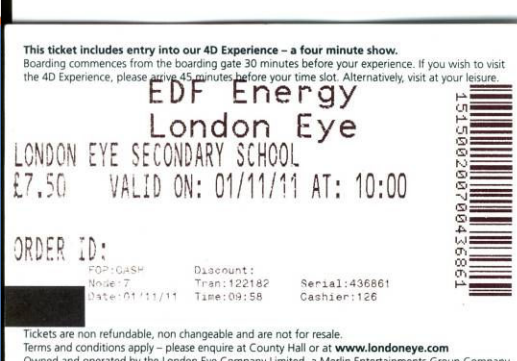
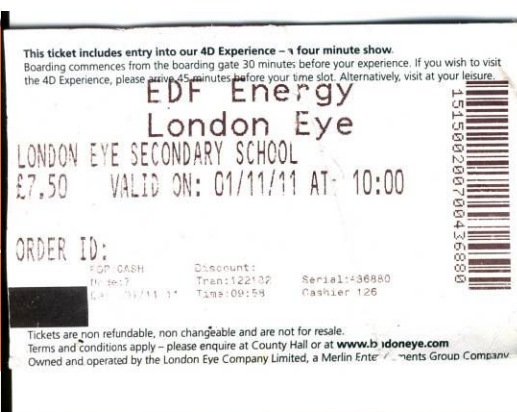
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Task 9 During the trip exercises: Your task is to produce assignments of your own choice for the following places. Certainly, here Ls should activate their communicative skills through speaking practice.

Sheet 1 - London Eye



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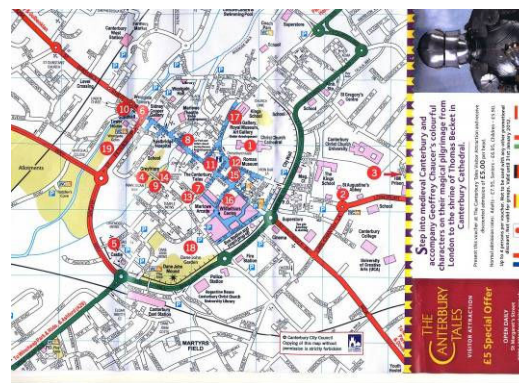
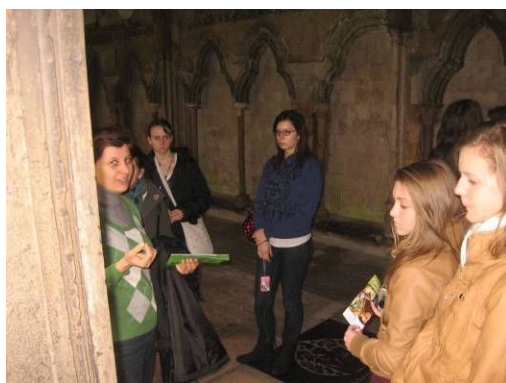
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Sheet 2 - Canterbury



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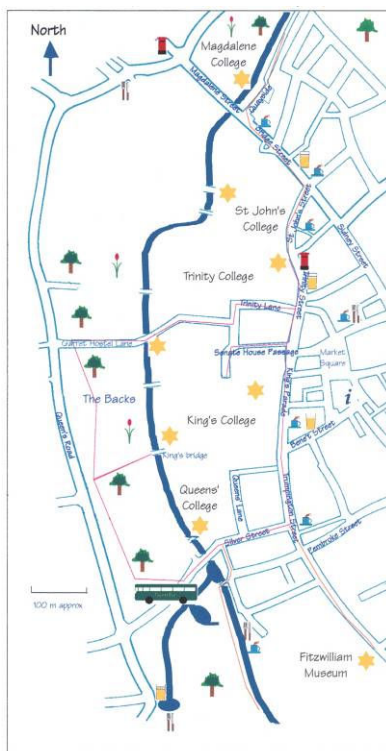
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Sheet 3 - Cambridge



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Sheet 4 – Leeds Castle



Please send me information about the following:

Visitor & Events Guide <input type="checkbox"/>	Weddings <input type="checkbox"/>
Falconry Experiences <input type="checkbox"/>	Conferences & Banquets <input type="checkbox"/>
Hot Air Balloon Flights <input type="checkbox"/>	Private Events & Celebrations <input type="checkbox"/>
Go Ape/Segways <input type="checkbox"/>	Dine & Sleep Events <input type="checkbox"/>
Group Visits <input type="checkbox"/>	Holiday Cottages/B&B <input type="checkbox"/>
School Visits <input type="checkbox"/>	Golf <input type="checkbox"/>

First name _____ Surname _____
House no./name _____ Postcode _____
Email _____

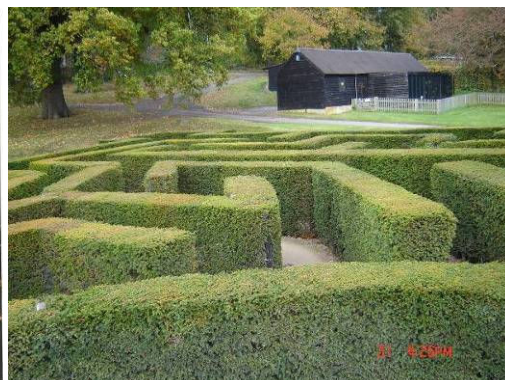
Please send me information on Leeds Castle by Post ☐ and/or Email ☐
Leeds Castle does not share personal data with any 3rd party organisations or data services.
PLEASE POST YOUR COMPLETED CARD IN THE POST BOX AS YOU EXIT THROUGH THE LEEDS CASTLE SHOP

Visit us: www.leeds-castle.com | [Facebook](https://www.facebook.com/leeds-castle) | [Twitter](https://www.twitter.com/leeds-castle)

Terms and conditions: Valid at Fairfax Hall Restaurant and Maze Market Grill only. Minimum £5 (week). Offer valid on one transaction. Maximum 4 people per card. Original cards only. Offer subject to change, see notices for details. Not to be used in conjunction with any other offer. Buy card for no money value. Stamped cards cannot be reused. Maze Market Café seasonal and subject to change.

Fairfax Hall Restaurant & Maze Market Grill Offer
Spend £5 and receive a free tea, coffee or bottled water

This card cannot be reused once stamped.



