

## Activity 8: Places to visit (CEFR A2)

**Level:**  
CEFR A2

**Time:**  
45 minutes

**Resources:**

- ✓ Hand out
- ✓ Optional cut-ups of the descriptions of visits to different places
- ✓ Leaflets advertising different places of interest to visit in the area

**Aims:**

- ✓ To develop skills and knowledge in speaking and listening at Entry 2
- ✓ To explore vocabulary connected to E2 topics
- ✓ To practice discussing interesting places to visit
- ✓ To develop ability to talk about places to visit
- ✓ To practise giving information as a part of a simple explanation, describing places and things, expressing likes, dislikes and preferences

**Exam task focus:** Component 2 Task 4

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### Procedure

1. If you have time, start the lesson by screensharing images of places to visit in the local area. See whether anyone can identify them / has been to any of them. Find out whether anyone has been on an outing / day out recently and check understanding of 'day out' and 'outing'. Tell students (SS) they are going to read about some places to visit in Hull – you may need to tell SS where Hull is. Put students into breakout room (BOR) groups of 2 and tell them to look at the different places and discuss the answers to the questions in Activity 1a. Open BORs.
  - *What do you think you can do when you visit these places?*
  - *Which places do you think are good for families?*
  - *Why?*
2. Close BORs and return to main room to conduct whole class feedback. If necessary, focus on some of the vocabulary in the glossary e.g. aquarium, guided tour V self-guided tour.
3. Explain that they are going to read some short descriptions of visits to some of the places, in Activity 1b. They should match the description to the places in Activity 1a.

4. Conduct whole class feedback.

**a. Answers:**

- **Hodan** - In the past, this boat guided ships in and out of Hull harbour. Now it is a museum. When you enter, you get a map and a small listening device with headphones. You walk around the boat and listen to the history through the headphones. It was a lot of fun and free! **[Spurn Lightship]**
- **Petya** - I went here with my husband and 2 children. It was expensive for a family but we stayed all day. There were some special activities for the children such as watching a diver feed the sharks inside a fish tank. The children also loved watching the penguins. **[The Deep]**
- **Miguel** - I visited this place with my classmates. It was so interesting. We learnt a lot about how people lived in Hull in the past. We went inside old-fashioned shops. I really enjoyed seeing all the buses and trams and going inside some of them. I was very surprised that the museum is free. **[Street life Museum]**
- **Fyori** - Now that England is my home, I want to find out how people lived in the past. We visited this place which is a few miles outside the city. We went on a guided tour inside the house. The guide gave us a lot of information. Later, we spent some time in the grounds. There was a small playground for our children, and we had a picnic on special picnic tables. We also walked around the grounds and saw some beautiful flowers in the garden. **[Burton Constable Hall and Grounds]**
- **Nada** - In the past, people made flour in this place. They stopped in 1954 but now it is working again for visitors. The guides showed us how to make flour and we tried ourselves. We had a lot of fun trying to put the flour into small flour bags. We bought some flour that is made there in the shop. We are going to try to make some bread using this flour. **[Skidby Mill]**

5. Finish this stage of the lesson, by asking SS to work in new BOR groups of 2 to discuss which place (s) they would you like to visit in Hull. Which places they wouldn't like to visit. Why? If they run out of things to say, they can also discuss what they like doing when they have some free time? Focus attention on the language box before they do the Activity 1c. Open BORs.
6. Close BORs and return to main room to conduct whole class feedback and note the answers on the board so that they have some ideas for Activity 3.
7. Set the context by explaining that they are going to work in BOR groups of 2 or 4 to think about interesting places to visit. Focus their attention on the different sections of the table in Activity 2. If possible, elicit one example for each box. If at all possible, you could collect examples of leaflets of places to visit from libraries, leisure centres etc. Open BORs.
8. Conduct whole class feedback and note the answers on the board so that they have some ideas for Activity 3.
9. Tell SS they are going to take part in a group discussion on the subject of interesting places to visit in Activity 3. Tell them to look at the prompts before starting the discussion. Before they start the activity remind them of the language they can use to talk about places in the local area e.g. 'you can go to xxx', places they visited recently e.g. 'Last month I went to ....,' and places they plan to visit in the future e.g. 'I'd like to go to xxx'.

