London Transport Museum
Pre-visit notes for teachers

London Transport Museum has a rich and varied collection which tells the story of transport in London over the last 200 years. These worksheets have been developed to aid tutors on an independent visit to the Museum with their students. Each level has pre-visit, during-visit and post-visit lesson plan and student handouts.

Lesson Duration
2 hours 30 minutes

Lesson aims
• to familiarise the students with some common types of transport and how people usually travel in London and the UK
• to familiarise the students with some key information about London Transport Museum – location, visiting hours, prices, contact information

Lesson objectives
At the end of this lesson, students should be able to…

• identify and recall some common types of transport
  (Rw/E1.1a, 2)
• identify simple words in lower and upper case
  (Rw/E1.3a)
• label some common types of transport
  (RW/E1.1, 2, Ww/E1.1a, 2a)
• ask for and provide simple personal information – name
  (Lr/E1.4, 5a)
• ask for and provide simple statements of facts – how they come to college and how often they travel by…
  (Lr/E1.5a, Sc/E1.1, 3, 4, Sd/E1.1a)
• begin to compose a simple text about people in their class – literacy extension work
  (Rt/E1.1b, wt/E1.1, Ws/E1.1, 2, 3, Ww/E1.1a, 2a)
• identify and recall basic visiting information about London Transport Museum
  (Rt/E1.1, 2, Rw/E1.1)

Booking your visit

Please note that educational visits to the museum must be booked in advance.
Please log on to the Museum’s website www.ltmuseum.co.uk or call +44 (0)20 7565 7298 for the latest information on how to book your trip to London Transport Museum.
00.00 Introduction

Ask the students to brainstorm different types of transport in pairs. Give them a time limit and see which pair has thought of the most. Feedback altogether and record vocabulary.

00.10 Vocabulary building

Pre-visit handout 1: London Transport Museum
Pre-visit handout 2: London Transport Museum
Pre-visit handout 3: London Transport Museum

For lower level literacy students use Pre-visit handout 1: London Transport Museum 1.

Ask students to work in pairs. If possible preview the handout on OHP or an interactive board.

Read out the instructions and explain the task, giving an example if needed. Ask the students to find the various types of transport in grid. Correct their handouts individually.

For more advanced students, use Pre-visit handout 2: London Transport Museum 2

Ask the students to work in pairs. If possible, preview the worksheet on OHP or an interactive board.

Read the instructions and the explain task, giving an example if needed. Ask the students to label each picture with a word from the box. Correct the handouts as a group and recording the answers.

For extension literacy work, use Pre-visit handout 3: London Transport Museum 3

Use this task as extension class work for more advanced students or as homework.

Ask the students to complete words with missing letters

00.30 Introduction to Survey 1

Pre-visit handout 4: Survey - How do you come to college?

As an introduction to the survey, tell the students how you usually travel to college (e.g. I usually come to college by bus/ by tube/ by car).

Then ask the students how they travel to college (e.g. Do you come by train, by tube, by bus,
by car, by tram or do you come on foot?).

Grammar input: prepositions by and on:
Emphasise the use of the preposition by before train, tube, bus, car, tram, and on when saying on foot.

Practise the target language (I usually come to college by/on …) with at least three or four students.

00.40 Survey 1
Pre-visit handout 4: Survey - How do you come to college?
Pre-visit handout 5: How do you come to college?

Pre-task:
If possible preview the survey on OHP or an interactive board. Read the instructions and prompt questions together with the students. Demonstrate the task with a strong student first.

Task:
Ask the students to survey five people in the class. Monitor their language and progress.

Post-task:
On completion, ask the students to look at their survey again.
Ask the students to retrieve the information ‘how does X come to college?’ from their survey.

Grammar input: present simple tense – 3rd person singular:
Emphasise the 3rd person singular of the present simple tense: She/he goes

For extension literacy work, use Pre-visit handout 5: How do you come to college.

Use this task as extension class work for more advanced students or as homework. Ask students to write how three people travel to college and then about themselves.