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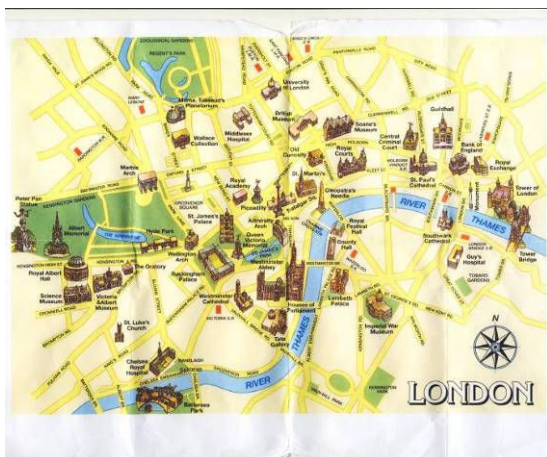
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Sheet 5 – Students' Free-time Activities



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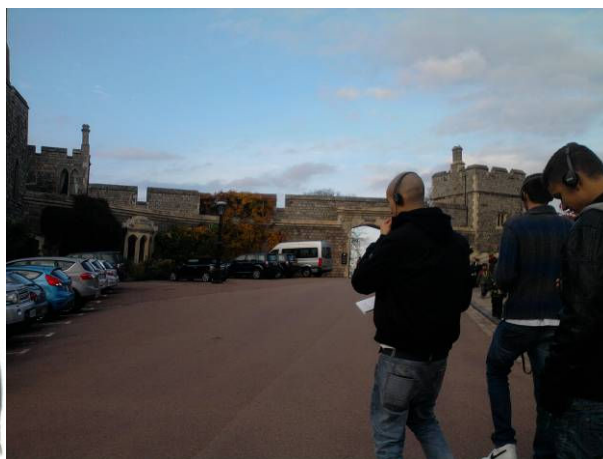
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Sheet 6 – Windsor Castle



WELCOME

Welcome to Windsor Castle, the oldest and largest occupied castle in the world. Windsor is one of the official residences of Her Majesty The Queen, whose personal standard flies from the Round Tower when she is in residence. Castle wardens are delighted to provide information and assistance throughout your visit.

Audio tours

Free audio tours are available on leaving the Admission Centre at the start of your visit. There is a descriptive audio tour for blind and partially sighted visitors, and induction loops and printed scripts are available.

Guided tours

Visitors can explore the history of the Castle through a tour of the precincts with an expert guide. Tours depart at regular intervals throughout the day from the Courtyard and finish at the entrance to the State Apartments.

Visitors with children

For those visiting with children, there is a special family audio tour and range of activity trails. Please ask about the programme of family workshops and activities during school holidays and at weekends. Please note that for safety reasons pushchairs are not permitted in the State Apartments. They must be checked in and reclaimed at the exit. Baby carriers are available to borrow.

St George's Chapel

Visitors arriving at the Castle after 15:00 from March to October are advised to visit St George's Chapel first, before it closes. On Sundays St George's Chapel is open only to worshippers. An evening service is held daily at 17:15 and visitors are welcome to attend. Details of services can be found on the noticeboard by the entrance or by visiting www.stgeorges-windsor.org

Security

Visitors and their belongings are subject to airport-style security checks. For safety and security reasons a one-way system operates along the visitor route.

Shopping

The shops around the Castle offer a wide range of gift items designed exclusively for the Royal Collection, including books, postcards, china, jewellery, replicas and children's toys. Please ask at the Middle Ward Shop about our home delivery service. You may also shop online at www.royalcollection.org.uk

Refreshments

Bottled water can be purchased from the Courtyard and Middle Ward shops. From April to September ice cream is also available. Visitors wishing to leave the Castle for refreshments in the town may obtain re-entry permits from the Castle shops or the audio return point. Eating and drinking are not permitted in the State Apartments or St George's Chapel.

Photography and mobile phones

Non-commercial photography and filming are welcomed in the Castle precincts. Photography, video recording and filming are not permitted inside the State Apartments or St George's Chapel. Mobile phones must be switched off inside the State Apartments and St George's Chapel in consideration of other visitors.

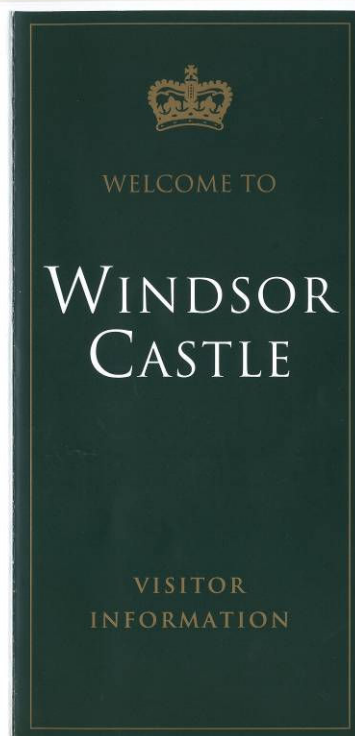
Visitors with disabilities



Please telephone +44 (0)20 7766 7324 or visit www.royalcollection.org.uk for full details of our facilities for visitors with disabilities.

Opening arrangements

As Windsor Castle is a working royal palace, security and opening arrangements may be subject to change at short notice. Please check our website before you visit or telephone the number overleaf.



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Sheet 7 – The Tower

Valid today for palace specified ed
Friday, 4 Nov 2011
CHD GROU
04/11/2011 Transaction ref no: 88195294
Historic Royal Palaces
TOWER OF LONDON

Visitor information

Discover the Tower of London

Welcome to the Tower

The Crown Jewels

The Medieval Palace

Yeoman Warder tours

Historic Royal Palaces

TOWER OF LONDON

Discover the Tower of London

Welcome to the Tower

The Crown Jewels

The Medieval Palace

Yeoman Warder tours

Historic Royal Palaces

TOWER OF LONDON

Key

- 1 Information boards
- 2 Audio guide collection point
- 3 Live captured re-enactments
- 4 Royal's lodgings
- 5 Male toilet
- 6 Female toilet
- 7 Baby changing
- 8 Currency exchange
- 9 Shop
- 10 Café
- 11 Telephone
- 12 Buggy park
- 13 NEW! Souvenir Photo Experience
- 14 Buildings open to public
- 15 Buildings closed to public, an private offices and lodgings

Numbered locations:

- 1 Beauchamp Tower
- 2 Bell Tower
- 3 Bloody Tower
- 4 Bowyer Tower
- 5 Brick Tower
- 6 Broad Arrow Tower
- 7 Byward Tower
- 8 Casemates
- 9 Chapel Royal of St Peter ad Vincula
- 10 Constable Tower
- 11 Cradle Tower
- 12 Devenant Tower
- 13 Devil's Tower
- 14 Pilgrims' Tower
- 15 Puzell's Museum
- 16 Prison Block
- 17 Henry III's Watergate
- 18 Lanthorn Tower
- 19 Legge's Mount
- 20 Line of Roman City Wall South of
- 21 Lion Tower drawbridge pit (remain)
- 22 Martin Tower
- 23 Middle Tower
- 24 New Armouries Café
- 25 Queen's House
- 26 Salt Tower
- 27 Scaffold Site
- 28 Site of the Great Hall
- 29 St Thomas's Tower
- 30 Tower Green
- 31 Tower Hill Memorial
- 32 Traitors' Gate
- 33 Wardrobe Tower (remains)
- 34 Water Lane
- 35 Waterloo Block, Crown Jewels
- 36 Well Tower
- 37 Wharf
- 38 White Tower



