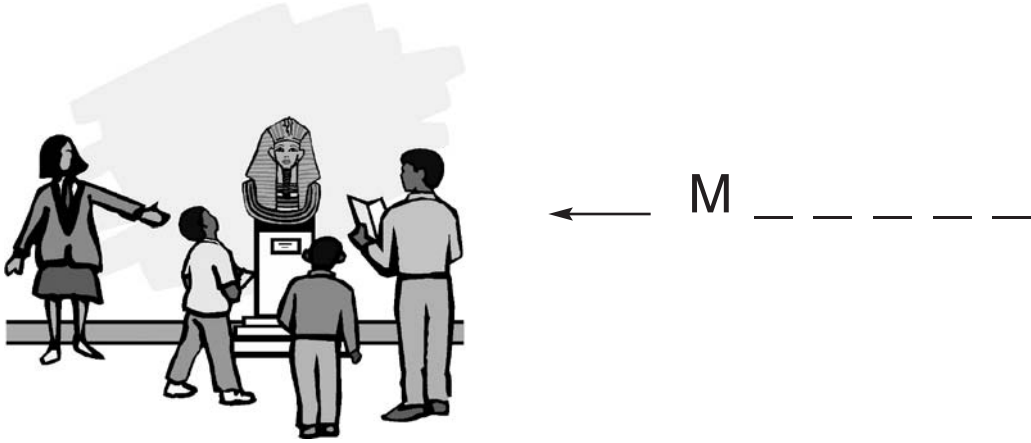


Pre-visit Lesson Plan

E1b

Main aim:	To introduce Ls to the theme of the Museum.
Secondary aims:	Practise making sentences, using maps and talking about when and why Ls came to Hackney/London.
Assumed Knowledge:	Learners can introduce themselves and their country.
Preparation:	Photocopy worksheet onto OHP if possible. Set of image and flash cards for each pair (optional). Photocopied worksheets with maps. Cut up one sentence match for each group of 6.
Time:	65 minutes

<p>Hand out page one of the lesson worksheet. Show flashcards of places in a town (optional this can be done in pairs using the word flash cards). Elicit sentences, shop – ‘You can buy clothes’, café, bank – ‘You can get money’, job centre – ‘you can look for a job’, and finally museum – ‘you can learn about the past’.</p> <p>Write Museum on the board. Ls copy the spelling of museum onto their worksheet. Tell the class that they are going to visit a museum.</p>	5
<p>Ls look at the map. Ask ‘what is it?’ – ‘It’s a map’</p> <p>Ask ‘where is the map of?’ – London, write answers on board. Help Ls complete the section with the answer Hackney. Ls complete their worksheets. Drill sentences. Pay attention to contracted form of it’s. Practise in pairs.</p>	10
<p>Hand out page two of the worksheet. Look at the map. If you have a large world map in the classroom use this to support this section. Elicit, It’s a map of the world – write on board.</p> <p>Ask Ls to point to the UK and then to their countries/continent. Some learners may not be familiar with maps so be ready to assist.</p> <p><i>Optional; Drill dialogue and in pairs learners introduce themselves using the map.</i></p> <p>‘Hello my name’s Dan, I come from England. It’s here.’ Put pairs together to form small groups. Now they introduce their partner to the group. ‘Hello, this is Dan, he comes from England, it’s here on the map.’</p>	10
<p>Look at map 3. Elicit where the arrows are pointing – England, where in England? London. Where in London? – Hackney. Ls complete the sentences with the words in the box.</p>	5
<p>Now hand out page three of the lesson worksheet.</p> <p>Optional Energiser: Ask Ls to stand in a line in order of when they came to Hackney/London with the most recent at one end. Model the question they will have to ask and remind how to say dates. ‘When did you come to Hackney?’ ‘1983’.</p>	5
<p>Draw a time line on the board with the dates 500, 1800 etc. and this years’ date at the other end. Elicit and drill ‘past’. You might want to use the date and time to elicit and drill ‘now’. Use dates to check meanings.</p> <p>Give Ls time to complete their worksheets. Drill the sentences with emphasis on came for past and come for now. Write and drill ‘The farmer came to Hackney in 500’. In pairs Ls use the images to and practice sentences in pairs. Give more information about the people to help. The images depict a Saxon farmer from Germany, an Indian nanny/servant, a Caribbean teacher and Vietnamese refugees.</p>	8
<p>In pairs Ls ask each other; ‘Why did you come to Hackney?’ T should use discretion and be aware of sensitivities in doing this exercise. In groups of 6 Ls take one word card each and form a line to make the sentence. Why do people come to Hackney? Try not to assist for a few minutes. Drill the correct sentence. Allow learners to self correct their sentences and display correct sentence.</p>	10
<p>Now hand out page four of the lesson worksheet. Ls complete the sentence (speech bubble) on their worksheet with ‘Why do people come to Hackney?’. Elicit any ideas from the class.</p> <p>In groups of 3/4 Ls use the pictures to complete the sentences. Drill as answers are fed back to the class.</p>	10
<p>Finally, drill the Lesson’s vocabulary and set spellings for homework.</p>	2



