

1.1

TYPE OF ACTIVITY

Listening and matching activity

LEVEL

Elementary to Pre-intermediate

TIME

40–50 minutes

AIMS

To develop an awareness of well-known British images and symbols

VOCABULARY

cricket, famous, flag, giant, leek, million, rose, shamrock, symbol, thistle, whisky, Britain, England, Scotland, Wales, Northern Ireland, The United Kingdom, Loch Ness monster

PREPARATION

Display a large map of the British Isles. One photocopy of the worksheet for each learner. Take in dictionaries.

Unit 1 The United Kingdom today**In the UK****Warmer**


Ask learners if they have been to the UK. Ask them where they went and what they saw. Focus learners on a large map of the British Isles. Ask them what countries they can see on it. Write their answers on the board and locate the countries on the map. (British Isles: England, Scotland, Wales, Northern Ireland, the Republic of Ireland. The British Isles is the geographical name for all the islands in the group.) Then ask learners what countries are in the United Kingdom. (England, Scotland, Wales and N. Ireland. The Republic of Ireland is not in the UK.) Ask learners if they know any of the capital cities and write these on the board. (London, Edinburgh, Cardiff and Belfast.)

- 1 Give out one copy of the worksheet to each learner. Focus them on the map. Working in pairs, learners read through the first paragraph. Learners locate the countries of the United Kingdom and write these on the map. Next, learners locate the capital cities and write these on the map. They can go up to the large map to check their work, as appropriate. Go over the answers with the class.

Answers


a Scotland **b** Northern Ireland **c** England **d** Wales
E Belfast **F** Edinburgh **G** Cardiff **H** London

The Welsh flag, with the dragon on it, is not represented on the Union Jack. NB Northern Ireland has not got an official flag. The flag here is *St. Patrick's Saltire*.

- 2 Focus learners on the British flag on the front of the book. Ask them if they know its name (the Union Jack). Read the sentence about the Union Jack together. Focus learners on the four information boxes. Learners work in pairs and label the four countries, using the visuals as clues. Check the answers with the class. Look at the symbols and ask learners to guess the symbol for each country. (The answers to these are in the audio.)
- 3  **2–5** Tell learners they are going to hear some information about each country. Play the audio while learners complete the information boxes. Learners check their answers in pairs. Play the audio again, then go over the answers with the class. Discuss any points arising.

Answers

	Country	Population	Famous place	Famous for ...
1	England	50 million+	London Eye	buildings, Shakespeare, cricket
2	Scotland	5 million	Ben Nevis	whisky, the kilt, Nessie (the Loch Ness Monster)
3	Northern Ireland	2 million	Giant's Causeway	pubs, music, dancing
4	Wales	3 million	Conwy castle	mountains, singing, rugby

- 4  **6–7** Focus learners on the pronunciation of the countries, highlighting vowel sounds and the word stress on the first syllables: England /'ɪŋɡlənd/; Ireland /'aɪələnd/; Wales /weɪlz/; Scotland /'skɒtlənd/. Go over the pronunciation of the cities: London /'lʌndən/; Cardiff /'kɑːdɪf/; Belfast /'belfɑːst/; Edinburgh /'edɪnbʌrɪ/. (The e in *England* and *English* is pronounced /ɪ/ as in *ship*, not /e/ as in *help*.) Also practise the semi-vowels: /w/ and /j/, e.g. Wales /weɪlz/. (Semi-vowels are consonants but, like vowels, the lips do not meet when pronounced.) Play the audio to practise the pronunciation. Tell learners that the noun and adjective forms need capitals when written.

Extension

Learners write a book/blog about the UK. They can use the pictures and information from this activity to plan, and put together, their own pages about each country. They can also bring in other pictures and short texts about the buildings or places that interest them. Learners can continue to develop a British culture book in subsequent lessons. A wall chart with key information and facts can also be developed by the learners.

1 There are four countries in the United Kingdom. These are England, Scotland, Wales and Northern Ireland. The names of the capital cities are Edinburgh, Cardiff, Belfast and London.