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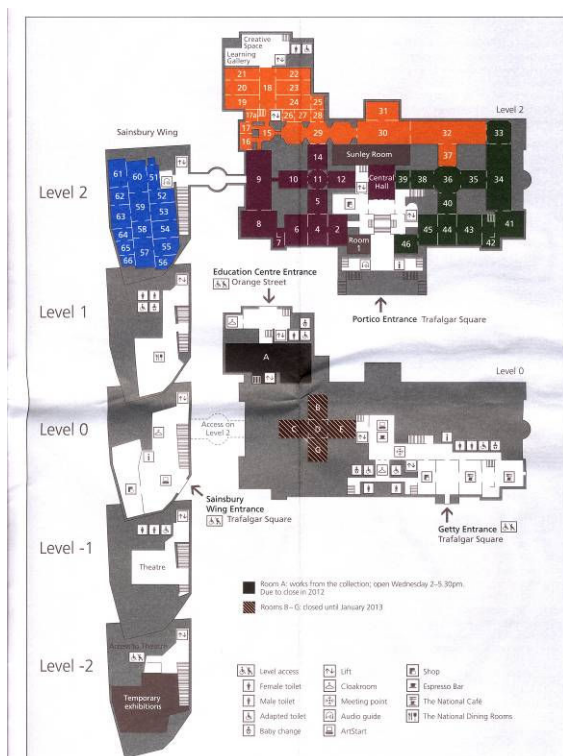
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Sheet 8 – The National Gallery



13th- to 15th-CENTURY PAINTINGS

Room 51 Italy 1250-1350
Room 52 Italy 1350-1450
Room 53 Tuscany 1400-1450
Room 54 Central Italy 1430
Room 55 Northern Italy 1430-1500
Room 56 The Netherlands 1400-1450
Room 57 Florence 1450-1500
Room 58 Paintings for Florentine Palaces
Room 59 Carlo Crivelli
Room 60 Siena and Perugia 1450-1500
Room 61 Mantua and Venice about 1500
Room 62 Venice 1450-1500
Room 63 The Netherlands in Europe 1450-1500
Room 64 Cologne and Westphalia 1400-1500
Room 65 Southern Germany and Austria
Room 66 Piero della Francesca

16th-CENTURY PAINTINGS

Room 2 North Italy
Room 4 Holbein and Germany
Room 5 The Netherlands 1500-1530
Room 6 Ferrara and Bologna
Room 7 Jacopo Pontormo
Room 8 Florence and Rome 1500-1560
Room 9 Venice and Veneto 1500-1600
Room 10 Venice 1530-1600
Room 11 Joachim Beuckelaer
Room 12 Titian and Venice 1500-1530
Room 14 The Netherlands
Room 15 Northern Italy 1500-1580

17th-CENTURY PAINTINGS

Room 15 Claude and Turner
Room 16 Early Rembrandt and Dutch Landscapes
Room 17 Dutch Italianate Painting
Room 18 Dutch Mannerism and Flower Painting
Room 19 France
Room 20 Nicolas Poussin
Room 21 Claude
Room 22 Dutch Painting 1600-1800
Room 23 Rembrandt and Dutch Painting 1650-1670
Room 24 Rembrandt and Dutch Caricatures
Room 25 Vermeer and Dutch Painters
Room 26 Dutch Scenes of Everyday Life
Room 27 Dutch Scenes of Everyday Life
Room 28 Flemish
Room 29 Peter Paul Rubens
Room 30 Spain
Room 31 Anthony van Dyck
Room 32 Italy
Room 33 Italy

18th- to early 20th-CENTURY PAINTINGS

Room 33 France 1700-1800
Room 34 Great Britain 1750-1850
Room 35 Hogarth and British Painting
Room 36 British Portraits 1750-1800
Room 37 Canaletto and Guardi
Room 38 Spain and Venice 1700-1800
Room 39 Italy 1700-1800
Room 40 The Academy
Room 41 Painting Out of Doors
Room 42 Monet, Manet and Impressionism
Room 43 Beyond Impressionism: Fauvism and Seurat
Room 44 Van Gogh and Cézanne
Room 45 Dieckman and Art around 1900
Room 46

Discover the collection

The National Gallery displays one of the finest and most comprehensive collections of European painting. It includes many famous works, such as van Eyck's *Arnolfini Portrait*, Velázquez's *Rokeby Venus*, Turner's *Fighting Temeraire* and Van Gogh's *Sunflowers*. All major traditions of Western European painting are represented from the artists of late medieval and Renaissance Italy to the French Impressionists.

This plan will help you to explore the collection. You may wish to start by finding one of the famous paintings illustrated overhead. You can also plan your route using the ArtStart touch-screen guides. Free guided tours and a variety of audio guides are available.

Guided tours

Introductory tours of the collection, daily at 11.30am and 2.30pm and Friday at 7pm. Meet at the Sainsbury Wing Information Desk. Tours last about one hour.

Ten-minute talks

Talks on an individual painting, Friday to Tuesday, 4pm. Ask at Information Desks for the full talks programme.

Audio guides

For details of the various guides available, ask at Audio Guide desks situated at the Portico Entrance and Sainsbury Wing Level 2.

ArtStart

Multimedia touch-screen guide to the collection. Terminals located in the Espresso Bar and Sainsbury Wing.

For further information, ask at Information Desks or pick up the *What's On* guide for full details of talks, tours, family events and sessions for people with a sensory impairment.

A public collection

The paintings in the National Gallery belong to the public and entrance to see them is free. The Gallery was founded in 1824, but it did not acquire its current home, designed by William Wilkins, until 1838. The site in Trafalgar Square was chosen for its central location, accessible to both the rich of West London and the poorer communities of the East End. The building has been extended and improved over the years, most notably in 1991 with the opening of the Sainsbury Wing, designed by Venturi, Scott Brown & Associates. The Gallery continues to ensure that the widest possible public can enjoy the paintings.

Support the National Gallery

If you have enjoyed your visit, please make a donation in our visitor donation boxes, which can be found at all entrances. Donations from visitors make a real difference to the Gallery, helping to preserve and care for this unique collection. Thank you for your support.

Visit the National Gallery website for more information.



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Task 10 🧑🏫 After the visit and exploration of the places, it is quite useful for Ls to do a short feedback to keep record of what they have experienced and to keep up motivation. Of course, it would be infeasible to listen to all the Ls retelling their adventures, but a short quiz can do the trick.

Your task is to produce a practical quiz of your own choice based on the visual input in the paper and your own research. It should not be more than 15 questions.

Optional follow-up:

Task 11 🧑🏫 After visiting many places, it is quite best to do a short revision of the facts and information so that Ls could internalise what they have perceived.

Task 12

- 🧑🏫 Photos, pictures, visual images, little souvenirs, entry tickets, bills, receipts, maps and vouchers can be a very effective way of practicing English.
What are these little objects good for when talking about picture descriptions?
- 🧑🏫 Do you think describing pictures can be learnt and developed?
What types of tasks do Ls do in the lesson?
- 🧑🏫 Try to match Ls' stories and sketches with the realia: **Scene 6** (Video 8.43 – 14.06)

Realia 1





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Realia 2

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37 King Edward Court
Windsor
Berkshire
SL4 1TG
Telephone no. 01753 860565
www.waitrose.com/windsor

	£
V CAD TWIRL TREAT SIZE	1.30
LURPAK BTRR W/GARLIC	0.90
ESS WR FNGR ROLLS	0.50
ESS WR FNGR ROLLS	0.50
LL WHT BATEN ROLLS	0.99
SUNFLWR/BARLEY BREAD	1.45
6 items	
BALANCE DUE	£5.64
Cash	£20.00
CHANGE	14.36

VAT SUMMARY

Rate	Net	VAT	Gross
0.0%	4.34	0.00	4.34
20.0%	1.08	0.22	1.30
Totals	5.42	0.22	5.64

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BASICS CORNED BEEF	£2.57
BASICS SALAMI	£1.29
FINGER ROLLS	£0.60
FINGER ROLLS	£0.60
XJS CAL SPK WTR 2L	£0.40
CRUSTY HALF BATON	£0.40
CRUSTY HALF BATON	£0.40
12 BALANCE DUE	£12.23
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Realia 3

Primark
499 - 519
Oxford Street, W1K 7DA
Telephone: 0207 495 0420

SALE

8017117 CASH V-LIP/CER/P	3.90
8176116 LS CASH CRW-PUR/	3.90
1317611 30PK DUSKY MET F	1.00
1403959 3PK ULTRA SKINNY	2.00

Total £10.80
Cash £10.80

Store: 0590 Till: 010 Tran: 295123
Date: 03/11/11 Time: 18:29 Oper: 6590127

Item(s) Sold: 4
Item(s) Returned: 0

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Reading
Berkshire
RG1 1TZ

Refund & Exchange Policy

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No refund or exchange on briefs/boxers or brief sets.