What is it?

_____.

Where is it?

_____.

Where is _____?

It's in London.



It's a map of London.



It is a map of _____.

Hello, I'm Milad, I'm from Iran.

Where's your country?

It's here.

Now introduce your partner



London

world

England

People

Hackney is in _____.

London is in _____.

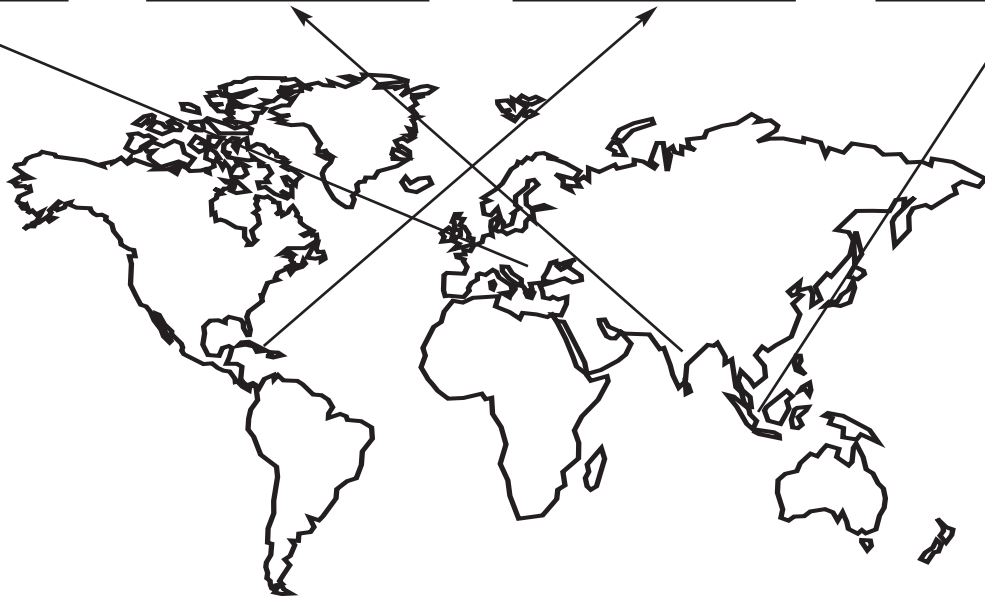
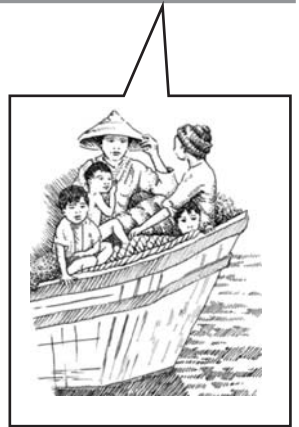
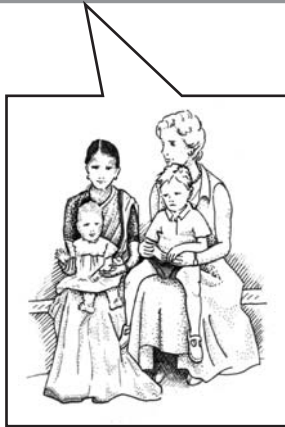
_____ come to Hackney from all over the _____.