- 1 Look at the map on the right. Can you write the names of the countries on the map? (a–d)
- 2 Can you write the names of the capital cities on the map? (E–H)
- 3 The flag of the United Kingdom is called the Union Jack. The flag of one country is not in the Union Jack. What country is it?

2 Look at the information boxes. Write the names of the countries on them. (1–4)

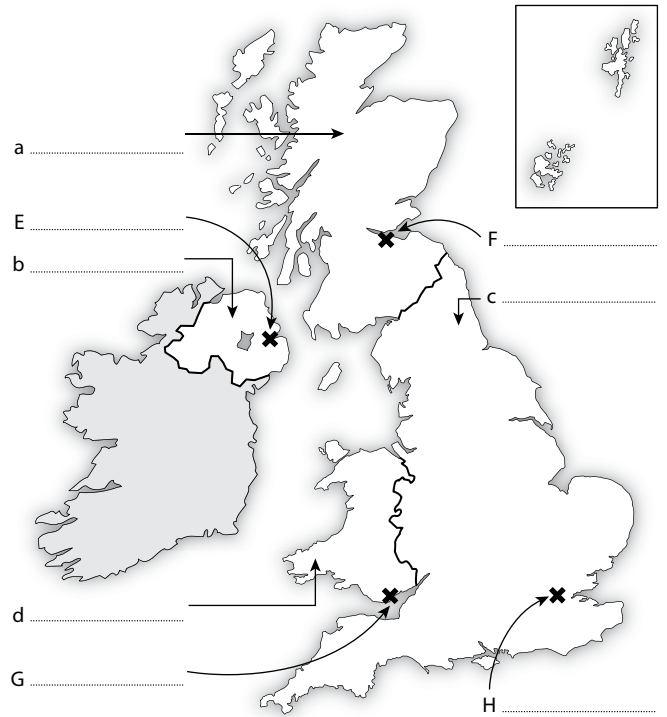
- 1 Match the famous places with the pictures.

**Conwy castle the London Eye
 Ben Nevis the Giant’s Causeway**

- 2 Match each symbol with its country.

a rose a leek a shamrock a thistle

3 Listen to the audio. Write the information you hear in the boxes.



1

Population:

Famous place:

Famous for:

.....

2

Population:

Famous place:

Famous for:

.....

3

Population:

Famous place:

Famous for:

.....

4

Population:

Famous place:

Famous for:

.....

1.2

TYPE OF ACTIVITY

Communication as a quiz

LEVEL

Intermediate

TIME

50–60 minutes

AIMS

To enable learners to find out key facts about the UK

VOCABULARY

accent, assembly, divorce rate, dragon, election, gift, patron saint, vote, Gaelic (language), (Government) benefits, Parliament

PREPARATION

One photocopy of the question and the answer card for each pair of learners. Display a large map of the British Isles.

Unit 1 The United Kingdom today

What do you know about the UK?

Warmer

Ask learners if they can name the countries of the United Kingdom (England, Scotland, Northern Ireland and Wales). Ask them what the difference is between the British Isles, UK and Great Britain.

Answers

The British Isles is the geographical name for all the islands of England, Scotland, Wales, Northern Ireland and the Republic of Ireland, and includes some other small islands.

The United Kingdom is the name for England, Scotland, Wales and Northern Ireland.

Great Britain (or Britain) is the name for the largest island comprising England, Scotland and Wales.

Identify the four countries of the United Kingdom on the large map. The Republic of Ireland is a separate country. People in the UK generally describe themselves as British and by their country of birth (English, Scottish, Welsh or Irish).

Write two or three familiar statements about the UK on the board. Ask the class which they think they are facts and which are fiction, e.g. *It rains a lot in Britain. British people have a good sense of humour. British people are polite / cold / drink too much.* Tell learners that they are going to find out some facts about the UK by doing a quiz from cards containing True/False statements. Pre-teach any new key vocabulary. Divide the class into two groups. Give out Factsheet A to one half of the class, with learners working in pairs or groups of four learners. Give out Factsheet B to the other half. Learners discuss the statements on their cards. They decide together briefly if the information is true or false and mark their responses on the cards. Give out Factsheet A and B answers to the opposite groups.

