

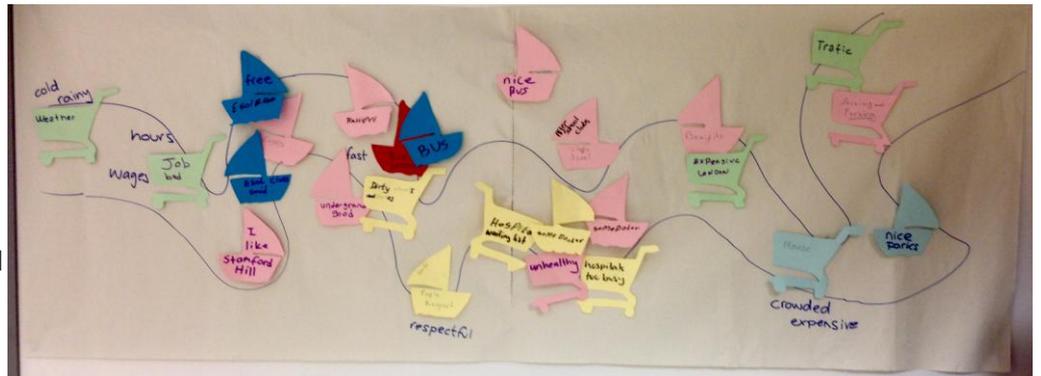
Mayoral and GLA elections 2016 materials pack

Lesson plan 1, resource 1 – London, good and bad

Lesson 1: London, good and bad

Aims:

- To introduce Action For ESOL's Mayoral election materials.
- To help student express opinions and state facts about the good and bad things about London



Notes on Levels and language points:

This lesson can be easily adapted for use at all levels. In Activity 4 language for lower levels could be *is/are* and *was/were* e.g. In London there are jobs. Language for higher levels could be *comparatives / superlatives* e.g. London is harder now than before or *used to* e.g. There used to be more benefits. Language for all levels could be *agree/disagree* and *expressing opinions*.

Resources and suggested stages:

Resources - post-its, flip chart paper, marker pens, plain paper, cut out shapes.

Activity 1 Vocabulary Storm. Ss write down 3 words about London on a post-it. One student joins another and they share their words. The pair joins another pair and they discuss their words. Each group chooses the 2 words they like best to share with the whole group. T writes all the words on the board.

Activity 2 Spectrum Line. All Ss stand in the middle of the room. T makes a statement and ask students to move along a line from strongly disagree at one side of the room to strongly agree at the other side of the room. Possible statements: "I've lived in London for a long time" "I love living in London" "London is a welcoming city" "Living in London is easy" T asks students to explain where they have positioned themselves.

Activity 3 River. T writes "*River Thames*" on the board and elicits where and what it is. T draws an outline of a river on the board and explains to Ss they are going to write their ideas about what is good and bad in London. The position on the river can indicate how long the students have been in London. The mouth of the river is the present day. T gives out flip chart and asks Ss to draw a river outline. Ss discuss good and bad things about London. They write the good things on boats and the bad things on trolleys. Ss can stick cut-out shapes or draw a simple outline (resource 1). If you have Ss who have been in London for a long time they can add ideas about what has changed in London. Ss write ideas on the bridges. Ss work in small groups recording / drawing their ideas. When students have finished the groups take turns explaining their ideas to the other Ss. T notes down the language that students are trying / need to use for the explanation.

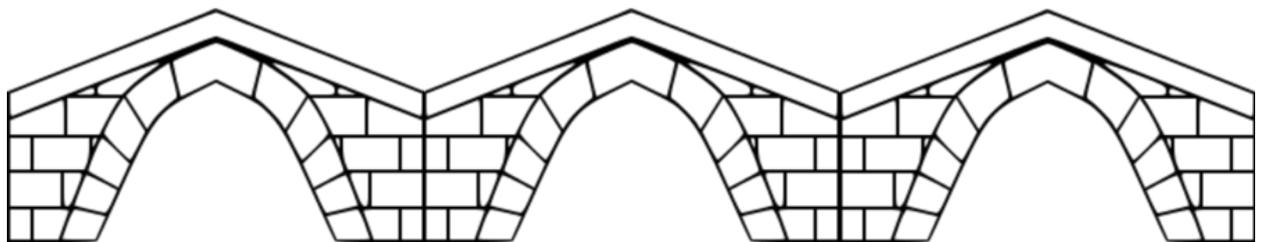
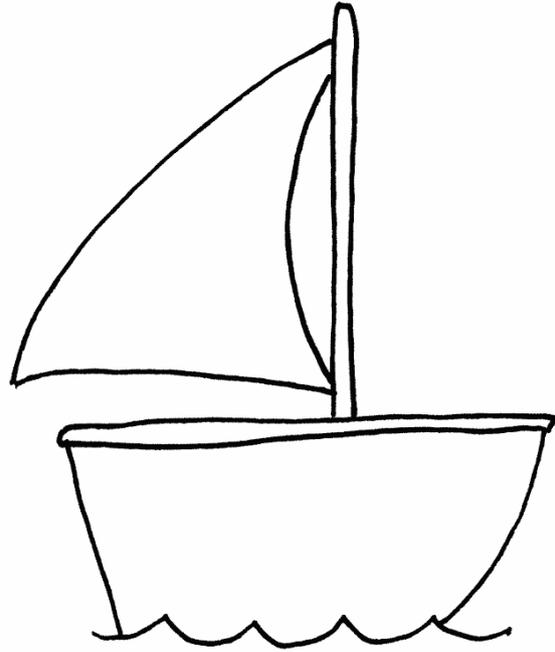
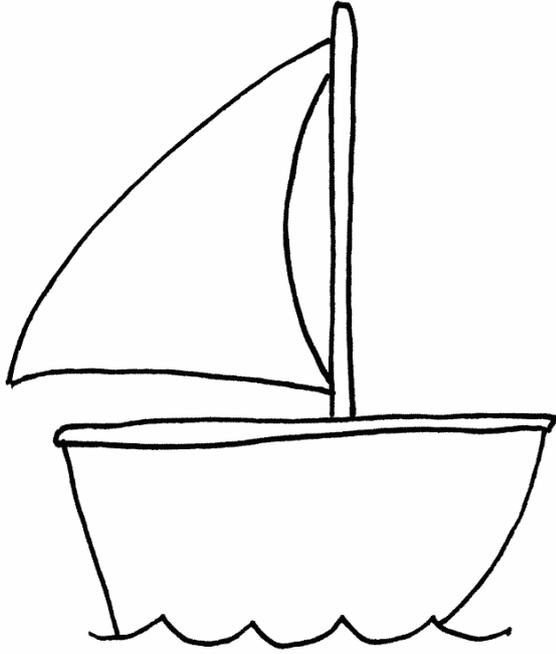
Activity 4 Language Focus. Teacher selects a language focus based on the discussion and does a gap fill for the target language on the board e.g. In London there..... lots of people from around the world. (*is/are* target language). Check together. Write only the target language on the board (e.g. *is/are*) and ask students to write some of their own sentences. Share together.

Activity 5 Plenary. Students stand in a circle. Paired discussion with the person on their left about what they learnt. Paired discussion with the person on their right about what they learnt.

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