Many people **came**
to Hackney in the p _ _ _ .

People **come**
to Hackney n _ _ .

P _ _ _

N _ _



Hackney Museum

Why _____
_____?



He came to Hackney to w_ _ _



They came to Hackney to l_ _ _



He came to Hackney to
do b_ _ _ _ _



They came to Hackney to
be s_ _ _



They came to Hackney for the
c_ _ _ _ _.

Vocabulary:

museum, map,
what?, where?, why?,
London, England, world,
work, live, business, safe, community

Why

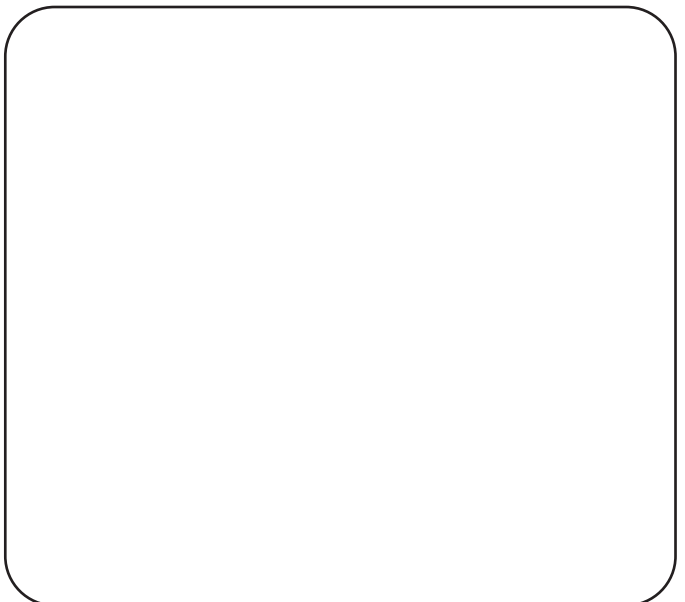
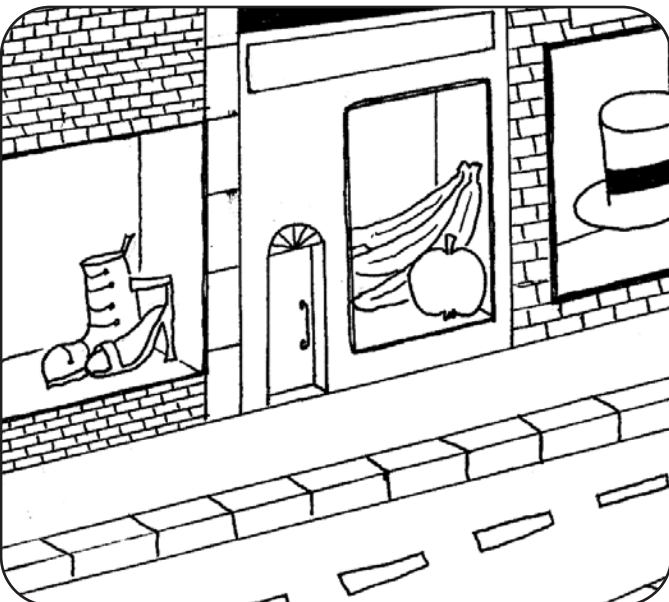
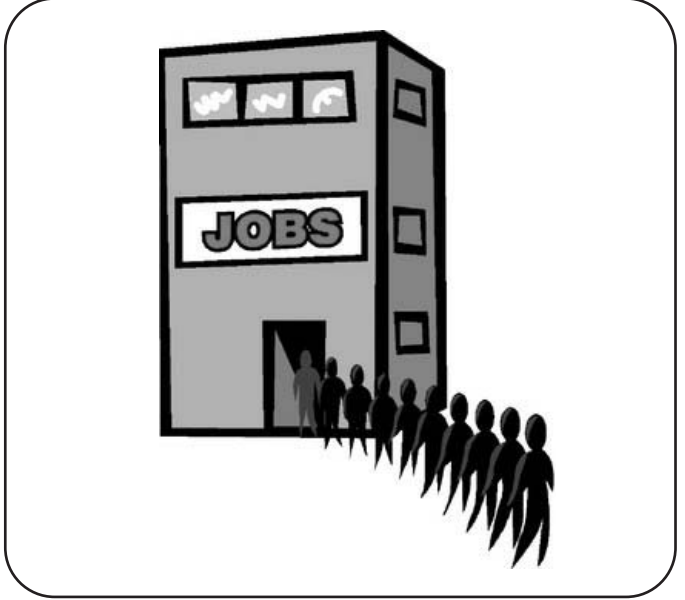
do