For the next stage of the lesson, put the pairs of learners together in groups of four (one pair with Factsheet A and another pair with Factsheet B). The pairs take turns to read out each statement, guessing the answers first then exchanging the correct information. The winner is the pair with the most points. Go over the answers with the class and discuss any surprises or interesting points.

Extension

Small groups discuss what they most want to find out about in general, e.g. people's opinions, life in Britain; or what specific topics they would like to cover, e.g. education, food, sport, history, the countryside. You could write a list of topics and ask learners to rate them 1–10. Discuss their suggestions with the class and find out the most popular topics. Explain that you will try to cover their requests in the course.

What do you know about the UK?

1.2

Factsheet A

Are these statements about the UK true (T) or false (F)?

- 1 The capital city of Scotland is Cardiff. **T/F**
- 2 In the UK, the school leaving age is 15. **T/F**
- 3 The patron saint of England is called St George. **T/F**
- 4 The second biggest religion in the UK is Islam. **T/F**
- 5 In Britain a job centre helps you find work. **T/F**
- 6 St Valentine's Day is the Queen or King's official birthday. **T/F**
- 7 Queen Elizabeth II married a prince from Greece. **T/F**
- 8 Scotland and Northern Ireland have their own languages. **T/F**
- 9 The divorce rate in the UK is 45%. **T/F**
- 10 The Prime Minister lives in Buckingham Palace. **T/F**

Factsheet B

Are these statements about the UK true (T) or false (F)?

- 1 The second biggest city in England is Birmingham. **T/F**
- 2 The Welsh language is taught in schools in Wales. **T/F**
- 3 40% of Christians in the UK are Catholic. **T/F**
- 4 The leader of the government is called an MP. **T/F**
- 5 Education is free in the UK. **T/F**
- 6 Traditionally, English people eat roast beef and Yorkshire pudding for Saturday lunch. **T/F**
- 7 Women have had equal voting rights with men since 1965. **T/F**
- 8 Every year it rains and snows more in Rome (Italy) than in London. **T/F**
- 9 In 1840, Queen Victoria married a Russian prince. **T/F**
- 10 1 in 5 British people are vegetarian. **T/F**

Factsheet B answers

- 1 True. Birmingham is England's second biggest city with a population of around a million.
- 2 True. Welsh is taught in schools and universities and is spoken mostly in North Wales.
- 3 False. In the UK, about 70% of people say they are Christian but only 10% of them are Catholic.
- 4 False. The head of government is the PM or Prime Minister. 'MP' means an elected Member of Parliament.
- 5 True. However, some parents send their children to fee-paying private schools. Some of these are called 'public schools'.
- 6 False. Traditionally, roast beef and Yorkshire pudding (made with milk, eggs, flour and oil) are eaten together for Sunday lunch.
- 7 False. Women have had equal voting rights since 1928. Women over 30 got the vote in 1918.
- 8 True. The annual rain or snow fall in Rome is 750 mm; in London it is 600 mm.
- 9 False. Queen Victoria married Prince Albert, a German prince.
- 10 False. Around 1 in 15 people are vegetarian.

Factsheet A answers

- 1 False. The capital city of Scotland is Edinburgh. Cardiff is the capital of Wales.
- 2 False. In the UK the school leaving age is 16. Many students go on to further and higher education.
- 3 True. St George is usually shown killing a dragon. He was probably a Roman soldier from Turkey.
- 4 True. The 2001 census showed 2.7% Muslims, 1% Hindus, 0.6% Sikhs, 0.5% Jews, 0.3% Buddhists, 20% no religion.
- 5 True. Jobcentre Plus will help you find work and help you claim some benefits (money to live on while you are unemployed).
- 6 False. It's a day to send gifts or cards to loved ones and wives and husbands: February 14th.
- 7 True. The Duke of Edinburgh was born in Greece.
- 8 True. Scots Gaelic and Irish Gaelic are spoken as a first language by a small minority.
- 9 True. Nearly 45% of marriages end in divorce.
- 10 False. The PM lives at 10 Downing Street.

