

WORLD TOURISM DAY

WORKSHEET 1

INDIVIDUAL TASK - Iconic buildings.

Match the following pictures with the names of places in the box.

THE LOUVRE • THE SYDNEY OPERA HOUSE • THE BRANDENBURG GATE
THE COLOSSEUM • THE STATUE OF LIBERTY • THE EIFFEL TOWER • THE PARTHENON
THE TAJ MAHAL • THE EMPIRE STATE



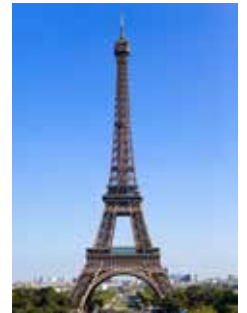
a.



b.



c.



d.



e.



f.



g.



h.



i.

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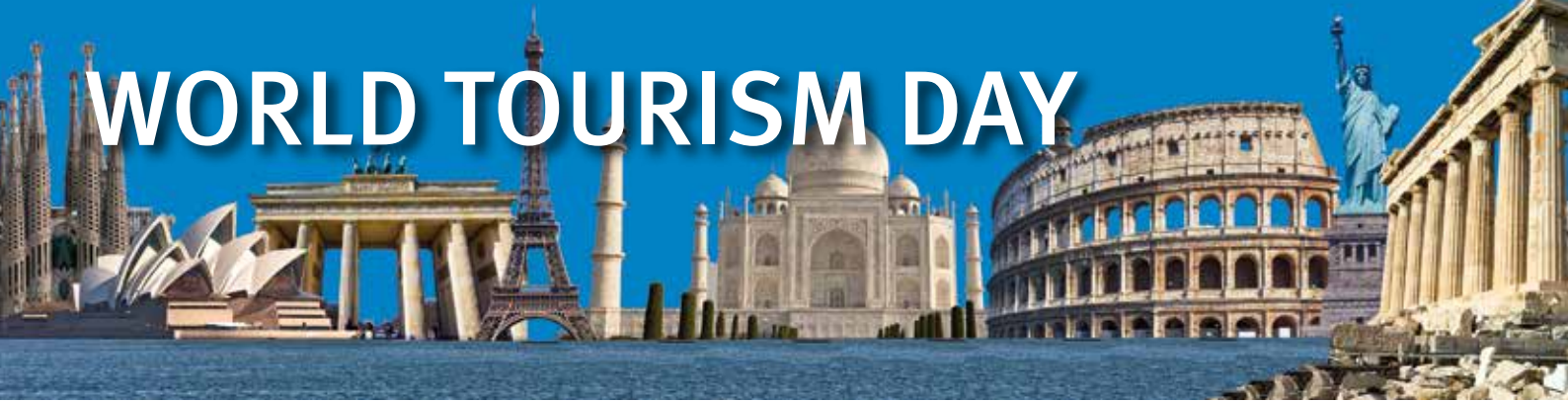
WORKSHEET 2

These sentences refer to the iconic buildings in worksheet 1. Match each definition to the corresponding building.

What is it?: Students check how much they know about iconic buildings.

- a. This building is the tallest structure in Paris. →
- b. This building is a temple in Athens, Greece. →
- c. This building is located in New York City and is 443 metres tall. →
- d. This is an oval amphitheatre built of concrete and sand. →





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WORKSHEET 3: BUILDING FACT FILE (ESO 1-3)

Surf the Internet and complete the following worksheet about the iconic building of your choice:

LIFE SKILLS - DIGITAL LITERACY: In groups, students look for information on an iconic building of their choice.

Name of the building in English:

Location:

Designed by:.....

Built in:

Officially opened in:

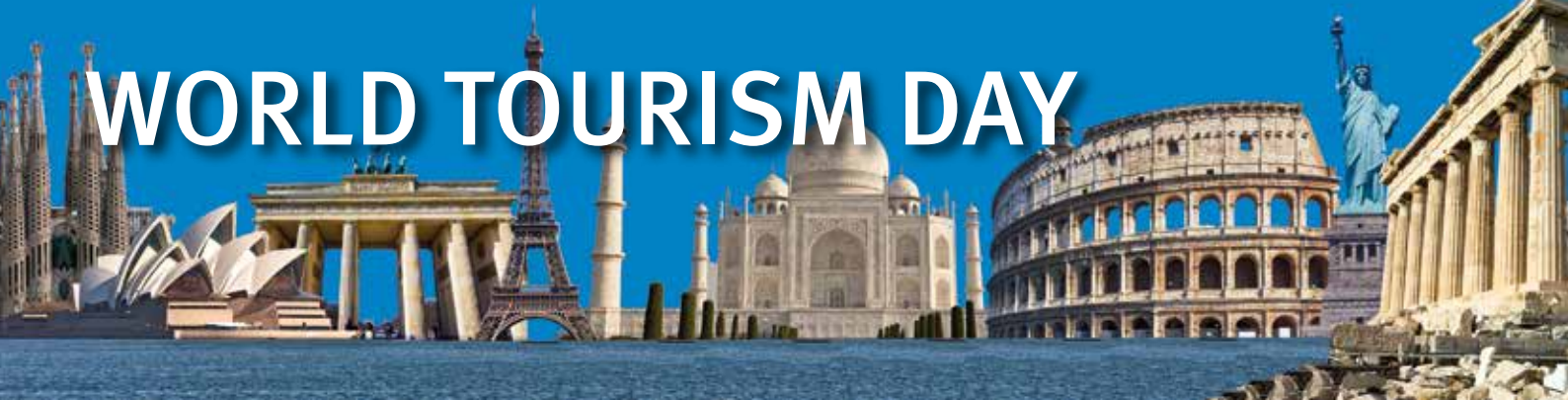
Size:

Now use the information above to write a short text answering the following questions in full:

1. What's the name of the building in English? And in its original language?
2. Where is it located?
3. Who designed it?.....
4. When was it built?.....
5. When was it officially opened to the public?
6. How big is it?

*(Note: if the adjective you use contains the letter, but doesn't start with it, you can say "_____ is IN _____").

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WORKSHEET 3: BUILDING FACT FILE (ESO 4-Bachillerato)

Surf the Internet and complete the following worksheet about the iconic building of your choice:

LIFE SKILLS - DIGITAL LITERACY: In groups, students look for information on an iconic building of their choice.

Name of the building in English:

Location:

Designed by:

Built in:

Officially opened in:

Size:

Appearance:

Use:

Interesting facts and figures:

Now use the information above to write a short text answering the following questions in full:

1. What's the name of the building in English? And in its original language?
2. Where is it located?
3. Who designed it?
4. When was it built?
5. When was it officially opened to the public?
6. How big is it?
7. What does it look like?
8. What is/was it used for?
9. What interesting facts and figures do you know that are related to it?

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TEACHER'S NOTES

WORKSHEET 1: INDIVIDUAL TASK • Iconic buildings

With this activity, students will learn about iconic landmarks and their names and location in English.

1. Write “famous buildings” on the board.
2. Get students to brainstorm ideas in open class in order to see what words students associate with this idea and how many places they already know in English.
3. Then give students worksheet 1 for them to match the photos with their corresponding names in English. (To make the activity more challenging, you can ask students to cover the top part of the page so they don't see the names they have to match).
4. Once they have finished, go over the answers (making sure they have all matched all the words) and answer any vocabulary questions they may have. You can also ask students if they can think of any additional names of iconic buildings around the world. As well as that, you could also ask them if they have ever visited any of those places.

ANSWER KEY

- a. the Sydney Opera House
- b. the Empire State
- c. the Statue of Liberty
- d. the Eiffel Tower
- e. the Parthenon
- f. the Brandenburg Gate
- g. the Louvre
- h. the Taj Mahal
- i. the Colosseum

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TEACHER'S NOTES

WORKSHEET 2: COLLABORATIVE TASK – What is it?

This activity will increase the students' vocabulary related to iconic buildings and it will give them strategies to define new words (learning to learn).

1. Give students worksheet 2.
2. They need to read the sentences and complete them with a word from worksheet 1.
3. Go round helping students with any vocabulary questions they may have.
4. Go over the answers in open class. At this stage, it is useful to show the students some pictures to illustrate the iconic buildings mentioned. You could also use this opportunity to play a fun game where you show a picture to the students and in teams they say the word it corresponds to.
5. As an extension task, you could get students in groups and ask them to write a definition for the words in worksheet 1 which do not appear in worksheet 2. This could be set up as a game where one group reads out their definition and the rest of the teams try to guess. To make it even more competitive, you could award a point to the team who guesses correctly.