01.10 Introduction to survey 2
Pre-visit handout 6: How often do you travel by…?

As an introduction to the survey, tell the students how often you travel by… (e.g. I often travel by bus. I never travel by tram. I sometimes travel by tube.) Then ask the students how often they travel by train/tube/bus/car/tram/bike?

Grammar input – adverbs of frequency and word order:
Emphasise the word order when using adverbs of frequency. Practise target language (I always, usually, often, sometimes, never travel by…) with at least three or four students.

01.20 Survey 2
Pre-visit handout 6: How often do you travel by…?
Pre-visit handout 7: How often do you travel by…?

Pre-task:
If possible preview the survey on an OHP or an interactive board. Read the instructions and prompt questions together with the students. Demonstrate the task with a strong student first.

Task:
Students then survey 5 people in the class. Monitor their language and progress.

Post-task:
On completion, ask students to look at their survey again and retrieve the information ‘How often does X travel by train/bus…?’

Grammar input – present simple tense - 3rd person singular:
Emphasise the 3rd person singular of the present simple tense: She/he travels

For extension literacy work, use Pre-visit handout 6: How often do you travel by…?

Use this task as extension class work for more advanced students or as homework. Ask students to write about two people in their survey, then about themselves.

01.50 Museum visit preparation
Pre-visit handout 8: Museum information

If possible preview the Museum information notice on OHP or an interactive board. Read the instructions and questions together with the students.

Ask students to work independently to complete the task and collect up to mark individually.

Feedback altogether by asking the class and recording the answers.

02.15 How to travel to museum
Discuss as a class how to travel to the Museum on the day of the visit – give out train, bus or tube maps to the students to help them decide the most appropriate type of transport.

02.30 End
Pre-visit handout 1  
London Transport Museum

Look at the words in the box. Find them in the grid.

<table>
<thead>
<tr>
<th>Transport</th>
<th>Museum</th>
<th>Train</th>
<th>Car</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tram</td>
<td>Taxi</td>
<td>Bicycle</td>
<td>Motorcycle</td>
<td>Tube</td>
</tr>
</tbody>
</table>

Find the following words in the grid:

- Transport
- Museum
- Train
- Car
- Bus
- Tram
- Taxi
- Bicycle
- Motorcycle
- Tube

The grid contains the words:

- SHYMOTRCYCLE
- TRANSPORTNPSPE
- AUBINUMBERTRAM
- LRYVRTCATAICIRW
- MUSEUMXGIALE
- QURSEKURTUBEAL
- BYTMULUWEWJME
- UYTNBMTRAINWEC
- SGBICLZEZTRKA
- FDQYIPTAXIJFSR
Pre-visit handout 1
London Transport Museum

Answers:

<table>
<thead>
<tr>
<th>S</th>
<th>H</th>
<th>S</th>
<th>Y</th>
<th>M</th>
<th>O</th>
<th>T</th>
<th>O</th>
<th>R</th>
<th>C</th>
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</tr>
</thead>
<tbody>
<tr>
<td>T</td>
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<td>A</td>
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<td>G</td>
<td>I</td>
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<td>A</td>
<td>L</td>
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<td>F</td>
<td>D</td>
<td>Q</td>
<td>Y</td>
<td>I</td>
<td>P</td>
<td>T</td>
<td>A</td>
<td>X</td>
<td>I</td>
<td>J</td>
<td>F</td>
<td>S</td>
<td>R</td>
</tr>
</tbody>
</table>
Pre-visit handout 2  
London Transport Museum

Label the pictures with the words in the boxes

<table>
<thead>
<tr>
<th>Train</th>
<th>Car</th>
<th>Tram</th>
<th>Bicycle</th>
<th>Taxi</th>
<th>Tube</th>
<th>Motorcycle</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Motorcycle" /></td>
<td><img src="image2" alt="Car" /></td>
<td><img src="image3" alt="Tram" /></td>
<td><img src="image4" alt="Bicycle" /></td>
<td><img src="image5" alt="Taxi" /></td>
<td><img src="image6" alt="Tube" /></td>
<td><img src="image7" alt="Motorcycle" /></td>
</tr>
</tbody>
</table>

1
2
3
4

5
6
7
8
Look at the pictures and letters. Finish the words.