1.3

TYPE OF ACTIVITY

Listening and information exchange

LEVEL

Advanced

TIME

50–60 minutes

AIMS

To develop an understanding about different aspects of the UK

VOCABULARY

azure, banquet, blunt, clone, consume, delight, draw, gear, missionary, pointer, corporate, high-energy, luscious, quirkiness, stunning, tangible, tedious, the final straw, tranquil

PREPARATION

One copy of the worksheet for each pair of learners cut into sections. Pictures of British cultural life, both positive and negative.


Unit 1 The United Kingdom today

A view of the UK

Warmer

Tell learners that they are going to look at some opinions and facts about the UK, reflecting attitudes towards Britain. Learners work in groups of 3–4 and think of their own positive and negative opinions of the UK. Discuss some of the responses with the class.

Show learners pictures of British cultural life. In pairs, learners discuss the positive and negative images that they represent. Tell learners that they are going to hear part of a radio programme in which two people express their opinions about the UK.

 **8–9** Dictate questions 1–4 below, then play the audio. Learners take notes and then compare their information with their partners'. Play the audio again, then go over the responses as a class. Discuss the remaining questions 5–7 with the class.

Listening questions

- 1 Describe the two speakers' attitudes to Britain. What examples do they give?
- 2 What is the UK's 'unique draw' that the first speaker describes?
- 3 What are the attractions of British city life to this speaker?
- 4 What three examples of change does the second speaker give?
- 5 What do you think about the attitudes expressed by the speakers?
- 6 How do these comments fit in with your image of the UK?
- 7 How does this commentary modify your views or your attitudes to the UK?

Answers

- 1 Speaker 1: positive. The UK has so much to offer, e.g. mountains, beaches, ancient towns and pubs, friendly locals, world class cities.
Speaker 2: negative. Britain is being systematically destroyed and its individuality is being lost, e.g. quirkiness, history, difference, humour, love of the land, regional variation.
- 2 The combination of stunning scenery, amazing variety and compact geography.
- 3 Great music, clubs and food and a thriving art scene.
- 4 Becoming shaped by 'culture missionaries' whose values are those of big corporations and government; loss of uniqueness and sense of humour; a cloning effect on society.

Option 1: information search

Learners work in groups of four. Pin enlarged images of the information cards around the walls. Give out the information search numbers below (A–D) to each group (on cards). Ask learners to walk round the room to find out what their four numbers represent. They then come together with their group and share their information.

Option 2: group work

Learners work in groups of four. Give each learner an information card and a set of numbers A–D (on cards), face down to each group. Learners read through their information cards and turn over the numbers one by one. The learner with this number tells the group what it refers to.

Information search numbers

A 66, 38, 24, 71 **B** 140,000, 1951, 1.64, 1 **C** 300, 50, 4, 1215 **D** 22, 395, 57, 70

Go over the information with the class. Find out what facts most interested or surprised them. Ask a few questions about the content, e.g. *What percentage of people are worried about debt?* Discuss the implications of this information and invite learners to make comparisons with their own countries.

Extension

Learners could plan to see a film or read a recommended book about the UK. This could continue as a regular 'book/film club night', where a book or film is discussed.

A

140,000 miles of footpaths are found in England & Wales. The public has a right of way on footpaths (on foot) and bridleways (on foot, horseback and cycle).

22 was the age that Charles Darwin formulated the theory of Evolution by Natural Selection during his exploratory world voyage of 1837–9; for 20 years he kept his work secret fearing the outrage it would cause in scientific and religious circles.

1.64 is the 'average number of children' per woman in the UK.

24 UNESCO World Heritage Sites are found in the UK; they include Durham Cathedral, Hadrian's Wall, the Giant's Causeway, St Kilda Island, Caernarfon Castle and parts of Liverpool.

5th position in the world, in terms of GNP (gross national product) is the UK.

57% of homes in the UK have internet access; 81% of adults have mobile phones.

