

Mayoral and GLA elections 2016 materials pack

Lesson plan 4 – ESOL Class Demands

Lesson 4: Demands

Aims:

To be able to write demands about what you want to change in London

Notes on levels and language points:

This lesson can be adapted for use at all levels. Language focus for lower levels in Activity 2 is *London is....* and for higher levels *London would be...*

Language for lower levels in Activity 4 is “I want...” and “I need...” and for higher levels could be “I would like you to...”, “I hope you will...”, “I strongly urge you to...”

Resources and suggested stages:

Resources – clouds cut ups, GLA areas of responsibility (from Lesson 2 resources 4 and 5), blue tack, marker pens, flip chart paper/A3 paper.

Activity 1 Warmer. T asks Ss to discuss the best thing that has happened to them in London with a partner e.g. In London I met my best friend.

Activity 2 Writing about London in 5 years time. Ss imagine they are the Greater London Authority (re-cap meaning). T tells Ss the aim is to tell the group about London in 5 years, after they have changed it. In groups of 5 Ss record ideas on the cutup clouds “London is.....” (for lower levels) “London would be.....” (for higher levels). Ss write, draw and discuss their ideas in the whole group. Ss lay out ideas on the floor or stick on the wall. T asks Ss to read each others' and put together the ideas that are the same. T writes the key themes on the board. Discuss as a whole group if there is anything missing.

Activity 3 GLA responsibilities. T asks Ss what the Greater London Authority is responsible for. Ss share ideas in pairs. T gives a pair of Ss one card (from Lesson 2, resource 4). Students match the card to the ideas on the board and come and stick it next to the theme. If it does not match Ss stick it on board separately. Discuss what GLA can change, can't change and should change.

Activity 4 Language for demands. T elicits ideas from the Ss about how they could make demands. T tweaks the language they produce / gives ideas for language. In groups Ss write demands. Ss read out/read each other's and T writes a group of list of the demands. Ss review and check that nothing is missing.

