

Edinburgh Activities

1 bingo pictures

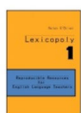
- **how to play Edinburgh bingo** – make 6 copies of the **Edinburgh bingo pictures**, laminate and cut out 1 copy to make into a master set, then cut out the other 5 copies into individual pictures and put them in an envelope. Each student gets a bingo board and a handful of pictures from the envelope. They choose 6 different pictures and place them face up on their bingo board. Put the master set into a bag and draw out the cards one by one, saying the words. Everybody listens. If they have that word card on their board, they turn it over. The first person to turn over all 6 pictures shouts “Bingo!”
- **around Edinburgh pictictionary** – a guess-the-drawing game to practice around Edinburgh vocabulary. Students work in teams or as a class. Each student gets 1 **Edinburgh bingo picture**, which they keep secret from their classmates. Students take it in turns to draw their picture on the board or a piece of paper, while remaining silent. The others try to guess what the picture is. If someone guesses the word correctly, both they and the person who drew the picture score a point. If no one guesses, the word is revealed but nobody scores a point.

2 Edinburgh word search

- **info-gap variation** – students communicate verbally to complete the **Edinburgh word search (worksheet 1.1)**. Each pair of students gets 1 copy of the word search. Divide the clues in half so that **A** has the words **Edinburgh castle to open-top bus** and **B** has the words **Botanic gardens to saltire**. **A** and **B** work together to find the words. Answers are on **worksheet 1.1a**.

3 grammar: tense review

- **what to see in Edinburgh** – gap-fill activity to review basic tenses in the active and passive voice: **present simple, present continuous, present perfect, present perfect continuous** and **past simple (worksheet 1.2)**. Individually or in pairs, students read the information on **What To See In Edinburgh (worksheet 1.3)** and fill the gaps by putting the verbs in the correct tense. Answers are on **worksheet 1.3a**.



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4 functions: asking and giving travel advice

- **tourists** – role-plays to practise **asking for** and **giving travel advice (worksheet 1.4)**. Each person gets one **tourist card (worksheet 1.5)**. They are a potential tourist and question their partner/other classmates on a place they are familiar with and the accommodation and attractions there.

5 structured practice activity

- **travelling to Edinburgh** – reading comprehension activity based around the **Travel Agent's Information (worksheet 1.8)**. Individually or in pairs, students complete the vocabulary activity in **Travelling to Edinburgh 1 (worksheet 1.6)**. They read the **Travel Agent's Information** then answer the comprehension questions in **Travelling to Edinburgh 2 (worksheet 1.7)**. Answers are on **worksheets 1.6a** and **1.7a**.

6 free practice activity

- **travel agents and travellers** – info-gap reading and speaking activity to **review basic tenses (worksheet 1.2)** and to practise **asking for** and **giving travel advice (worksheet 1.4)**. Students work in pairs. Student **A** is the travel agent and gets the **Travel Agent's Information (worksheet 1.8)**. Student **B** is the traveller and gets the **Traveller's Information (worksheet 1.9)**. **B** questions **A** on accommodation and attractions in Edinburgh. **A** gives advice and information while **B** completes his/her itinerary.



Find more bingo games in

Lexicopoly 1

a reproducible resource book for English Language teachers

www.poorlittlenell.com