

Lenguas Adicionales Inglés

Actividades para los estudiantes

Segundo año

Tourist attractions in London and Buenos Aires

Serie PROFUNDIZACIÓN • NES



Buenos Aires Ciudad

Ministerio de Educación del Gobierno de la Ciudad de Buenos Aires
11-05-2025



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En este material se evitó el uso explícito del género femenino y masculino en simultáneo y se ha optado por emplear el género masculino, a efectos de facilitar la lectura y evitar las duplicaciones. No obstante, se entiende que todas las menciones en el género masculino representan siempre a varones y mujeres, salvo cuando se especifique lo contrario.

Fecha de consulta de imágenes, videos, textos y otros recursos digitales disponibles en internet: 15 de noviembre de 2018.

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¿Cómo se navegan los textos de esta serie?


Los materiales de Profundización de la NES cuentan con elementos interactivos que permiten la lectura hipertextual y optimizan la navegación.



Para visualizar correctamente la interactividad se sugiere bajar el programa [Adobe Acrobat Reader](#) que constituye el estándar gratuito para ver e imprimir documentos PDF.




Pie de página

 **Volver a vista anterior** — Al clicar regresa a la última página vista.

 — Ícono que permite imprimir.

 **4**  — Folio, con flechas interactivas que llevan a la página anterior y a la página posterior.

Portada

 — Flecha interactiva que lleva a la página posterior.

Itinerario de actividades

 **Actividad 1**

Presentación de la temática
Introduction to the topic

1

Organizador interactivo que presenta la secuencia completa de actividades.

Actividades

Presentación de la temática
Introduction to the topic

Actividad 1


a. Have a look at this collage of pictures about some tourist attractions in London. Can you identify any of these famous sites?

 **Volver al itinerario de actividades**

Volver al itinerario de actividades



Botón que lleva al itinerario de actividades.

 — Sistema que señala la posición de la actividad en la secuencia.

Íconos y enlaces

1 Símbolo que indica una cita o nota aclaratoria. Al clicar se abre un *pop-up* con el texto:

Ovidescim repti ipita voluptis audi iducit ut qui adis moluptur? Quia poria dusam serspero valoris quas quid moluptur?Luptat. Upti cumAgnimustrum est ut

Los números indican las referencias de notas al final del documento.

El color azul y el subrayado indican un [vínculo](#) a la web o a un documento externo.



“Título del texto, de la actividad o del anexo”

— Indica enlace a un texto, una actividad o un anexo.



Itinerario de actividades



Actividad 1

Presentación de la temática
Introduction to the topic

1



Actividad 2

Desarrollo de la temática
Development of the topic

2



Actividad 3

Organización del trabajo para la producción final
Organization of the work to prepare the final task

3



Presentación de la temática Introduction to the topic

Actividad 1

- a. Have a look at this collage of pictures about some tourist attractions in London. Can you identify any of these famous sites?



- b. You're going to watch a video by SB3 Digital about some interesting places you can visit in London. Before you watch the video, [go to the platform](#) and answer these questions.
1. What is the title of the video?
 2. What is the name of the platform?
 3. When did the user upload the video?
 4. Who uploaded the video on the platform?
 5. Are there any comments below the video?
 6. Make a list of the titles of the other videos uploaded by this user.
- c. Watch the video "[Culture Long Subtitled](#)" by SB3 Digital and do the following exercises.

Part A: Put the sentences in the order that they appear in the video.

- | | |
|---|-------------------------------|
| 19,000 listed buildings. | 2,000 years of history. |
| The city of world class culture. | Unique experiences. |
| Unforgettable incentive activities. | 24,360 restaurants. |
| Iconic attractions capture you at every turn. | 857 art galleries. |
| Exclusive event spaces & VIP treatment. | 215 museums. |

Part B: Fill in the blanks. (Work on this excerpt 1:00 / 1:23).

World class, fantastic free national, amazing, new and innovative, festivals and, cutting-edge design and
London is and will always remain Love the Love the



Digital resources



You can write the information for activity 1 on this sheet of paper or fill in the [Google Drive Form](#) shared by your teacher (you can check this [Google Drive Form tutorial](#) on the Virtual Campus of Digital Education).