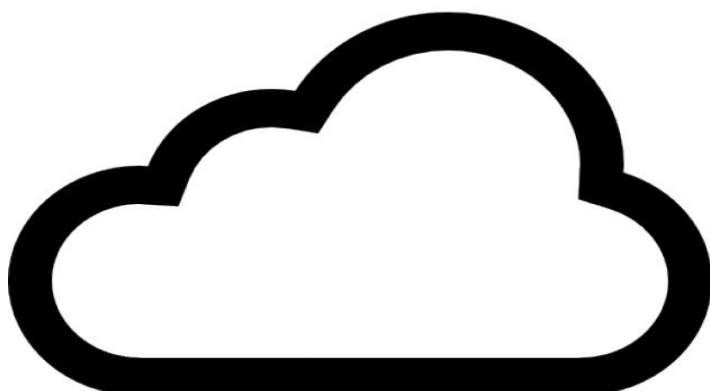
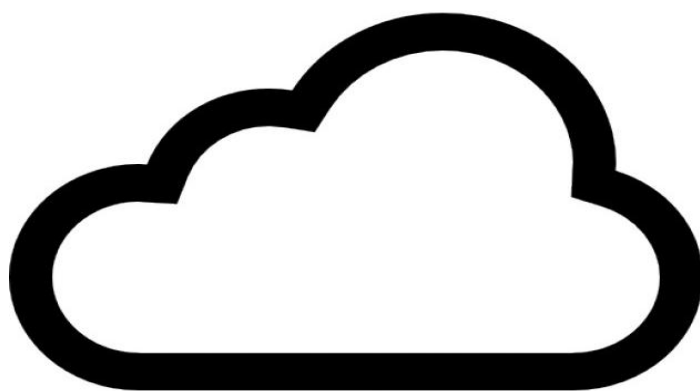
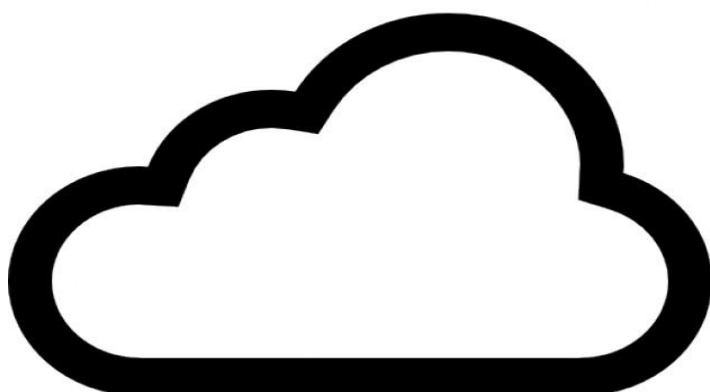
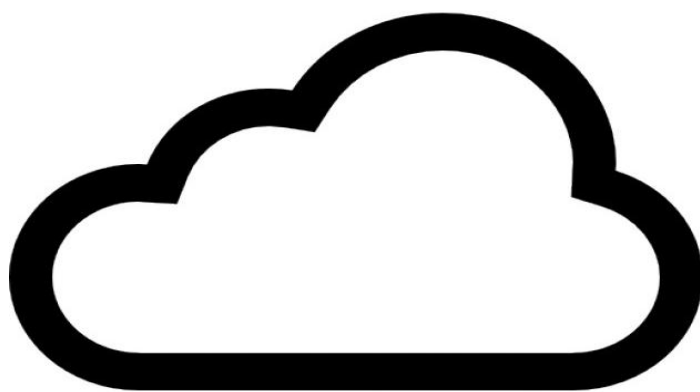
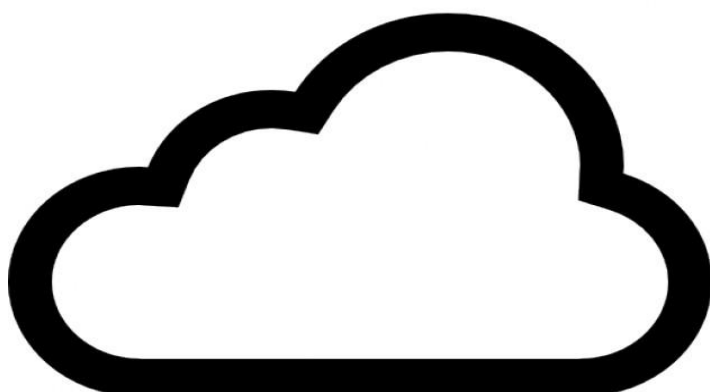
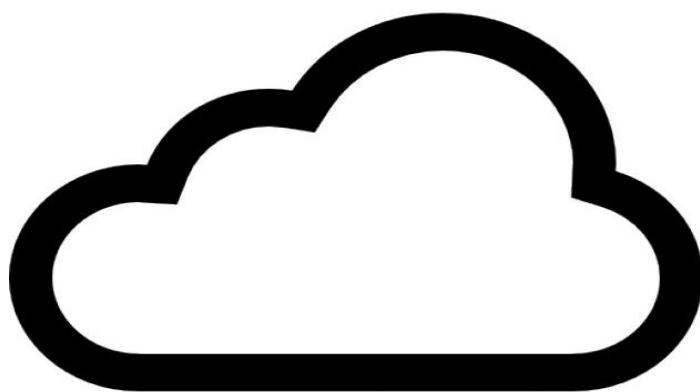
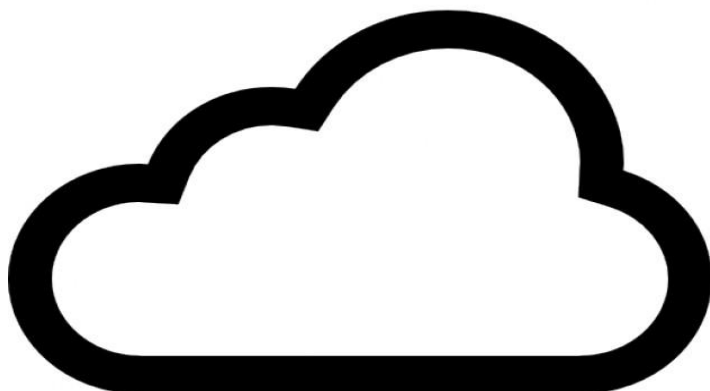
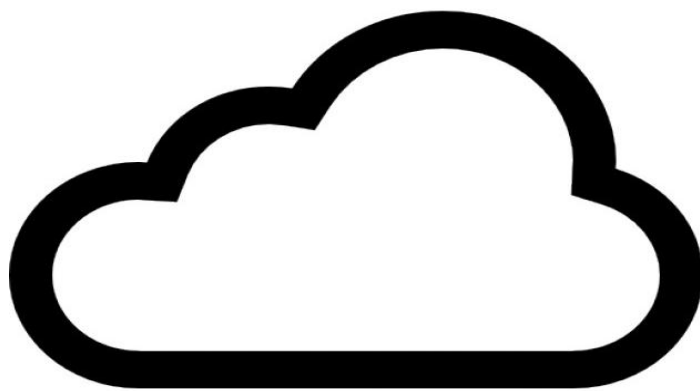
Activity 5 Plenary. Ss stand in a circle and say the demand they think is most important.

N.B. There is a Google form at the Action for ESOL website <http://actionforesol.org/> where you can input information about what your class talked about. We intend to use this information for an event in May where we can talk about how to campaign for ESOL provision in London.

Language used in this lesson will be used again in Lesson 5 when the students write letters.

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We are a UK-wide coalition of teachers and researchers,
read our manifesto here: [Action for ESOL](#).