300 languages are spoken in London, making it the most cosmopolitan city in Europe; only New York claims to be as international.

66% of people in Britain either own, or are in the process of buying, their own home. Most others live in houses or flats rented from a private landlord or the local council.

1215 is the date of the Magna Carta, recently described as the greatest constitutional document of all time.

**B**

1% of the UK population owns 70% of the land. 40 million of the 60 million acres of land are owned by the Crown, aristocrats and a few institutions.

395 is the number of people per square km in England, more than 3 times the European average of 117; England is the third most densely populated country in the world after Bangladesh and South Korea.

1951: There are 5 times more people over 85 living now compared to 1951.

4% of births are to teenagers in Britain. It has the highest teenage birth rates in Western Europe – over twice as high as Germany (1.9%) and 4 times as high as Italy (0.9%).

50% of the British population is overweight and 20% obese.

70 is the number of times a British citizen is said to be caught on CCTV each day. There is, it is thought, one camera for every 32 people.

38% of British 15-year-olds have tried cannabis, compared with 27% in Germany and just 7% in Sweden.

13.1 million British people are in debt; people are increasingly worried about managing their debts and many seek medical help for depression.

71 is the life expectancy of a male in Glasgow. In one region of the city it drops to 54 years.

2.1

TYPE OF ACTIVITY

Discussion and matching activity

LEVEL

Elementary to Pre-intermediate

TIME

40–50 minutes

AIMS

To find out information about the UK and British symbols

VOCABULARY

botanic garden, castle, cathedral, gallery, library, liquor, museum, palace, quarter, saloon

PREPARATION

Display images of places in the four capital cities. One set of photos for each pair of learners. One set of information cards for each group of four learners.

Unit 2 A look at the United Kingdom**British capital cities****Warmer**

Ask learners to name some famous British cities and check they know the names of the capital cities (Edinburgh, Belfast, Cardiff and London). Ask them one thing they know about each city or the name of any famous places in the cities.

Give out one copy of the photos from the worksheet to each pair. Learners work in pairs to match the building with its name (clues: one building is a castle, one a cathedral, one a grand hall, and the last a modern centre). Learners then match, or guess, the building with the city it is from. Go over the answers with the class.

Option

Display images of these buildings and others, with their names and the cities, on the walls. Learners then walk round the room and match the buildings with the cities.

Answers

- 1 Edinburgh Castle is an ancient castle first built in 1200 on a volcanic rock in Edinburgh, Scotland.
- 2 City Hall is a grand Victorian building, built at the height of the Industrial Revolution. It's now the civic centre in Belfast, Northern Ireland.
- 3 This 'new' St Paul's Cathedral was built after a great fire destroyed old London in 1666.
- 4 The Millennium Building in Cardiff, Wales was opened in 2009 as a centre for art and culture. The inscription above the entrance reads, in English and Welsh: 'In these stones horizons sing'.

Tell learners they are going to read about the four capital cities and ask each other questions about them. Give out one copy of the chart to each learner. In pairs/groups, learners work out the questions they must ask their partners from the prompt words to get the information they require, e.g. *What's the name of your city? What's the population of the city? What's the name of the river? What famous buildings can you see? What can you do there? What festivals are there?* Check the question forms with the class.

Divide the class into groups of four and give each learner in the group information on a different city. Learners read the card and fill in the information about their city. In groups, they ask and answer each other's questions to complete their charts, spelling out words as required. Learners continue the information exchange until they have completed the chart for every city. You could do this as a milling activity: learners walk round the room and exchange information to complete their chart. Go over the answers with the class. Finally, match the buildings from the pictures with the correct information card. Discuss any points with the class, comparing the cities, e.g. sizes, and any other interesting information.

Answers

- 1 B
- 2 D
- 3 A
- 4 C

Extension

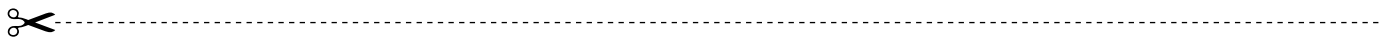
Learners can further develop a British culture blog/book (started in Unit 1a), with the new information about the UK. Learners stick the pictures and information about each UK country onto A4 card.

