London Underground

Language level:	Elementary; Pre-intermediate (A2)
Learner type:	Teens; Adults
Time:	45 minutes
Activity:	Matching collocations; Reading signs
Topic:	London; Transport
Language:	* Noun + noun collocations * Infinitive of purpose * Passive * Language of signs (requests, imperatives, instructions, etc)
Materials:	Video; Worksheet

Preparation, materials and equipment

1. For this activity, you will need a YouTube clip titled ***Learn English on the London Underground***. To access the clip, click on the following link:

   http://www.youtube.com/watch?v=mVU79ki9ftc

2. Make a copy of the **London Underground Worksheet** on page 5 for each student.

Decide how you are going to display the clip in class. Possibilities include:

- Laptop or desktop (good for small groups)
- Computer, projector + screen
- iPhone or other mobile device (good for one-to-ones/intimate classes)

Don't forget the loudspeakers

If you don't have Internet access in class, you could download or 'capture' the video from YouTube. Use www.savevid.com or a similar site. Note, however, that in doing so, you will be breaching YouTube's Terms of Use.

Lesson plan

1. Write 'The Tube' on the board and find out if your students know what it is. (Answer: It is the familiar name for the London Underground.) Find out if anyone has been to London. If so, ask them how the London Underground compares with the transport systems in their own cities.

2. Tell students that they are going to see a video clip of English on the London Underground. Brainstorm students for examples of language they might see and write these on the board.

3. Write the following 16 words on the board and ask students to copy them.

Alarm	*Bridge*	*Card*	*Circle*
Emergency	*Exit*	*Fire*	*Help*
Line	*London*	*Map*	*Point*
Priority	*Seat*	*Travel*	*Tube*

4. Tell students that they have a puzzle to solve: They have to attempt to pair up the 16 words to get 8 noun-noun collocations that they might see on the London Underground.

5. Let students compare their answers before playing the video clip. Answers:

Fire alarm	*London Bridge*
Travel card	*Circle Line*
Emergency exit	*Help point*
Tube map	*Priority seat*

6. Tell students that you are going to test their powers of observation. Give out copies of the **London Underground Worksheet** which contains questions about other pieces of language that appeared in the clip.

7. Let students compare their answers before playing the video clip a second time.

Answers (part 1):

a. *Obstructing the doors can be **dangerous***
b. *If you see a train being **vandalised**, call the British transport police on 0800 40 50 40*
c. *Open / **close***
d. *Dogs must be **carried***
e. *Stand on the **right***
f. *You are being **filmed***
g. *Lift flap and push button to **stop** train*
h. *Take **care** after drinking alcohol*

Answers (part 2):

i. ***Assistance*** *and tickets*
j. ***Keep*** *left*
k. *Priority seat for people who are* ***disabled****,* ***pregnant*** *or less able to stand*
l. *Please* ***keep*** *your bags with you at all times and report any unattended items or suspicious behaviour to a member of* ***staff***
m. ***Keep*** *clear of the edges*
n. *Take* ***extra*** *care of children*
o. *Fire alarm: If you see* ***smoke*** *or* ***fire*** *operate this fire alarm*
p. ***Mind*** *the gap*
q. ***Way*** *out*

Follow up

This activity could be used to introduce any of the following language:

- Present continuous passive: *You are being filmed*
- Passive noun phrases: *A train being vandalised*
- The infinitive of purpose: *Push button to stop train*
- The basic form of the verb used for imperatives, requests or instructions: *Open*, *close*, *stand*, *hold*, *stop*, *push*, *dial*, *call*, *report*, etc

London Underground Worksheet

I Below are eight excerpts from the clip you have just seen. Each one contains a mistake. Can you find and correct the mistakes?

a. *Obstructing the doors can be fun*
b. *If you see a train being robbed, call the British transport police on 0800 40 50 40*
c. *Open / closed* [beside the train door]
d. *Dogs must be worn* [on the escalator]
e. *Stand on the left* [on the escalator]
f. *You are being watched*
g. *Lift flap and push button to start train*
h. *Take car after drinking alcohol*

II Do you remember the missing words?

i. _____ *and tickets* [above the ticket counter]
j. _____ *left*
k. *Priority seat for people who are* _____, _____ *or less able to stand.*
l. *Please* _____ *your bags with you at all times and report any unattended items or suspicious behaviour to a member of* _____.
m. _____ *clear of the edges* [on the escalator]
n. *Take* _____ *care of children* [on the escalator]
o. *Fire alarm: If you see* _____ *or* _____ *operate this fire alarm*
p. _____ *the gap*
q. _____ *out*