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Refunds on individual units will be at the average price paid.

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THANK YOU

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Realia 4



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Realia 5



Realia 6



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Realia 7



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Realia 8



Realia 9



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Realia 10



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Realia 11



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2	00826	TOAST & BUTTER	0.94
2	00826	TOAST & BUTTER	0.94
1	00040	SAUSAGE	1.09
Total			2.97
Cash			10.00
Change			7.03-
Item count			5
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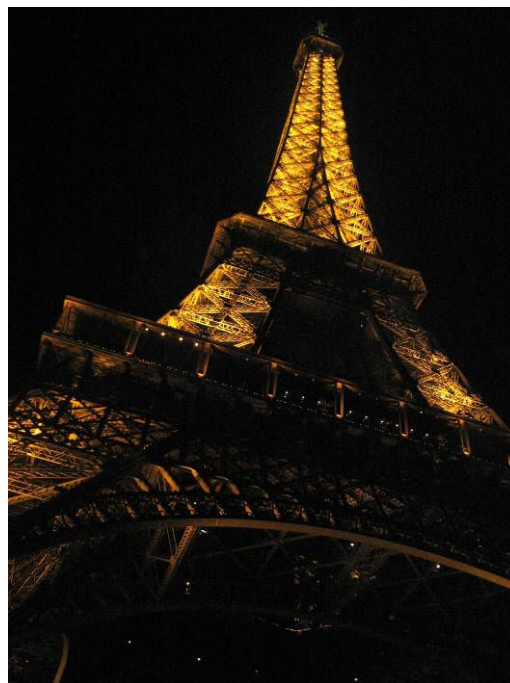
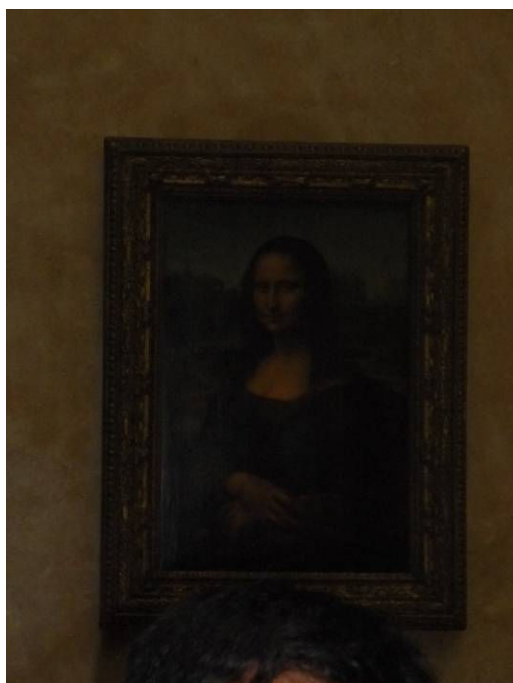
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Realia 13



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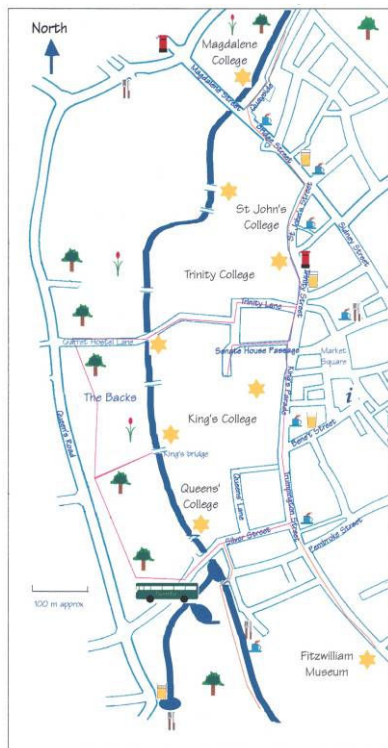
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Realia 14



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Realia 15



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Task 13 🧑🏫 The ultimate aim of creative writing and speaking exercises through visual input is for Ls to be able to write descriptions, narrations, dialogues, conversations, short stories, narratives which are based on the Ls' own thoughts and feelings about these visual images. Using any of the **Web sheets**, **the sheets** and **the realia** above try to invent three picture description games and write down the rules how to play the in class.

Post-Tasks

Task 14 🧑🏫 What kind of task could the following one be? What is it's purpose?

“I have been asked to write about my recent visit to England, a duty I shall promptly fulfil, unless I find myself to be at a loss for words - a loss for anything positive to say, that is. I would also like to go into detail describing the horrid conditions in which we had to live day by day.

I have very much enjoyed the first and last part of the journey wherein we travelled 22 hours by bus. I must also assert that I have taken quite a liking to canned food. But the most exciting experience of mine was when we had to survive two nights without gas and electricity; that is to say, we had to sleep in a cold, unlit trailer. But that was no challenge to me; it was not very hard not to freeze to death in a quarter metre thick blanket.

Another delicate experience was the feeling of having a housemaid doing all the housework instead of us. I wish not to disclose her identity to the wider public.

To summarise the whole experience, I would say I enjoyed our stay there despite all the grievances and I am looking forward to going on another so successful journey in the future.” (Written by Dániel Budányi)

Task 15 🧑🏫 You are going to read an article about Some Activities Using Pictures from Fun with Pictures for ELT by Simon Mumford. Nine picture games have been removed from the text. Choose from the games **a. – k.** the one which fits each gap (1-9). There is one extra game you do not need to use. There is one example at the beginning.

- a. ‘All-Tense Revision’
- b. ‘Catch Phrases’
- c. ‘Believe it or not’
- d. ‘Describe Around’
- f. ‘Fly on the Wall’





- g. *'Future Faces'*
- h. *'Guess my Story'*
- i. *'No Flash Cards'*
- j. *'Upside-down Pictures'*
- k. *'Once upon a Time'*

The first activity is one that uses pictures to practise intonation of surprise, I call it

1.) **'Believe it or not'**. Take a picture (pictures of people work best for this) and hold it up for the whole class to see. Say some statements about the person in the card that are credible, e.g., 'He's 40, he's a bus driver'. Get the students to repeat the statements after you, as in a straight-forward drill. Then say something that is either not believable or very surprising, e.g. 'He's had a head transplant!', 'He won a gold medal in the Olympics!' Repeat these sentences yourself with the intonation of disbelief or surprise, as a model. You may like to analyse your own way of showing surprise through stress and intonation before you do this. Practise this with the students for a while, with a mixture of believable and unbelievable sentences, and let the students show their reaction in the way they repeat the sentence. You may find the students have different ideas of what is credible. Finally, the students can be given their own pictures to make up believable and unbelievable statements for, and allowed to practise in pairs.