Final task - Part A

In groups, you're going to design some posts about the tourist attractions and recreational activities that you can find in some neighbourhoods of the city of Buenos Aires. You're going to publish these posts on a blog. Each group is going to be in charge of finding out information about one neighbourhood in particular. To get the information organized, you're going to prepare portfolios with all the material necessary to design the posts. You can create the portfolios using these tools: [Google Docs](#) or [OpenOffice Writer](#) (you can check these tutorials [Google Docs](#) and [OpenOffice Writer](#) on the Virtual Campus of Digital Education).

Volver al
Itinerario de actividades



Desarrollo de la temática Development of the topic

Actividad 2

- a. You're going to read an article about some tourist attractions in London. Before you read the article, analyze the paratext of the main text.

Vocabulary spot



The term *paratext* refers to the different statements that accompany the main text of a work such as the title, subtitle, preface, pictures, footnotes, table of contents, etc. These added elements form a framework for the main text and can help the reader understand the main text of the work.

Part A: Analyze the paratext of the article and answer these questions.

1. What is the title of the article?
2. Does the article have a preface?
3. What tourist attractions does the article mention?
4. How many pictures are there in the article?
5. What can you see in the pictures?
6. What is the source of the article?



Top 5 London attractions

A trip to the capital wouldn't be complete without seeing the top 5 attractions in London. Make sure to tick these top things to see in London off your list.

Buckingham Palace tour

Visit the official London residence of the Queen during the Buckingham Palace summer opening. Explore the extravagant State Rooms and don't miss this year's special exhibition, celebrating the 70th birthday of the Prince of Wales. In 2018, Buckingham Palace is open to visitors from 21 July until 30 September.



SEA LIFE London

Get a taste of the deep blue sea at SEA LIFE London. Spot up to 400 species including sharks, stingrays, moray eels and clown fish at the aquarium. See stunning green sea turtles and test your nerve on the glass "shark walk". Learn more at daily talks and feeding times.



Tower of London

Take a tour with one of the Yeoman Warders around the Tower of London, one of the world's most famous buildings. Discover its 900-year history as a royal palace, prison and place of execution, arsenal, jewel house and zoo! Gaze up at the White Tower, tiptoe through a medieval king's bedchamber and marvel at the Crown Jewels.





Madame Tussauds London

At Madame Tussauds, you'll come face-to-face with some of the world's most famous faces. From Shakespeare to Lady Gaga you'll meet influential figures from showbiz, sport, politics and even royalty. Strike a pose with Usain Bolt, get close to One Direction or receive a once-in-a-lifetime audience with the Queen.



Kensington Palace

Kensington Palace offers a glimpse into the lives of its past royal residents. Discover stories from Queen Victoria's life in the Victoria Revealed exhibition; master courtly games in the King's State Apartments; glimpse a modern princess in an exhibition of Diana's dresses; and uncover the secrets of a fragile dynasty in the Queen's State Apartments.



Part B: Read the article and write the correct name of the tourist attraction next to the sentences.

1. There are a lot of animals in this place.
2. This is the official residence of Queen Elizabeth II.
3. You might get a little nervous if you visit this place.
4. You can see some of the royal jewels in this building.
5. In the past, thieves and murderers stayed in this place.
6. In this place, you can have an "audience" with the Queen.
7. You're going to "meet" a lot of famous people in this place.
8. There is an interesting exhibition about a prince in this building.
9. There is a fashion exhibition related to a princess in this building.
10. You should visit this place if you want to learn about the lives of the British monarchs.



Digital resources



You can write the information for exercise 2 **a.** on this sheet of paper or create a document using [OpenOffice Writer](#) or an online programme such as [Evernote](#) or [Google Docs](#) (you can check these tutorials [OpenOffice Writer](#) and [Google Docs](#) on the Virtual Campus of Digital Education). These tools, when saved in the cloud, allow you to have access to your documents from any digital device, so you can add more information to them at any time and make all the necessary changes to enrich them.

- b.** Pair work. Imagine you're in London on holidays and a friend of yours invites you to go sightseeing around the city during the weekend.
1. Read the complete article "[Top 10 London attractions](#)", published at Visit London. Official Visitor Guide, and choose the places you would like to visit.
 2. On this website [ESL Gold](#) you will find vocabulary related to making plans. Choose the phrases that you want to include in the dialogue.
 3. Write down the dialogue using the vocabulary from both websites. Hand in the draft to your teacher. You will get some feedback.
 4. Re-write the dialogue taking into account the feedback from your teacher. Then, record the exchange with your partner and send the file to your teacher. You can use these applications Grabador de sonido Linux / [Audacity](#) to record the dialogue (check these tutorials [Grabador de sonido Linux](#) and [Audacity](#) on the Virtual Campus of Digital Education).
 5. If you feel ready, you can act out the dialogues in front of the class. Good luck!
- c.** Imagine you want to tell your family and friends about your plans for the weekend in London. Write down some WhatsApp messages describing what places you're going to visit and what activities you're going to do.