people

come

to

Hackney?



get

money

drink

coffee

look for

job

buy

shoes

learn

**about the
past**

Spelling correction warmer

To review the spellings from the previous lesson (homework.) Divide class into two teams. Each team stands in a line facing the board. The T calls the word and the players at the front of the line race to spell it correctly. Then they move to the back of the line and the next two players repeat for the next word.

Introducing vocabulary

Introduce the vocabulary to the class through mime games, drawings, flash cards, hang man, speaking a sentence and bleeping instead of using the word. Try to introduce new words in lexical groups where possible.

Vocabulary practise and review

Pelmanism:

Word cards and their corresponding picture cards are laid out face down on the table. The game is played in groups. Each player turns over 2 cards, saying the name of the picture and reading the word aloud to the group. If the pair matches then the player keeps the cards and takes another turn. If the pairs do not match they replace the cards face down in their original position. The other players try to remember where the cards are placed. The winner is the person with the most cards at the end.

Board dash:

Word (or picture) cards are placed on the board/wall. The class is divided into two teams. One player from each team faces the board (the others may be waiting in a queue or sat down), the tutor says one of the words from the board and the players race to find the word or picture and remove it from the board. The tutor checks that the correct word has been taken. The winning team is the one with most word cards.

Whispering spelling lines:

The class is divided into two teams which form two lines facing the board. The tutor is at the back of the lines and shows a picture or word to the two last players. They then whisper the word to the person in front, until the word gets to the players at the front of the line who writes the word on the board. The first team with the correct spelling gets a point.

Make a sentence mill:

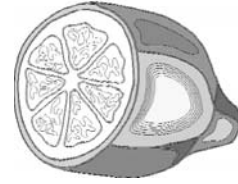
Each learner is given a card with a word on it. Ensure each knows the meaning of their word. They hold their cards facing outwards and walk around the class to find a partner. First they read their partners card, then they speak a sentence in which the word is used correctly. Encourage them to correct each other. When the pair have finished, they move on to find a different partner. Allow enough time for them to make up as many sentences as possible.

You may wish to spend some time with your class preparing them for the instructions they will meet on the museum worksheet.