10. Put students into BOR groups of 2 for the discussion. Emphasize the importance of everyone contributing to the discussion and discuss ways of bringing someone into the conversation e.g. 'What do you think X?' and 'What about you? Do you agree?' Open BORs.
11. Visit to monitor as they are talking and make a note of any good / not so good examples of the language. Once they have finished the activity, suggest that they give each other feedback on how they did - i.e. did they all participate equally.
12. Close BORs and return to main room to conduct whole class feedback not only on the content of their discussions but on the use of the functional language.
13. Focus attention on the exam box at the bottom of the handout to explain how the lesson has helped to prepare them for Task 4 of the Trinity Entry Level 2 Skills for Life Speaking exam. Explain that in the exam they will take part in a discussion similar to the one that they have just done in the lesson. Explain that in addition to the content of the discussion, the examiner will also want to hear them encourage other people to speak and show that they know how to agree and disagree with somebody.

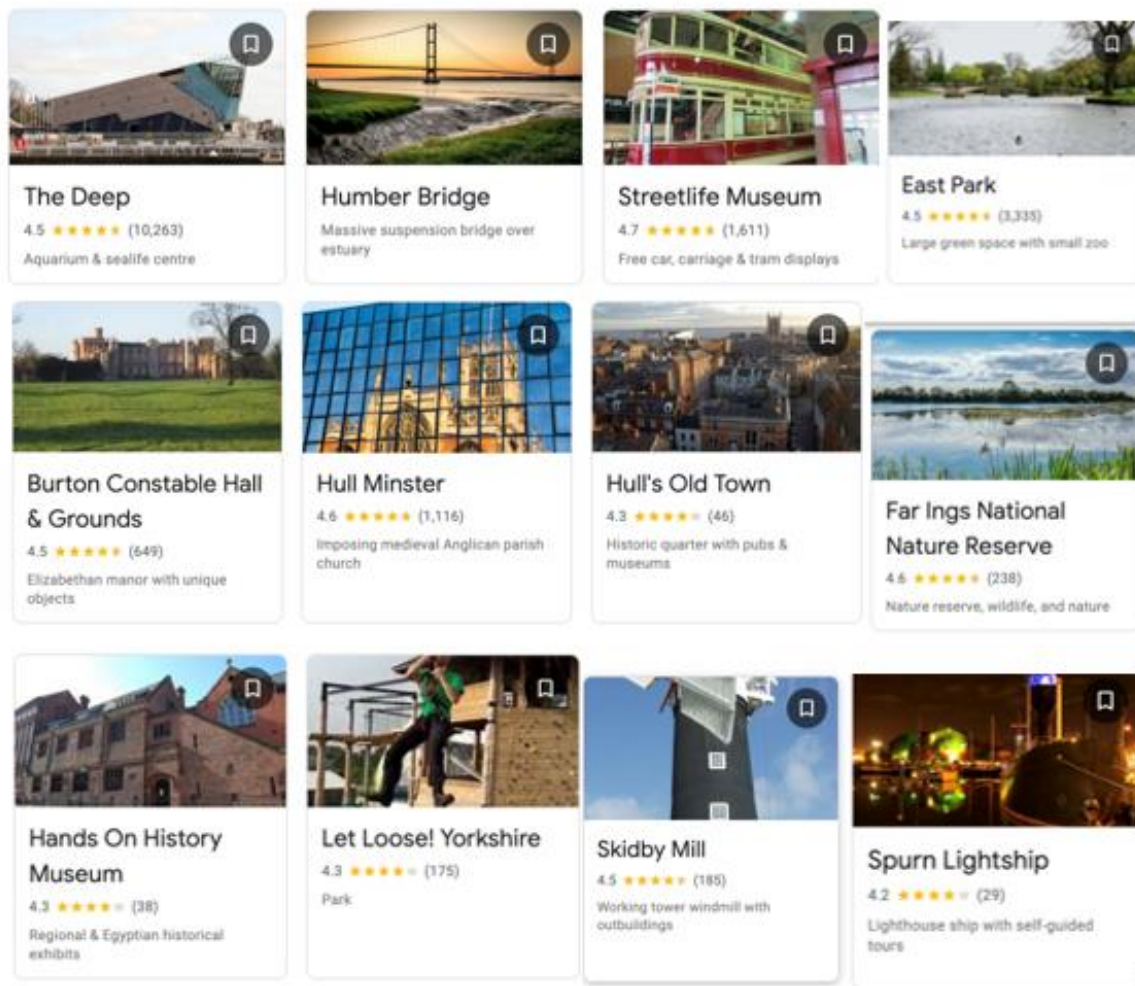
## Handout

### Activity 1: A day out in Hull

**a. Hull is a city in the north east of England. Look at the places you can visit in and around Hull. What do you think you can do when you visit these places? Which places do you think are good for families? Why?**

#### Top sights

Based on traveler visits and local insights



(information from a google search – 'places to visit near Hull')

#### Glossary

Aquarium(n) – a building with fish, underwater animals and animals that live near the sea

Harbour (n) – a sheltered area of water next to the coast where boats can park

Guided Tour (n) – a tour around the place for visitors – sometimes done by a person and sometimes on a listening device

Flour (n) – a powder usually from wheat. We use it to make bread, cakes etc.