Grammar spot

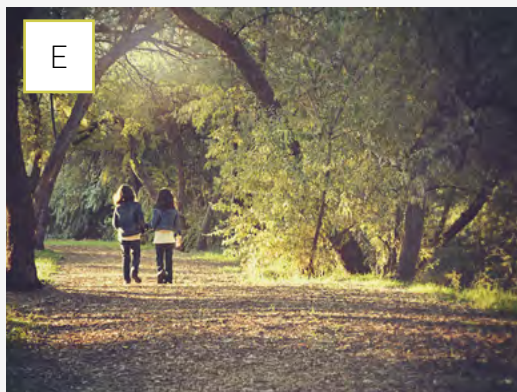


In English, when we want to talk about future plans we use the structure **be going to**. For example: *I **am going to** visit Kensington Palace next weekend. My friends **are going to** take a tour around the Tower of London on Friday.* On this website [Woodward English](#), there are some interesting explanations about the grammar rules for this structure. Read the rules and then do the following exercises: [Oxford University Press](#) and [English Grammar Online](#).



Write the WhatsApp messages here!

- d. Have a look at the following collage of people doing different activities during their holidays. Match the pictures next to the correct sentences.
1. The man is reading a book.
 2. The girls are walking in a park.
 3. The people are sailing in the sea.
 4. The man and the woman aren't having dinner at home. They are having dinner at a restaurant.
 5. The people are swimming and sunbathing.
 6. The woman isn't taking a photo with her cell-phone. She is taking a photo with her camera.





Grammar spot



The sentences in exercise **d.** are in *Present Continuous*. We use this tense to describe what a person is doing or to talk about activities at the moment of speaking. On this website [British Council](#) there are some interesting explanations about the grammar rules for the *Present Continuous* tense. Read the rules (*Level Beginner*) and then do the exercises *Present Continuous 1 +* and *Present Continuous 2 +* published on this section.

Pronunciation spot

The **-ing form** of the verbs always adds an extra syllable to the words and this syllable is unstressed. For example: [read /ri:d/ - reading /'ri:dɪŋ/], [walk /wɔ:k/ - walking /'wɔ:kɪŋ/], [eat /i:t/ - eating /'i:tɪŋ/]. On this website [English Language Club](#) you can practise the pronunciation of the “ng sound” /ŋ/. While you watch the video, repeat the words that the speaker mentions. Then, follow these steps to practise the pronunciation of these verbs: *reading, eating, walking, sailing, taking, swimming, sunbathing, watching, writing and talking*.

1. Look up the verbs in any of these dictionaries: [Cambridge Dictionary](#), [Oxford Dictionary](#) or [Collins](#).
2. Click on the pronunciation button and repeat the words.
3. Record yourself reading the verbs and send the files to your teacher. You can use these applications Grabador de sonido Linux / [Audacity](#) to record the verbs (check these tutorials [Grabador de sonido Linux](#) and [Audacity](#) on the Virtual Campus of Digital Education).
4. Record yourself reading these sentences and send the files to your teacher: *My father is reading a novel; They are eating pasta; The kids are walking in the park; We are sailing down the river; The woman is taking a picture; The people are swimming in the sea; The man is sunbathing; Are you watching TV?; Paul is writing a novel; Is Mary talking on the phone?*

- e. Group work. You're going to create a presentation about holiday activities. Follow these steps to get organized:
1. Choose some pictures of your holidays with your family or friends to include in the presentation. You have to describe what the people are doing and where they are.
 2. Decide what software you would like to use to make the presentation: [PechaKucha](#), [OpenOffice Impress](#), [Google Slides](#), [Prezi](#) (you can check these tutorials [OpenOffice Impress](#), [Google Slides](#) and [Prezi](#) on the Virtual Campus of Digital Education).
 3. Once you have all the pictures in slides, rehearse what you are going to say. If you want, you can record the descriptions with these applications Grabador de Linux /



Tourist attractions in London and Buenos Aires

[Audacity](#) or the recording applications of your computer, cell-phone, tablet, etc, and attach the files to the presentation. Send the files to your teacher beforehand to get some feedback. (Check these tutorials [Grabador de Linux](#) and [Audacity](#) on the Virtual Campus of Digital Education.)