2.)..... practises past tense question forms. For this you need about ten cards, showing a variety of people, places and things. Stick them on the board. Before the lesson, prepare a story that includes four of the pictures. Show which four pictures are used but don't say what the story is or in which order the four pictures come. Tell the students they have to ask yes/no questions to find the story. Encourage questions like 'Did the man drive the car? Was there an accident? Did he steal the car from someone's house?', according to the pictures. The questions should be of the 'yes/no' type, but it is up to you how much help you give them to find the story. When they have discovered it, get students to make up their own stories using 3 or 4 of the pictures. Put them in pairs to guess each other's stories.

Using pictures of people doing things are useful for 3.)..... . For example, take a picture of a person shopping. You can use gestures for the tenses, such as pointing forward to represent the future to represent 'he is going (to go) shopping' or making a circular motion with your hand to suggest present action 'he's shopping', while you hold up the picture. Want to practise negatives? Turn the picture upside down. Questions? Draw a question mark in the air with your finger after showing the tense. Perhaps you could think of symbols of your own for other tenses. While it is not 'realistic' language practise, it is a simple and fun way of revising tenses. I have used this at the beginning of a course to find out exactly how much the students know.

4.) is an enjoyable way to practise prepositions and vocabulary. You need a large





picture, the bigger the better, so the whole class can see it. Choose your pictures according to the vocabulary you want to practise. Point to a place on the picture, of, say a man standing up, or stick a black piece of paper on it. Say 'This is a fly, where is it?' to elicit 'on his ear', 'in his hair' 'under his foot' etc. Practise this for a while, and have volunteers to come to the picture to point and class members answering. Then clear the room as thoroughly as possible. Tell the class that the picture on the board is now represented by the whole floor of the classroom and give a few points of reference, e.g. for a picture of a man, the window of the classroom is the man's left leg, the board the top of his head. Then ask one student to stand anywhere in the room. Tell the class that he is the fly in the picture and ask them where they think he is. After several guesses, e.g. 'on his shoulder, under his chin' etc, ask the 'fly' where he thinks he is. Then put the students in pairs, one 'fly' and one person to say where the 'fly' is. The flies should keep buzzing around and settling until a number of locations have been said. Let them do this for a few minutes and then get them to change roles.

Another very simple activity with prepositions is to describe a picture using prepositions, saying where things are relative to other things, e.g. 'the light is above the table.', and their place in the picture 'The man's head is at the top of the picture'. Tell the students to visualise the picture. For a bit of extra practise, turn the picture upside-down and describe it again, so the table is now above the light, and the man's head is at the bottom of the picture. Students can now work on this in pairs, with one student describing a picture which his partner does not see, and the latter listens and says whether the picture is upside-down or not, (or even on it's side). Here, students listen and visualise the picture, so they have a reason for listening. I call it simply 5.)

Pictures can also be used to present and practise tenses and here we look at the future and future perfect tenses. In 6.)..... use two pictures showing different people, which should be of the same sex, but with a significant age difference, e.g. a young woman and a middle-aged woman. Get the students to describe the pictures and compare them. Then tell the students that they are in fact the same person, the younger one as she is now and the older one, a computer generated picture of her in the future, say, in ten years time. This situation can be used for eliciting/teaching 'She will be fatter/better-dressed/happier. She won't look much older.' i.e. future tense, but also 'She will have become more confident, she will have dyed her hair, she will have had a face-lift.' Here we are using the future perfect tense to talk about things that have happened between now and a point in the future. It does not matter if the two pictures do not look the same, in fact the more different they are the better. Students can then compare two more pictures in the same way, or to more comic effect, can be given a 'computer-generated' picture of themselves in ten years' time!

Here's a chance for more advanced students to practise a bit of colloquial English, and have some fun. It's called 7.) and it is based on the idea that people often have a phrase





that they say a lot, and these phrases can be brought out when conversation dries up. Put some pictures of people on the board and write a catch phrase for each one, e.g. 'My back's killing me.' 'What you been up to then?' 'Great game on Saturday' etc. Write these on the board, and drill them round the class. Make sure students say them as naturally as possible, pointing out that people miss words in sentences and letters off words. This can be done by drilling and pointing at the picture, then just by pointing at a picture to elicit the catch phrase. Then put them in small groups, tell the students to choose one character to be and then they have conversations about anything they think suitable. Of course, if the conversation dries up, they'll know what to say! Get them to change characters every few minutes, so they can practise different catch phrases.

Describing pictures is a common ELT activity, but here is one with a novel twist. It's called **8.)** Before you do this activity, you might like to do some work on picture descriptions. Then get students to sit in a circle in groups and give a picture to one of them. Ask him to make a simple sentence describing the picture, e.g. 'There's a woman.' He then passes it to the next student, who repeats the sentence and adds to it, e.g. 'There's a woman with a red dress.' It continues like this with students either adding to the original sentence or adding new sentences, until one student cannot remember everything. Although this is quite a demanding exercise, the student speaking has the picture to look at and this acts as a prompt.

Finally, if these activities have still not persuaded you to make your own picture flash cards or even borrow someone else's, here is one flash card activity that needs **9.)** Divide the class into two, the right hand side and the left. Tell the class you are going to show some pictures to one half of the class, but the others will not be able to see them. Tell half the class who cannot see, that by judging the reactions of the students who see the picture, they should try and guess what each picture is like. Make a gap between the two sides, stand in it and turn and face one side, with your back to the other. Now show the 'pictures', which are not pictures at all, but pieces of paper with instructions written on them, e.g. 'Laugh' 'be silent' 'talk excitedly', 'Say 'aaaaaaahhhhh' ', which the students should do, hopefully without further prompting. After each picture, those who cannot see the picture should shout out their guesses as to what the picture is. After 4 or 5, show them what the 'pictures' really are.