T_a_n

B_c_c_

B__

T_x_

T__m

C__

M_t_c_c_

T_b_

www.ltmuseum.co.uk/learning
Pre-visit handout 4
Survey – How do you come to college?

Ask the questions to 5 people in your class.
Put a tick (✓) in the correct box for their answers.

- Excuse me, what’s your name?
- Can you spell it please?
- How do you come to college?

<table>
<thead>
<tr>
<th>Person 1</th>
<th>Person 2</th>
<th>Person 3</th>
<th>Person 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRAIN</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TUBE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TRAM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ON FOOT</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Pre-visit handout 5
How do you come to college?

Look at your survey.
Choose 3 people and write about them.

Person 1

Person 2

Person 3

Now write about yourself.
Pre-visit handout 6
Survey – How often do you travel by...?

Ask the questions to 5 people in your class.
Write their answers in the boxes

- Excuse me, what’s your name?
- Can you spell it please?
- How often do you travel by:
  Train / Tube / Bus
- Sometimes/ once a week/twice a week/ never?

<table>
<thead>
<tr>
<th>Person 1</th>
<th>Person 2</th>
<th>Person 3</th>
<th>Person 4</th>
<th>Person 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>BY TRAIN?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BY TUBE?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BY BUS?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BY CAR?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BY TRAM?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BY BIKE?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Pre-visit handout 7
How do you travel by...?

Look at your survey.
Choose 2 people and write about them.

Person 1

Person 2

Now write about yourself.
Pre-visit handout 8
Museum Information

Look at this text and then answer the questions below.

www.ltmuseum.co.uk

How to find us:
Covent Garden Piazza
London
WC2E 7BB

Opening times*:
Sat–Thurs 10.00 to 18.00
Fri: 11.00 to 18.00
*Closed on 25 and 26 December

Entry fees:
Adults £8
Seniors: £6.50
Children under 16: Free

Local transport services:
Tube: Covent Garden, Leicester Square, Charing Cross
Bus: Strand, Aldwych, (RV1, 9, 11, 13, 15, 23, 139
Rail: Charing Cross, Waterloo

Contact:
24 hr telephone line: 0207 565 7299
General information: 0207 379 6344 (office hours only)
Fax: 0207 565 7254
Email: enquiry@ltmuseum.co.uk

1. What is this text? Tick (✔) one box.

   a letter
   a notice
   a sign

www.ltmuseum.co.uk/learning
2. What is the Museum's postcode? Write the answer.

3. How many underground stations are there near the museum? Tick (✓) one box.
   1  
   2  
   3  

4. You want to get some information about the museum. It is late at night. What number do you call? Tick (✓) one box.
   0207 565 7299  
   0207 379 6344  
   0207 565 7254  

5. Look at the sentences. Are they true or false? Tick (✓) True or False for each sentence.
   A) The museum is open every day of the year.  TRUE  FALSE
   B) You can get more information online.  TRUE  FALSE
   C) The museum is on the corner of Wellington Street and Tavistock Street.  TRUE  FALSE

6. How much is a senior visitor ticket? Tick (✓) one box.
   six pounds fifteen  
   six pounds fifty  
   sixty pounds fifty  

www.ltmuseum.co.uk/learning
Pre-visit handout 8
Museum Information

Answers

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a notice</td>
</tr>
<tr>
<td>2</td>
<td>WC2E 7BB</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>0207 565 7299</td>
</tr>
</tbody>
</table>
| 5        | A) False  
|          | B) True  
|          | C) True |
| 6        | six pounds fifty |
London Transport Museum

During-visit notes for teachers

London Transport Museum has a rich and varied collection which tells the story of transport in London over the last 200 years. These worksheets have been developed to aid tutors on an independent visit to the Museum with their students. Each level has pre-visit, during-visit and post-visit lesson plan and student handouts.