head



lemon



apple



kitchen



door



restaurant



photo



costume



watch

write

go to

find

1941

date

count

**near the
back**

light blue

dark green

**in the
centre of**

at the back

blue

metal

wood

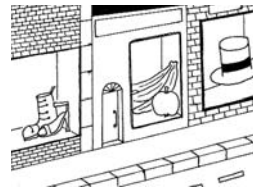
people



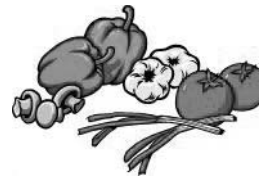
market



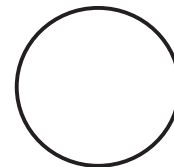
shops



vegetables



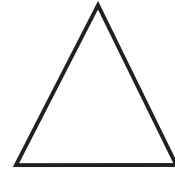
circle



square



triangle



star



rectangle



radio



clock



tap



kettle



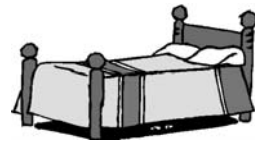
cooker



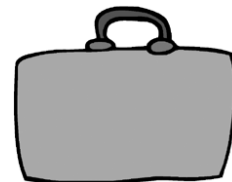
caravan



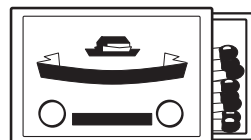
bed



suitcase



match box



Before you do the worksheet, look around the Museum.

✓ tick the sections.

A Place to Do Business
(The dark green section)

A Place to Find Work
(In the centre of the museum)

A Sense of Community
(Near the back of the museum)

Moving On
(The blue section)

Street Level
(At the back of the museum)

A Place to Live
(The light blue section)

 **Watch the video in pairs:**

✓ **Tick what you see.**

people

market

fruit

vegetables

shops

books

 **Write what else you can see.** _____

Go to:

A Place to Do Business

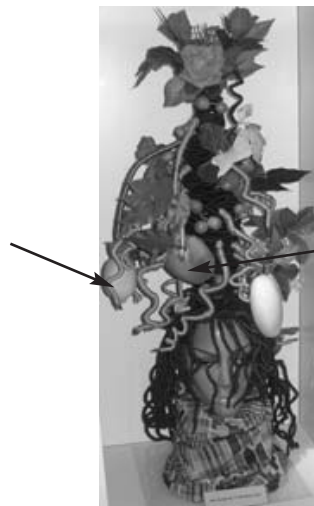
the dark green section

Find:

The head

 **What is in the hair?**

L _ _ _ _



A _ _ _ e

Go to:

A Sense of Community

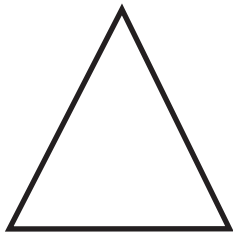
at the back of
the museum

Find:

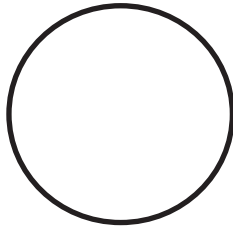
The carnival costume



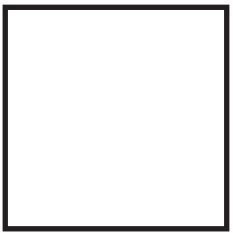
✓ Complete the spellings of these shapes:



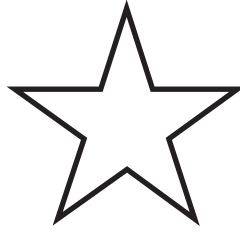
Tr _ angle



C _ r _ l _



_ _ uare




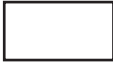


St _ _



Rec _ angl _

🗨️ Now check your answer with your partner and say them aloud.

✎ Complete the sentence

The costume has a  _____, a  _____, a  _____ and a  _____ on it.

Go to:

Street Level

at the back of
the museum

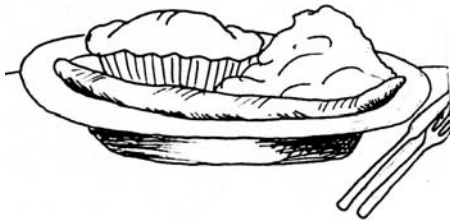
Find:

The restaurant

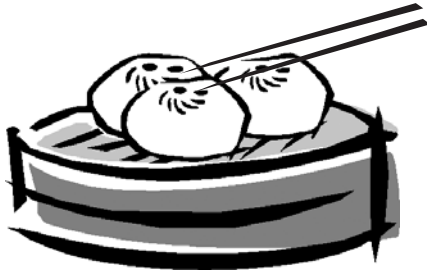


Look at the picture and complete the sentences using the words in the box below.

food pie Chinese eel mash



The food in the old shop
was _____ , _____
and _____ .