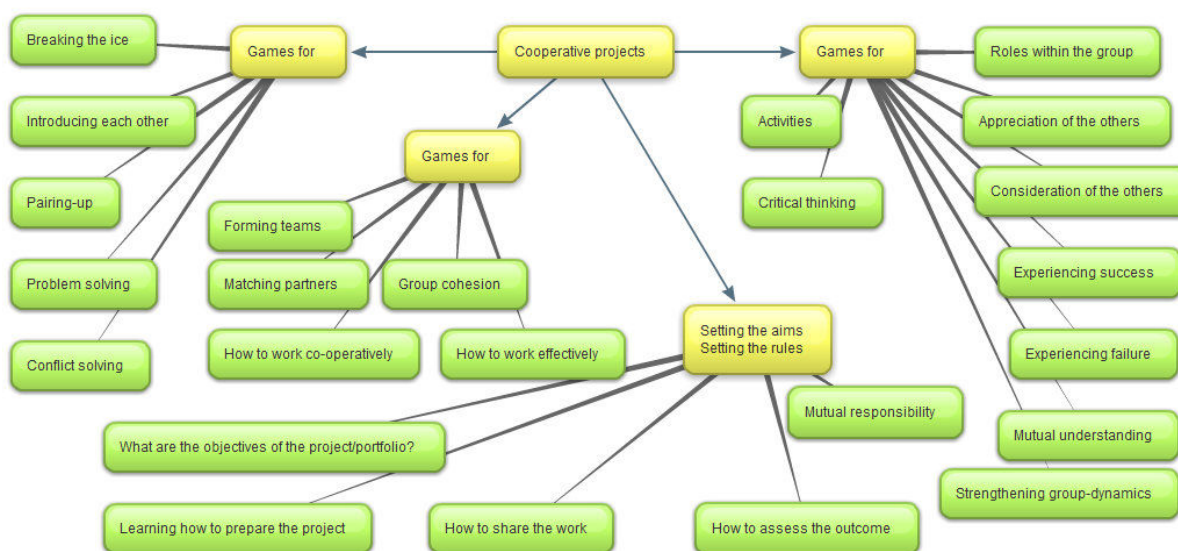


6. Notes on the exercises:

The tasks in the Pre-Tasks and the Post-Tasks parts are almost only for university-students, whereas in the Task part the sheets with the exercises are not only for university students but for high-school students, as well. As they go through the tasks they will get the hang of the exercises as well as the essential personal experience. Certainly, there are extra tasks for the would-be teachers to thoroughly investigate, assess and improve.

Pre-Tasks

Task 1b Producing a Structure Chart:



Task 2

Scene 1: This exercise is usually done as homework or an additional class in the computer lab. Ls should collect many pictures and texts of the topics at home or in the computer lab. Then Ls should send the files to T. This stage can be called compilation of fact-files.

Task 3 This way Ls can do creative thinking exercises which allow room for idiosyncratic language use. Due to their age, they love games, and these activities always keep up motivation.

Task 4

a Match the steps of producing the quiz grid!

1	2	3	4	5	6	7
b	f	c	a	d	e	g



b Try to put the steps of constructing the Jeopardy grid into the correct order!

The correct order is as follows:

1. In the Title part, write the name of the country or city you want to investigate.
2. In the Topic rubrics write in the different topics about that particular country or city.
3. Afterwards, under each topic write your questions starting with the simple ones and producing more complicated ones as you work downwards.
4. The questions should be brief and funny.
5. So should the answers.
6. Don't forget that compiling your quiz is very important as it is the essential for the game itself!
7. Pick players and play the game. Read out your topics and ask your players to choose.
8. Click on the **\$100 question** and read it aloud allowing enough time to think.
9. If they give the answer, click on the question and the answer appears.
10. If their answer is correct, click on the return sign and it will go back to the grid.
You can go on to the **\$200 question**.
11. If they pass or give the wrong answer, click on the return sign and it will go back to the grid.
12. Pick another player and continue the game.

c Try to match the pictures (of constructing the Jeopardy grid) with the correct instructions!

Pictures	Instructions
1	a
2	d
3	c
4	b
5	e
6	f





d Try to write down the steps of constructing the Jeopardy grid!

Use the **Jeopardy PowerPoint Activity** program to write your questions and answers into the corresponding cells. In the Title part, write the name of your favourite sitcom. In the Topic rubrics write in the different topics. Afterwards, under each topic write your questions starting with the simple ones and producing more complicated ones as you work downwards. The questions should be brief and funny, so should the answers. Don't forget that compiling your quiz is very important as it is the essential for the game itself!

e It is sufficient to write down what you hear and see on the video: **Scenes 3 and 4** (01.07 - 04.37)

Task 5 The students' own ideas.

Task 6

- a.** So that the other Ls could not find the topics very easily. OR The others should take their picks carefully. OR It would not be too easy to opt for the ones they are excellent at.
- b.** Summer Place = Windsor Castle
 Little Town or Birthplace = Stratford-upon-Avon
 Mr Darcy = Colin Firth
 Downing Street 10. = PM's residence
 But King Ham Place or Royal House = Buckingham Palace
 Teiffel = The Eiffel Tower
 Memories = Brugge
 Roundabout = Piccadilly Circus
 The Church = Canterbury Cathedral
 Speakers' Paradise = Hyde Park
 Fab Four = The Beatles
 City of Love = Paris
 Voice = Adele
 Doctor = Hugh Laurie (House MD)
 Flower Pirate = Orlando Bloom
 Crossing = The Eurotunnel and the Channel
 Ferry = The Ferry
 Sporty = Traditional British Sports
 Madame = Mme Tussaud
 House of Wax = Mme Tussaud's
 Oxford = Oxford Street
 I= London Eye
 Benny = Big Ben
 Mr. Vegetable = Rowan Atkinson (Mr. Bean)
 Food – Fish and Chips
 Grandma = Queen Elizabeth II





Task 7 Here you can find examples of how to evaluate project-work like this:

1.	2.	3.	4.
The design	Team-work	The show	Overall points
<ul style="list-style-type: none"> What were the questions like? What were the topics like? Was it easy to follow? 	How did you share the work?	<ul style="list-style-type: none"> Did it function well? How was the performance? 	
.... out of 5 points out of 5 points out of 5 points out of 15 points

Grading: $15 - 12 = 3$; $11 - 9 = 2$; $8 - 6 = 2$; $5 - 3 = 2$.

Aspects	Points
The Structure of the Jeopardy PowerPoint (Did you complete the grid? Did it work well?)	1-5
Topics (The choice of topics such as places/characters/sights)	1-5
Grammar, spelling, other mistakes (Did you use correct grammar/spelling/punctuation?)	1-5
The Game Show (Did you put on a stunning show? Did you introduce the people there? Did you explain the rules to the players?)	1-5
Total:	

If you think you did a perfect job, write 5 points in the cell. If there were some hiccups, write 4. If you think the show did not go well, go for 2 or 3. If you had serious problems with the grid or they had difficulty understanding your questions, you should work on your grid a lot more.

Grading: $20 - 17 = 3$; $16 - 13 = 3$; $12 - 9 = 3$; $8 - 5 = 3$.





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Task 8b Before the trip activities with the booking.

This is the confirmation of the booking and a leaflet for the teachers and the groups.



To: Babits Mihály Gimnázium / Ms Andrea Sulyok

From (Schools Office): Jo Turkas

Date: 11/10/2011

Number of pages including this one: 1

Dear Ms Sulyok,

The booking for your visit to Canterbury Cathedral is confirmed as follows:

For: Entrance Only 31/10/2011 09:15 Number: 33

The price for the visit will be £5.00 entrance per pupil with one adult per 10 pupils free of charge. Extra adults pay £7.50 entrance.

We look forward to welcoming you here.

Yours sincerely,

Jo Turkas

Schools Department



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INFORMATION FOR TEACHERS

Canterbury Cathedral

After the departure of the Romans in the 6th century, the county of Kent fell into the hands of the Saxons and Christianity disappeared nearly completely. In 597AD Pope Gregory sent Augustine and forty other monks to re-establish Christianity. Augustine successfully converted the King of Kent, Ethelbert, and laid the foundation for the spread of Christianity throughout Britain. Augustine built a church and monastery and became its first Archbishop. There is unfortunately nothing left of this first Cathedral, but ever since, Canterbury has been the seat of the Archbishop. Today the Cathedral is the Mother Church of the worldwide Anglican Communion.