Old-fashioned (adj.) – not modern, from the past

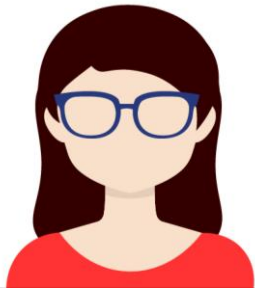
**b. Read the description of some visits to some of the places. Match them with the places.**



"In the past, this boat guided ships in and out of Hull harbour. Now it is a museum. When you enter, you get a map and a small listening device with headphones. You walk around the boat and listen to the history through the headphones. It was a lot of fun and free"

- **Hodan**

**Place:** \_\_\_\_\_



"I went here with my husband and 2 children. It was expensive for a family, but we stayed all day. There were some special activities for the children such as watching a diver feed the sharks inside a fish tank. The children also loved watching the penguins."

- **Petya**

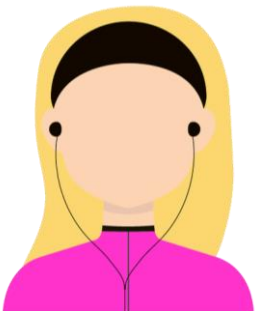
**Place:** \_\_\_\_\_



"I visited this place with my classmates. It was so interesting. We learnt a lot about how people lived in Hull in the past. We went inside old-fashioned shops. I really enjoyed seeing all the buses and trams and going inside some of them. I was very surprised that the museum is free."

- **Miguel**

**Place:** \_\_\_\_\_



"Now that England is my home, I want to find out how people lived in the past. We visited this place which is a few miles out of the city. We went on a guided tour inside the house. The guide gave us a lot of information. Later, we spent some time in the grounds. There was a small playground for our children, and we had a picnic on special picnic tables. We also walked around the grounds and saw some beautiful flowers in the garden."

- **Fyori**

**Place:** \_\_\_\_\_



"In the past, people made flour in this place. They stopped in 1954 but now it is working again for visitors. The guides showed us how to make flour and we tried ourselves. We had a lot of fun trying to put the flour into small flour bags. We bought some flour that is made there in the shop. We are going to try to make some bread using this flour."

- **Nada**

**Place:** \_\_\_\_\_

**c. Which place(s) would you like to visit? Which place(s) don't you want to visit? Why? What do you like doing when you have some free time?**

**Language Box: Talking about likes and dislikes**

**General**

I like / enjoy + ing

eg I like visiting places where I can learn about the past

I don't like / enjoy + ing

eg I don't enjoy going to zoos

I don't want to visit X because...

eg I don't want to visit X because I think museums are boring

**In the future**

I'd like to visit X because I enjoy + ing

eg I'd like to visit Hull Minister because I enjoy visiting old buildings

**Activity 2: Interesting places to visit**

**Complete the table with some interesting places to visit**

<b>Interesting places in the local area</b>	
<b>Free places in the local area</b>	
<b>Good places to go with children</b>	
<b>Places to learn something</b>	
<b>Interesting places to visit in the UK</b>	

### Activity 3: Discussion about interesting places to visit



**You are going to have a 10-minute group discussion about interesting places to visit. You must make sure that everybody in the group speaks. Talk about:**

- ☺ some interesting places to visit in your local area
- ☺ an interesting place you visited recently
- ☺ places in your area or other parts of the UK that you plan to visit in the future

**When you are talking, make sure you:**

- ✓ give some information about the places you are talking about don't just say the name of the place
- ✓ say why they are good places to visit, eg
  - *you can learn something new*
  - *there are a lot of different things to do*
  - *there are special activities for children*
  - *it's a good place to visit on a rainy day*
  - *it's free*
  - *it's easy to get there*

#### **Exam Hint**

In task 4 of the Entry Level 2 Skills for Life exam, you will take part in a group discussion up to 7 minutes. The discussion will be about interesting places to visit, free time activities, your plans for the future, celebrations and special occasions, interesting jobs, technology or rules and regulations. You must make sure everyone speaks in the discussion.

You also have to show that you can understand and use specific communicative functions such as *giving information as part of a simple explanation, describing places and things, expressing likes, dislikes and preferences*. You practised doing this in this lesson.