The food in the new
restaurant is
_____ .

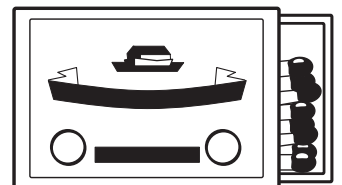
Go to:

A Place to Find Work

in the centre
of the museum

Find:

The match box making



Ask your partner or tutor to time how many seconds
it takes you to make a match box!
Use a watch or count.

How many seconds does it take you to
make a match box? _____

It takes _____ (name) _____ (number) seconds
to make a match box.

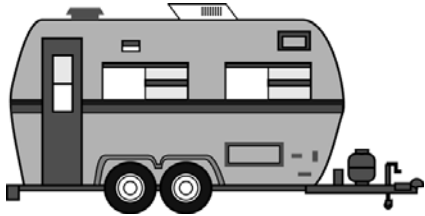
Go to:

Moving On

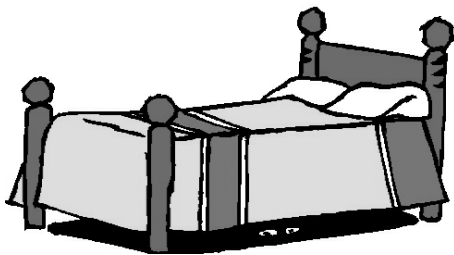
the blue section



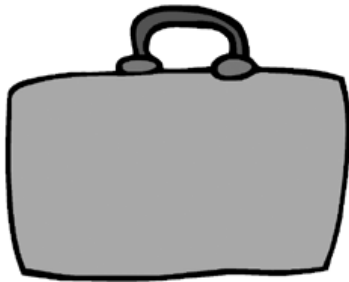
Match the pictures to the words.



Caravan



Suitcase



Bed



Look around.



What can you see? Complete the sentences.

There's a _____

There's a _____

There isn't a _____

Go to:

A Place to Live

the light blue section

Find:

The door



Cross out the wrong answer.

The door is made of wood / metal



Match the pictures with the dates:



— — — —

1941

— — — —

1995

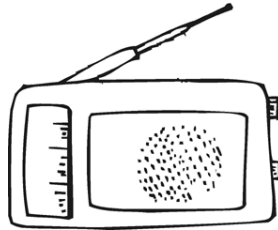
Find:

Kitchen

Complete the spellings then

✓ Tick what you see. ✗ Cross what you can't see.

E.G.



Radio



Clock



K _ _ _ le



T _ _



C _ _ k _ r



Now look at the photo:



✓ What can you see in the photo?



Kettle



Tap



Cooker



Worksheet feedback

Going through the worksheet should promote a lively feedback session where Ls are given an opportunity to discuss and comment on things they have seen and learned.

To get things started you might start with some general questions about what was good about the visit and what could have been better. Ask how much it is to get in (Free), how to get there (which bus/walk) and if the group liked it enough to return with a friend or family?

Vary methods of feedback and activities to go through what Ls have observed and learned at the museum. Where possible encourage freer discussion. Here are a few ideas:

- In pairs or groups of 3, Ls compare answers and discuss any differences before T confirms correct answers.
- T calls out options and Ls vote on correct answers.
- If you have access to an OHP ask Ls to use it to feedback parts of the worksheet.
- Where appropriate, ask Ls to share their opinions on a topic with their partner. Try to personalise it, ask Ls 'what do you think about that?', 'Tell your partner if you agree or disagree', 'what is your experience of...'. For lower ability levels ask which things they liked or disliked, and simple adjectives.

Answers to worksheet questions

Video:

All items appeared on the video. Elicit a few examples of other things the learners saw in the video.

A Place to Do Business:

Lemon, Apple.

A Place to Find Work:

Find out how many seconds it took for a few learners to make the match box. You may wish to ask Ls to stand in a line with the fastest at one end and the slowest at the other. First give the model question and drill 'How long does it take you to make a match box?'