The Cathedral has a rich variety of architectural styles. In 1067 the first Cathedral was destroyed by fire. William the Conqueror built a new Cathedral in a much bigger style (1070-1077). Later the Quire was built over the Crypt (1098-1130). This new Quire also burnt down by fire in 1174 and needed to be replaced: innovative French architect William of Sens rebuilt a magnificent new Quire in the Gothic style, which was followed by the Trinity and Corona Chapels.



The rebuilding of the Nave in perpendicular style by the master mason Yveley as well as the addition of the new towers and transepts in the next few hundred years, made the Cathedral into one of the most beautiful and interesting churches of the Christian world.



The murder of Archbishop Thomas Becket made the Cathedral into one of the most important pilgrimage centres in Europe. Thomas Becket, first Chancellor and close friend of King Henry II before becoming Archbishop, was exiled to France for 6 years after a conflict with the King. When he returned in 1170, arguments soon started again and the King is said to have exclaimed 'Who will rid me of this turbulent priest?' Four knights took the King at his word and set off for Canterbury. On the evening of 29th December they followed Becket into the Cathedral and murdered him in the area which is now called 'The Martyrdom'. Until 1220 Becket's body and tomb stood in the east side of the Crypt, two days after the murder pilgrims arrived in large numbers and many miracles are said to have taken place.



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INFORMATION FOR SCHOOLS

We look forward to welcoming your group to Canterbury Cathedral!



The Cathedral is first and foremost a church. It is important that you prepare your pupils in advance of your visit and explain that many visitors come to worship, on pilgrimage or perhaps to grieve for the loss of a loved one. Young people in large groups can disrupt the enjoyment of others, and we need your help to control your group.

The Cathedral's Schools Department has prepared teacher information sheets and questionnaires in several languages. These may be downloaded free of charge from our website, www.canterbury-cathedral.org. We hope that you use them to prepare your pupils in advance of your visit.



Please read the following instructions so that all visitors may enjoy this very special building.

- Teachers should stay with their group at all times, inside but also in the Cathedral grounds.
- Large groups can be disruptive and block pathways. On entry, groups are divided into small groups of approx. 10 students. Please do not re-group inside.
- Each group leader will receive a 'Lead well' leaflet with a short synopsis of the Cathedral's main features.
- Please ask students to switch off mobile phones, remove chewing gum and explain that hats or caps are not worn in Christian churches.
- Follow the route of the Welcome leaflet and do not go against the visitor flow.
- At certain times, prayers are said by the Cathedral chaplain. Please stop your group and ask for silence. You may like to join in of course!
- The Crypt is a quiet place for prayer and worship. Please respect this and simply point out architectural features whilst you take your group around.
- Visitors may take photographs for personal use, except for the Crypt.
- When leaving the Cathedral, please follow the exit signs. Do not exit through Christ Church Gate.
- There are several areas available for picnics within the grounds. Please make sure pupils throw rubbish in the bins provided & please ensure that no food or drink is taken inside the Cathedral.
- If possible, inform the Schools Department if you require special assistance for disabled access or facilities in advance. If not possible to do this in advance, Welcome Centre staff will be pleased to assist on arrival. An *Access Statement* and *Facilities for Disabled* leaflet is available from our website or on arrival.

We thank you for your cooperation and hope you enjoy your visit to Canterbury Cathedral.



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Task 9 Upon the visit and exploration, one of the most favourable task for Ls was to make interview with the local residents. Surely, the questions were compiled by the instructors. This sample questionnaire gave us manifold answers on the Ls part in Cambridge. (*Sheet 3 – Cambridge*) As shown in the **Tasks** part, a map were given to them to find their way.

1. Who won the "The Boat Race" in 2010? Oxford or Cambridge?
Cambridge in 2010, but Oxford in March, 2011
2. Why did they choose Cambridge over Oxford?
"Because there is a better history course in Cambridge."
"Because it is better than Oxford."
"Because it looks better in the pictures."
"It's more famous than Oxford."
"There are majors which cannot be found in Oxford. For example, Philosophy."
"The Choir is better here."
"More opportunities for post-graduate training."
3. How do they spend their Friday nights?
"Birthday parties then going to a club."
"First in the bar then to the party."
"Going out with friends."
"House parties and formal dinners."
"Drinking in the college."
"Going to the pub with friends."
4. Who is the mayor of Cambridge?
Ian Nimmo-Smith (retired last year) Sian Reid
Nobody knew him or her, as it is merely an honourable title.
5. Which is their favourite place?
"Around the church, close to the market."
"The Cow."
"The Steak House."
"Queen's College."
"Ballari."
"Robinson College."
6. Who is the most notable resident of Cambridge?
A model, Lily Cole; Rory McGrath; Stephen Hawking; Jimmy Carr; Alexander Armstrong and Stephen Fry.
7. How many colleges can be found in Cambridge?
31-33





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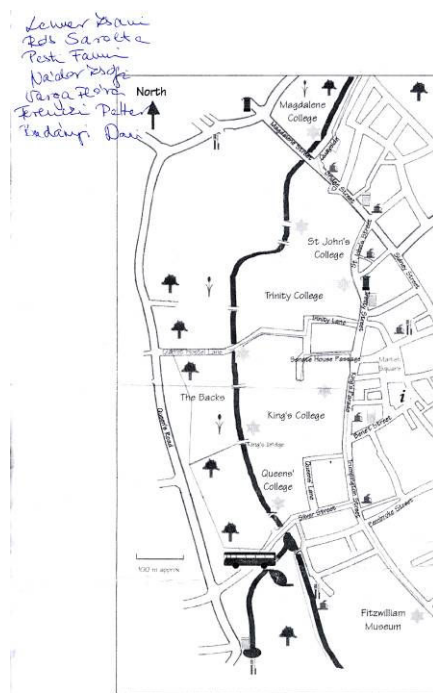
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The one of the interviews with the questionnaire and the interviewee:



1. Good-mee Tavalatit ki nyerte Oxford vagy Cambridge?
2. Mekkora a Cambridge? Veleardotia?
3. Hogy látod a pénzügyi életet?
4. Hogy látja a polgármestert? David Miller
5. Mi a városi helye Cambridge-n?
6. Ki/ki a városi leghíresebb lakosok?
7. Halny College van? 31

megor 6. James
Jeffrey Archer
Steven Hock
Stephen Hock

3. go to the pub with friends, go home - work
5. Liverpool (for) college

because this is the best
31
it had the best
training

it had the best
opportunities for post-graduate
training
because his brother
3-go to the pub with
friends
go home and watch
TV

A

7p + 1 -> 8p
↓

- Answers
1. Cambridge ✓
 2. it had the best opportunities for post-graduate training ✓
 3. because his brother ✓
 4. David Miller ✓
 5. Chapel James College ✓
 6. Jeffrey Archer ✓
 7. 31 ✓
- + Liverpool



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Task 9 After the visit and exploration of the places, it is quite useful for Ls to do a short quiz in the form of short-answer-questions?. This one quiz was produced right after visiting the Tower.

