

The new Seven Wonders of the World

Level

Intermediate

Tasks

Matching a number of man-made wonders with their corresponding country
 Scanning a paragraph in an article about the new Seven Wonders of the World
 Reading this article about a recent global poll
 Identifying key vocabulary from the article
 Discussing points arising from the article

How to use the lesson

- 1 Tell students that this lesson is about the new Seven Wonders of the World. Hand out the worksheet. Students match the wonder with the corresponding country. Check which wonder students believe is the 'odd-one-out'. Use this opportunity to find out which of the wonders students have visited.
- 2 Tell students to scan paragraph 2 of the article to check their answer to exercise 1.

Answer

Christ the Redeemer statue (Brazil), the Great Wall (China), Machu Picchu (Peru), the Acropolis (Greece), Chichén Itzá pyramid (Mexico), the Taj Mahal (India), the Colosseum (Italy), the ruins of Petra (Jordan)

The Acropolis, Greece was not a winner.

- 3 Students read the whole article. They should say whether they think that running the two contests described is a good idea, or not. You may wish to look at useful vocabulary at this point: e.g. *campaign / nomination / shortlist / sponsorship / conservation / eco-tourism*.
- 4 Ask students to identify words in the article from their definitions.

Answers

(a) foundation (b) initiative (c) sponsorship (d) break even (e) to boost

- 5 Ask students to work in small groups to discuss the questions. When they have finished, ask for feedback on anything interesting points arising. Encourage a whole class discussion. Finish the lesson by providing language feedback.

Related websites

Send your students to these websites, or just take a look yourself.

http://news.bbc.co.uk/1/hi/in_pictures/6281540.stm

<http://www.new7wonders.com/>

<http://www.natural7wonders.com/>

<http://whc.unesco.org/>