4. Don't forget to check in advance all the technological devices (tablets, computers, pendrives, loudspeakers, etc.) that you're going to use for the presentation. Good luck!

Final task: Part B

Group work. You're going to write different drafts of the posts about the tourist attractions and recreational activities of the neighbourhood you have chosen for the blog. Follow these steps to get organized:

1. Search for information on the web to complete the following items:

Name of the neighbourhood:	
Location:	
Tourist attractions:	
Recreational activities:	
Festivals and celebrations:	
Restaurants and bars:	
Extra information:	

2. Go over the exercises from this guide and make a list of the vocabulary and set expressions related to tourist attractions and recreational activities. Complete these columns:

Vocabulary	Set expressions
Museums, art galleries, restaurants, etc.	Take a tour with...; You should visit this place if you want to...; There is...; There are a lot of...; Uncover the secrets of...; etc.

3. Write down the posts including the information from the previous exercises and hand in the texts to your teacher. You will get some feedback.
4. Re-write the posts taking into account the feedback from your teacher and hand in the final versions.
5. Remember to keep all the information organized in the portfolios. Your teacher is going to assess your work based on these portfolios.

Digital resources



You can complete the tables from *Final task: Part B* on this sheet of paper or create a document using [OpenOffice Writer](#) or [Google Docs](#) (you can check these tutorials and [OpenOffice Writer](#) and [Google Docs](#) on the Virtual Campus of Digital Education).

Volver al
Itinerario de actividades



Organización del trabajo para la producción final
Organization of the work to prepare the final task

Actividad 3

- a. In exercise **b.**, you're going to watch a video about the Tower of London, a famous tourist attraction in London. Before you watch the video, check the meaning of these words: *wristband, warder, yeoman, drawbridge, warden, raven, crumble, armoury, woe, costumed, treason and tread.*

Online dictionaries



You can use the following dictionaries to check some vocabulary: [WordReference](#), [Cambridge Dictionary](#), [Oxford Dictionary](#), [Collins](#), [Merriam-Webster](#) and [Wordnik](#).

- b. Watch this video [“Tower of London Schools Film”](#), by SB3 Digital, and answer these questions:



1. What is the Tower of London?
2. What steps do you have to follow before entering the Tower of London?
3. Does Tara, the White Tower Warden, give you information about Queen Elizabeth II?
4. What “animals” can you find at the Tower of London?
5. What is Max’s job at the Tower of London?
6. What pieces of advice do visitors and wardens give at the end of the video? (Write a tick ✓ next to the pieces of advice).
 - Take photos (.....)
 - Stick together (.....)
 - Tread carefully (.....)
 - Use your cell-phones (.....)
 - Find answers (.....)
 - Ask questions (.....)
 - Send WhatsApp messages (.....)
 - Have fun! (.....)

c. If you feel ready, you can also do the following exercise: Watch the video again (“[Tower of London Schools Film](#)”, by SB3) and decide if these sentences are true or false.

1. The Tower of London wasn’t a prison in the past.
2. There is a legend about ravens at the Tower of London.
3. In the White Tower, you will find some flamboyant armoury.
4. The blonde girl didn’t like the interpreter’s story.
5. The wardens of the Tower of London don’t give information about the tour.

Final task: Part C

Group work. Search for the images and videos (optional) that you would like to include in the posts of the blog. Choose the images from these websites: [Pixabay](#), [Max Pixel](#), [Public Domain Pictures](#) and [Openclipart](#).

Then, send the images with the corresponding posts to your teacher. You will get some feedback. Finally, publish all the information on the blog. Here are some tools to design blogs:

- [WordPress](#).
- [Blogger](#) (you can check the [tutorial of Blogger](#) on the Virtual Campus of Digital Education).
- [Edublogs](#).

Explore the different tools suggested before you decide which is the most appropriate to create a tourist blog. Remember that all the posts are going to be published in one blog. When the blog is ready, share the link with the students from the other courses and invite them to make comments below the different posts.





Notas

1 Article “[Top 10 London Attractions](#)” published at Visit London. Official Visitor Guide (adapted version).

Imágenes

- Página 6. London, Maklay62, Pixabay, <https://bit.ly/2KZgFAQ>.
- Página 8. Palace UK Buckingham, Max Pixel, <https://bit.ly/2G6BXOb>.
Shark tunnel, Mikezwei, Pixabay, <https://bit.ly/2GfWBvB>.
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