1. How tall was the tallest man wearing full armour? (205cms)
2. How heavy were the cannonballs in the Tower? (32 lbs)
3. Which tower was the biggest number of prisoners locked up in? (Beauchamp Tower)
4. What do the ravens of the Tower represent? (The Royal Monarchs)
5. What do they call the front tower Bloody Tower? (The two princes were killed there.)
6. Seven people were not executed on Tower Green but in the courtyard. Can you name at least one of them? (Anne Boleyn and Catherine Howard)
7. Which Crown Jewel contains the biggest diamond? (The Sceptre)

In the class the Ls may contribute to the task with their pictures and stories as below:



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Task 11 After visiting many places, it is quite favourable to do a short revision of the facts and information so that Ls could internalise what they have perceived.

A revision consisting of questions can be seen below:

Questions:

1. Who was the original Windsor Castle built by?
2. What banner can you see if the monarch is in Windsor Castle?
3. What order was founded here in Windsor?
4. When did Windsor Castle burn down?
5. How many shields can you find on the wall of St George's Chapel at present?
6. Write down three different ways which the student were punished in?
7. What were Madame Tussaud's first products?
8. Write down three colleges in Cambridge!
9. Which college did we pay a visit to?
10. What is the name of the English Gothic style?
11. Write down three people who have or had any connection with Cambridge?
12. Who can you find over the Great Gate of Trinity College?
13. What was this figure holding in his right arm when we visited the city?
14. What is the name of the little boats on the Cam River?
15. Which is the most elegant and exclusive department store in Oxford Street?
16. Which park can you find Speakers' Corner in?



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Answers:

1. William the Conqueror.
2. The Royal Banner.
3. Order of the Garter.
4. In 1992.
5. 1001.
6. They should weed the school's garden, pick moss from the grouts, copy long pages on the cons of smoking and must be at school by 6.15 every morning for a week.
7. Death masks.
8. Trinity College, King's College, St John's College, Queens' College, Magdalene College, etc.
9. King's College
10. Perpendicular.
11. Stephen Hawking, Rory McGrath, Jeffrey Archer, Pink Floyd, Newton, Lord Byron, John Harvard.
12. Henry VIII.
13. A table leg.
14. Punt.
15. Selfridges.
16. Hyde Park.

Task 12 Creative writing and speaking exercises through visual input:

a. These little objects from real life are called realia and can be used in classroom to improve Ls' understanding of other cultures and real life situations. In most cases, realia are part of an instructional kit and are increasingly being utilised in new and interesting ways. They are particularly good sources for practicing speaking, listening, writing, vocabulary and grammar. They can help Ls to overcome their shyness and reluctance to take part in the English class by means of activities involving visual aids.

b. Describing pictures is a sub-skill that Ls must understand, learn, acquire, internalise and develop. They need skills of understanding, evaluating, interpreting and analysing the visual input. Ls have to connect their ideas to the context – that is to a certain entirety.

c. We could listen to Ls telling their experiences and stories of **Realia 7; Realia 1; Realia 6; Realia 12; Realia 14** and **Realia 13**.





Task 13 Creative writing and speaking exercises through visual input:

Exercise 1 - Here's Me:

T invites Ls to show their own pictures to describe personal experiences and share information.

Exercise 2 - Speech Bubbles:

Step 1: Ls pair up.

Step 2: T hands out the pictures, sheets and markers.

Step 3: T invites Ls to analyse the *Who? What? Where? When?* and *How?* of the picture.

Step 4: T tells Ls to stick the pictures onto the sheets and to write speech bubbles for the characters in the pictures.

Step 5: T asks the pairs to share their work and go on to a short description.

Exercise 3 - Speech Bubbles Extensions:

Tip 1: Ls should imagine the speech bubbles as a mere introduction to long dialogues or conversations. Ls should write a short story starting with the original dialogues.

Tip 2: Ls should imagine the speech bubbles as the final words of long dialogues or conversations. Ls should write a short story ending in the original dialogues.

Exercise 4 - Picture the story:

These visual images are a series of pictures that are simply drawn and follow some short sequence of events or story.

Hint 1: T cuts them up and gives a picture to each student. Without showing each other their pictures, Ls explain their pictures, and they put their own story in any order. Ls should write a short story using this particular order for their plots.

Hint 2: T gives out each picture at a time and Ls will discuss what might come next.

Hint 3: T jumbles up the pictures and Ls sort them out together.

Hint 4: T gives just the beginning/the end/ the middle/the beginning and end, then Ls write the rest the story.

Exercise 5 - Picture the story extension:

These visual images are a series of pictures that are simply drawn that follow some short sequence of events or story.

Hint 1: T cuts them up and gives a picture to each student. Without showing each other their pictures, Ls explain their pictures, and they put their own story in any order. Ls should write a short story using this particular order for their plots.

Hint 2: T inverts the order of the pictures Ls have put together.

Hint 3: Ls should write down a different plot and story based on the inverted order.



Exercise 6 - Picture the story – The missing link

These visual images are a series of pictures that are simply drawn and follow some short sequence of events or story.

- Hint 1: T cuts them up and gives a set of pictures to pairs of Ls. Without showing each other their pictures, Ls explain their pictures, and they put their own story in any order. Ls should write a short story using this particular order for their plots.
- Hint 2: When Ls have finished, T takes out every other picture of the order and puts it in a pile.
- Hint 3: Other pairs should find the missing link (i.e. the picture from the pile) while Ls check upon them.

Exercise 7 - Capture captions:

- Step 1: Before the lesson T should write captions to the pictures. Then T should make the answer key to which captions and pictures go together. Afterwards, T jumbles up the pictures and captions and puts them in a box.
- Step 2: T glues a picture without a caption to the board. T asks students to make up a caption for the picture. T writes the caption on the board under the picture.
- Step 3: T writes the real caption on the board next to the picture, then he asks Ls to determine how close they were to the real description.
- Step 4: T gives each student one picture from the bag, telling them to write a caption for the picture.
- Step 5: After Ls have completed the task, T gives each student the correct caption for his or her picture. T asks them to analyse how close their captions were to the real captions.

Exercise 8 - Capture Captions Extensions:

- Hint 1: When everyone has finished, give each student two captions and ask him or her to pick the caption that goes with the picture.
- Hint 2: Ls should work together as a class to create captions.

Exercise 9 – Photographing in Madame Tussauds

- Step 1: Before the lesson T should separate the pictures taken of previous and current politicians, celebrities, rogues, famous figures and stars.
- Step 2: T glues the pictures to the board. T asks Ls to choose characters they would definitely have liked to take pictures of.
- Step 3: Ls should give reasons for the choices they have made.
- Step 4: T asks Ls to choose characters they would definitely not like to take pictures of.
- Step 5: Ls should justify their reasons.



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Post-Tasks

Task 14 It is a creative writing exercise through visual input. This particular one focuses on “the Good and Bad Memories”

Task 15 Mumford’s article

- 1.) - c.
- 2.) - h.
- 3.) - a.
- 4.) - f.
- 5.) - j.
- 6.) - g.
- 7.) - b.
- 8.) - d.
- 9.) - i.

7. Evaluation and assessment:

A great way of practising speaking and enhancing communicative skills using semi-authentic material and placing the task itself in an inter-cultural context. Certainly, there are extra tasks for the would-be teachers to thoroughly investigate, assess and improve.



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