Match the names of the buildings with the pictures. Do you know which cities they come from?

St Paul's Cathedral Millennium Centre City Hall Edinburgh Castle



1 2 3 4



A London	B Edinburgh	C Cardiff	D Belfast
Population: 7 ½ million	Population: 488,000	Population: 328,000	Population: 277,000
River: the River Thames	River: the Firth of Forth is near	River: the River Taff	River: the River Lagan
Famous buildings: Westminster, St Paul's Cathedral, the 'Gherkin'	Famous buildings: Edinburgh Castle, Scottish Parliament, the Old Town	Famous buildings: Cardiff Castle, Llandaff Cathedral, the Millennium Centre and stadium	Famous buildings: City Hall, Grand Opera House, Linen Hall Library
Things to do: visit the museums and galleries, go on a river walk or boat trip, go to a West End show	Things to do: go shopping down the Royal Mile, walk to Arthur's Seat and the Royal Botanic Gardens	Things to do: visit Cardiff Bay, walk through Bute Park, visit Caerphilly Castle	Things to do: visit the Cathedral Quarter and the Titanic Quarter
Festivals: Notting Hill Carnival, Lord Mayor's show	Festivals: Edinburgh International Festival of Arts	Festivals: Cardiff Festival, the Mardi Gras festival	Festivals: Cathedral Quarter Arts Festival, St Patrick's Day Parade



1 City				
2 Population				
3 River				
4 Famous buildings				
5 Things to do				
6 Festivals				

2.2

TYPE OF ACTIVITY

Reading and information gap fill

LEVEL

Intermediate

TIME

50–60 minutes

AIMS

To explore and research London

VOCABULARY

a must, cathedral, century, commerce, cruise, culture, flourish, diversity, huge, invade, medieval, multicultural, plague, playhouse, prosperous, reign, reputation, rise, settlement, site, stop off, trade, tribe, Opera House

PREPARATION

One photocopy of the worksheet for each pair of learners, cut into Card A and Card B. Pictures of London, if available. Flip chart, paper and pens.

Unit 2 A look at the United Kingdom

A profile of London

Warmer

Write the following words on the board and ask them to guess which city it is: *pie and mash, a double decker bus, the East End, Wembley Stadium, 10 Downing Street, the river Thames, Westminster* (London). Ask learners to work in pairs. They write down other places, objects or facts associated with London. Go over their responses with the class.

Tell learners they are going to find out some interesting facts about London. If you have some pictures of London, show these to the group and elicit any further information that they may know.

Option 1: information exchange (suitable for stronger learners)

Explain that you are going to give pairs of learners two reading cards about London (Cards A and B). Tell them that the information on them is the same but both cards have some information missing. Each learner has to ask their partner questions to find out the missing information. Firstly, ask learners to work in pairs on the same card and work out the questions they will need to ask to find out the missing information. Give an example if necessary, e.g. *The Tower of London was built in ...* Question: *When was the Tower of London built?* Learners write their questions down and then form new pairs (Card A with Card B) and ask each other their questions to complete the information gaps. Go through the answers.

Option 2: 'wall dictation' (suitable for less strong learners)

Learners work in groups of four. Give each learner Card A. Learners work out the questions needed to complete the information. Pin A4-size copies of Card B on the walls around the room. (Learners should not be able to read the information from their desks.) One learner from each group goes to the wall chart to find the answer to the question and returns to their group with the answer (in a sentence if possible). Learners complete one space at a time, taking it in turns to go up to the wall chart. They cannot take their card to the wall or remove the information cards from the wall. Go through the answers.

Learners then plan a day out in London in pairs/groups, thinking about famous places they would like to visit and what sites to see, what they would do in the evening, what famous person they would like to meet for lunch, etc. Give out flip chart paper and pens. Learners feed back their ideas to the class. You could ask learners to go on to plan the ideal day out for the whole class as a discussion activity.