Lesson Duration
1 hour 30 minutes

Lesson aims
• to familiarise the students with the contents of the London Transport Museum
• to encourage students to discover the various objects and artefacts in the Museum

Lesson objectives
At the end of this visit, students should have…

• taken three pictures*: one of something they can see in their country, one of something they like a lot and one of something new to them
• taken simple notes about two things in the Museum: one about something they can see in their country and one about something they like a lot

* If no cameras are available, they could draw a sketch or write the names of the exhibits.

00.00 Visiting instructions
During-visit handout 1: At the Museum
During-visit handout 2: At the Museum

For lower level literacy students use During-visit handout 1 - At the Museum 1.

Either before the visit (at the end of the last lesson) or on the way, give students the handouts. Ask students to work on the tasks in groups of three. Each group will have a set of instructions, which explains what they need to do. For best results, read instructions together and explain task.
Give each group a camera or ask them to use their mobiles if necessary. The groups will have to take one picture of:

- something they can see in their country/countries
- something they like a lot
- something new to them

Ask students to work in groups and negotiate which pictures they want to take. The second task focuses on more general aspects of the Museum's content. Within the group, each student will need to take responsibility for one picture, finding out the opinions of the other two students. Ensure students are clear that they all have a 'job'. The aim of this is to encourage interaction as they move through the museum.

Make sure students are aware that they will need to talk about their pictures at the beginning of the post-visit lesson.

01.00 Progress check
Arrange to meet up with the students halfway through the visit, and check how things are going (have they found anything to take pictures of?)

For more advanced students, use During-visit handout 2: At the Museum 2 as extension work.

Give each student the task worksheet and read instructions together. Students should go around the museum and take notes about two things:
- one thing like in their country
- one thing they like a lot

Ensure students know that they will need to make notes which will be used at the beginning of the post-visit lesson.

Ask them to take a picture of the two things they found. This will support their talk at the beginning of the post-visit lesson.

01.30 End
During-visit handout 1
At the museum

Work in groups of three. Go around the museum together and take three pictures (if you don't have a camera, draw the objects in the boxes below):

• 1 picture of something you can see in your country
• 1 picture of something you like a lot
• 1 picture of something new

Something you can see in your country

Something you like a lot

Something new
Go around the museum in your group.

Find two things – one that you can see in your country and one that you like a lot. Write some information about them in the boxes below.

**Something you can see in your country**

What is it?...............................

Where is it?

- Ground ☐
- Level 1 ☐
- Level 2 ☐

In my country.........................
................................................................
................................................................
................................................................

**Something you like a lot**

What is it?...............................

Where is it?

- Ground ☐
- Level 1 ☐
- Level 2 ☐

I like it because.......................
................................................................
................................................................
................................................................

If you have a camera, take a picture of these two things.
London Transport Museum
Post-visit notes for teachers

London Transport Museum has a rich and varied collection which tells the story of transport in London over the last 200 years. These worksheets have been developed to aid tutors on an independent visit to the Museum with their students. Each level has pre-visit, during-visit and post-visit lesson plan and student handouts.

Lesson Duration
2 hours 30 minutes

Lesson aims
• To feedback and discuss museum visit experience orally and in writing

Lesson objectives
At the end of this lesson, students should be able to…

• take part in social interaction
  (Sd/E1.1a, Lr/E1.5a)
• make simple statements of facts and give opinion about their visit
  (Sc/E1.1,4)
• ask questions to obtain specific information
  (Sc/E1.3)
• begin to compose a simple text (postcard and short letter) using basic word order and verb form (Ws/E1.1)
• begin to use and spell correctly some personal key words and familiar words
  (Ww/E1.1a)
• use a capital letter for personal pronoun “I”
  (Ws/E1.3)
• begin to punctuate a simple sentence with a capital letter and a full stop
  (Ws/E1.2)
• form the letters of the alphabet using upper and lower case
  (Ww/E1.2a)
00.00 Introduction
Post-visit handout 1: Talking about your visit
During-visit handout 1: At the museum

Look at adjectives given in box. Teach any unfamiliar words to the students if necessary.

Can the students think of more adjectives to talk about the museum? Discuss and then write them on the board.

00.10 Feedback presentations
Post-visit handout 1: Talking about your visit

Ask the students to work in small groups of three or four to show and talk about the pictures they took during their visit.