ANSWER KEY

- a. This building is the tallest structure in Paris. → **EIFFEL TOWER**
- b. This building is a temple in Athens, Greece. → **PARTHENON**
- c. This building is located in New York City and it's 443 metres tall. → **EMPIRE STATE**
- d. This is an oval amphitheatre built of concrete and sand. → **COLOSSEUM**

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TEACHER'S NOTES

WORKSHEET 3: LIFE SKILLS - Digital literacy (ESO 1-3)

1. Introduce the idea of a webquest to students. (A webquest is basically a search done on the Internet to find the missing information to answer some questions or complete a task.)
2. Divide them into groups of 3 or 4.
3. Students now have to choose one of the iconic buildings from worksheet 1 and look for information on the Internet to fill in the fact file on worksheet 3. (Alternatively, they could choose another one that they like, even one from their own city). Give students a few days to do the task to avoid problems with the Internet not working.
4. Once all the students have the information, they get back in their groups and compare their answers to make sure everyone has the same.
5. Go round monitoring and helping students with any vocabulary or comprehension problems they might have.

This activity will work on the students' **digital literacy** and **information management skills** because they will have to surf the Internet to find the answers on the worksheet.

It will also foster **cooperative learning**, because the students will look for the information on the building of their choice in small groups.

Finally, it will also enhance **collaboration** because students will need to discuss their answers, comparing the information they have found.



As a follow-up activity, you could ask students to write a short text summarizing everything they have learnt about their building and answering the questions on worksheet 3 in full. The students could also present their texts in class (for example, using www.prezi.com) and then hang them around the classroom to display their work.


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TEACHER'S NOTES

WORKSHEET 4.1: LIFE SKILLS - Digital literacy (ESO 4 - Bachillerato)

1. Introduce the idea of a webquest to students. (A webquest is basically a search done on the Internet to find the missing information to answer some questions or complete a task.)
2. Divide them into groups of 3 or 4.
3. Students now have to choose one of the iconic buildings from worksheet 1 and look for information on the Internet to fill in the fact file on worksheet 3. (Alternatively, they could choose another one that they like, even one from their own city). Give students a few days to do the task to avoid problems with the Internet not working.
4. Once all the students have the information, they get back in their groups and compare their answers to make sure everyone has the same.
5. Go round monitoring and helping students with any vocabulary or comprehension problems they might have.

As a follow-up activity, you could ask students to write a short text summarizing everything they have learnt about their building and answering the questions on worksheet 3 in full. The students could also present their texts in class (for example, using www.prezi.com ) and then hang them around the classroom to display their work.

This activity will work on the students' **digital literacy** and **information management skills** because they will have to surf the Internet to find the answers on the worksheet.

It will also foster **cooperative learning**, because the students will look for the information on the building of their choice in small groups.

Finally, it will also enhance **collaboration** because students will need to discuss their answers, comparing the information they have found.



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TEACHER'S NOTES

WORKSHEET 4.2: LIFE SKILLS - Creativity (ESO 4 - Bachillerato)

1. What is haiku poem?
It's an ancient form of Japanese poetry.
2. How many lines does it have?
3
3. How many syllables does a haiku have on the whole?
17
4. How many syllables does each line have?
Line one has 5 syllables, line two has 7 syllables and line three has 5 syllables
5. Does it have to rhyme?
No.
6. What other features does a haiku have?
 - a) *It has a cutting point*
 - b) *It contains a seasonal reference*
7. What does "cutting point" actually refer to?
Something which divides the haiku into two parts.
8. How can a cutting point be achieved in English?
With punctuation.
9. How can a reference to one of the four seasons be achieved apart from using the actual name of each of the seasons? Give an example.
You could use words associated to a particular season as an indirect reference. For example, cherry blossoms refer to spring, hot refers to summer, snowy to winter and brown leaves to autumn.
- 10) What are the three steps to follow when writing a haiku poem?
 - a) *Decide on a topic to write about.*
 - b) *Picture this image in your mind and use it to set the scene and convey a particular feeling in your poem*
 - c) *Share your haiku with your friends.*
- 11) Look at this sample haiku. What season does it refer to?
To summer.