Extension

Learners research some interesting facts about London. To find information, learners can look at Tourist Information sites on the Internet or in guidebooks on Britain. Learners could then prepare a video and record it on a camera. They could then present a TV programme with mini-interviews, news reports and mini-documentaries, explaining about the things they have discovered. Alternatively, learners could continue their research by looking at different cities and towns in Britain. They could then give a brief presentation to the group about the city or town they have researched.

A**A Profile of London**

London has a population of ¹ million. But what kind of city is it to live in? Well, it's a huge city, full of fun and history, and famous for its diversity and culture. London was the world's most visited city in 2006 with over 15 million tourists and it's an exciting mix of creativity, history and fun.

As for its beginnings, originally, an ancient tribe called ² built a settlement here on the river.

The Romans made it the capital, after invading in 43 AD, and called it Londinium. By the 3rd century the population was about 30,000.

After the Romans left, in ³, the Vikings, Angles and Saxons moved in, followed by the Norman invasion of 1066. They then began to build hundreds of cathedrals and ⁴, including the Tower of London.

In 1300, a plague killed at least one third of the inhabitants. It struck again in 1600 and this time over ⁵ people died. Catastrophe hit again in 1666, when the Great Fire of London burnt down most of the old, medieval buildings. So the city was then re-designed and ⁶ was built. By 1700 it was Europe's largest city, with over 600,000 people living, working and trading in it.

London grew very rich in Queen Victoria's reign, from 1837, through trade in tea, ⁷ and then because of the Industrial Revolution. By her death in 1901 the population had risen to 6.6 million.

In the 2nd World War London was ⁸ and afterwards some unattractive buildings were put up. But gradually London became prosperous again, architecture and modern design flourished and it grew into the lively, multicultural centre it is today.

There are so many great places to visit. Just walk along the river Thames from Tower Bridge and visit the Tate Modern gallery, the Globe Theatre, site of ⁹, stop off at the London Eye and walk over to Westminster Palace. Or, take a cruise to Greenwich and the Observatory, or down to Hampton Court Palace, visiting Kew Gardens on the way.

There's so much more to do too. The British and Kensington Museums, the ¹⁰, and Covent Garden, home of the Opera House, are all a must, as well as the West End for shows and shopping!

**B****A Profile of London**

London has a population of 7 ½ million. But what kind of city is it to live in? Well, it's a huge city, full of fun and history, and famous for its diversity and culture. London was the world's most visited city in 2006 with over ¹ million tourists and it's an exciting mix of creativity, history and fun.

As for its beginnings, originally, an ancient tribe called the Celts built a settlement here on the river. The Romans made it ², after invading in 43 AD, and called it Londinium. By the 3rd century the population was about 30,000.

After the Romans left in 410 AD, the Vikings, Angles and Saxons moved in, followed by the ³ invasion of 1066. They then began to build hundreds of cathedrals and castles, including the Tower of London.

In 1300, a ⁴ killed at least one third of the inhabitants. It struck again in 1600 and this time over 100,000 people died. Catastrophe hit again in 1666, when the Great Fire of London burnt down most of the old, ⁵ So the city was then re-designed and St Paul's Cathedral was built. By 1700 it was Europe's largest city, with over 600,000 people living, working and trading in it.

London grew very rich in ⁶ reign, from 1837, through trade in tea, coffee and sugar, and then because of the Industrial Revolution. By her death in 1901 the population had risen to ⁷

In the 2nd World War London was badly bombed and afterwards some unattractive buildings were put up. But gradually London became prosperous again, architecture and modern design flourished and it grew into the lively, ⁸ it is today.

There are so many great places to visit. Just walk along the river Thames from Tower Bridge and visit the Tate Modern gallery, the Globe Theatre, site of Shakespeare's playhouse, stop off at the London Eye and walk over to Westminster Palace. Or, take a cruise to Greenwich and the Observatory, or down to Hampton Court Palace, visiting ⁹ on the way.

There's so much more to do too. The British and Kensington Museums, the markets, and Covent Garden, home of the Opera House, are all a must, as well as the West End for shows and ¹⁰!