Go around classroom and monitor language and progress. Encourage each member of the group to make a contribution to the session.

Then ask stronger speakers first to choose one picture and talk about it to the rest of the class. This will model the target language to the weaker speakers and give them prompts for their presentation.

Allow up to one minute per student. This will lead into the next part of the lesson.

00.35 Talking about your visit 2
Post-visit handout 2: Talking about your visit
During-visit handout 2: At the museum

Look at adjectives given in box. Teach any unfamiliar words to the students if necessary.

Can students think of more adjectives to talk about the museum? Discuss and write on the board.

00.45 Whole class feedback
Post-visit handout 2: Talking about your visit

Ask students to work in small groups of three or four. Read the prompt questions together first. Then ask the students to feedback and discuss their visit in their group.
Encourage each member of the group to make a contribution to the session.

As a whole group, ask students to feedback on their visit by prompting them again with the given questions on handout 2. This will lead into the next part of the lesson.

01.10 Writing a postcard to the Museum
Post-visit handout 3: Postcard

If possible show the worksheet on OHP or an interactive board. Look at text layout and elicit text type (postcard). Read the instructions and prompt together with the students. The previous feedback activity should have given students enough language and ideas to complete this task.

Find out the museum’s address from students – they may need to refer to the Pre-visit handout 8: Museum information.

Ask the students to compose simple sentences about the museum. Allow 15 minutes then collect to mark individually.

01.35 Informal letter to friend
Post-visit handout 4: Writing about the museum

If possible, show the worksheet on OHP or interactive board.

Read the instructions and prompt together with the students. The previous feedback activity (Post-visit handout 2: Talking about your visit) should have given students enough language and ideas to complete this task.

Ask the students to discuss the Museum’s location and how to get there – they may need to refer to their pre-visit Museum information handout.

Discuss common greetings and salutations to start and end their letter (e.g.: Dear…/ Hi / Hello; Bye / See you / See you soon / Love / Lots of love, etc)

Ask the students to compose simple sentences about the museum.

Allow 20 minutes, then collect to mark individually.

02.15 Conclusion
Finally, re-cap what you have done in the pre, during and past-visit stages. Discuss with students what they have learned.

Ask the students for their opinions about the lesson content and what they feel about visiting museums.

Will they go back with their family and friends?
How will they travel there?
Do they want to visit other museums?
If yes, which ones?
How can they travel there?

02.30 End
Post-visit handout 1
Talking about your visit

Look at the words in the boxes.
Can you think of more words to talk about the things at the museum?

<table>
<thead>
<tr>
<th>Big</th>
<th>Small</th>
<th>Expensive</th>
<th>Cheap</th>
<th>Slow</th>
<th>Fast</th>
<th>Safe</th>
<th>Dangerous</th>
</tr>
</thead>
</table>

Work in a small group.
Show your pictures and your information from your visit to the other students and talk about them.

• something you can see in your country
• something you like a lot
• something new

Now tell your tutor and the rest of the class.
Post-visit handout 2
Talking about your visit

Look at the words in the box. Can you think of more words to talk about the museum?

| Big  | Small | Expensive | Cheap | Interesting | Boring | Crowded | Quiet |

Work in a small group. Talk to your partners.

• What do you think about the museum? Do you like it?
• Do you think it is a good place to visit?
• Is it easy to get to?
• What is the museum like? Big, small, interesting, boring, fun …?
• What can you see in the museum?
• What is your favourite thing in the museum?
• What other things would you like to see in the museum?

Now tell your tutor and the rest of the class.
Post-visit handout 3
Writing to the Museum

Write a postcard to the museum about your visit. Write about:

• your favourite thing in the museum
• other things you would like to see in the museum
• what you think about the museum

Don’t forget to write the address on the right.

Write about 25 words.

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Post-visit handout 4
Writing to the Museum

Write a short letter to your friend about your visit to the museum.
Write about:

• where it is
• how to get there
• what it is like
• what you can see
• what your favourite thing is in the museum

Write between 30 and 50 words.