A Sense of Community:

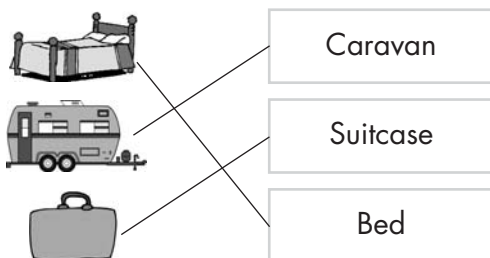
The missing letters are i and g – Triangle, i,c,e – circle, s,q – square, a,r – star, t,e – rectangle.

The missing words are: star, rectangle, circle, triangle.

Street Level:

eel, pie *and* mash. Chinese food.

Moving On:



2. There's a caravan
There's a bed
There isn't a suitcase

A Place to Live:

Wood The missing dates are: 1929, 1960

The missing letters are: e,t,t – kettle; a,p – tap; o,o,e – cooker All should be ticked except tap.

Kettle should be ticked. This section of the Museum highlights what standard of living people expected and what standard of living they actually had.

1. Warmer: Review places in a town vocabulary. Use the flashcards from pre-visit lesson + zoo, mountains, the learners need to recognise the words. Put words on board and Ls stick pictures to them. Then spelling lines where you show the picture and learners write. Ls complete vocabulary spellings on worksheet.
2. Look at the plan of a town on worksheet. Elicit and drill there's (point out that it is a contracted form of there is), there are.
3. Learners practise in pairs using the picture.
4. Elicit and drill there isn't a, there aren't any, (highlight contracted form).
5. Ls complete the sentences on their follow up worksheet. Feedback.
6. Ls complete grammar box.
7. Now ask Ls questions in the singular and elicit answers, yes there is, no there isn't, drill and write on board. Repeat for plural, yes there are no there aren't. Write a list of the places in a town on the board stick the pictures next to them if this help weaker Ls. Drill the question and answers pointing to the list to substitute the place and repeat in open pairs around the class. (a asks b, b asks c, etc..)
8. Ask a few learner's 'where do you live?' to elicit Ls area. Ls write their area on the top of worksheet p.2. The lesson is focussed on their own area.
9. In pairs Ls practise questions and answers by asking each other about their area.
10. Ls write sentences about their area.
11. Ls look at cartoons, you may wish to use a bar of chocolate/a sprout to mime I like, I don't like. Give the objects to the learners and mime I want, I don't want. When you mime encourage the class to call out the correct phrase.
12. Finally you can use the flashcards to model a few sentences about what you like in your area. *I like the shops, I don't like the cars, I want a museum, I don't want a zoo.* Ls can make sentences about what they like and don't like about their areas. Stronger learners may wish to use 'more/less'. Be on hand to give further vocabulary.

Vocabulary

b _ _ _

s _ _ _

c _ _ _

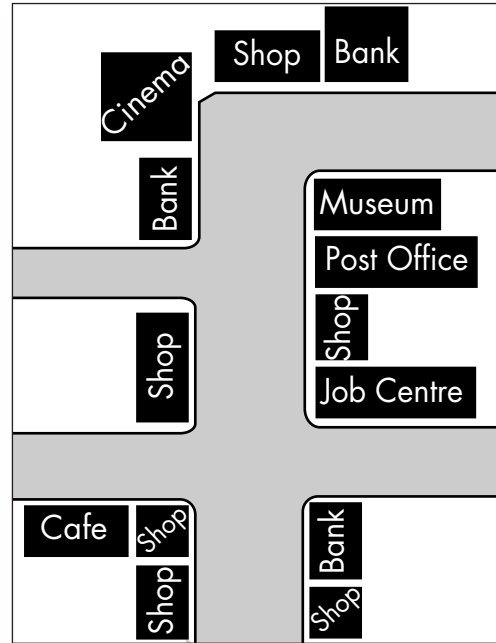
z _ _

m _ _ _ _ t

j _ _ c _ _ _ _

m _ _ n t _ _ _ s

m _ _ _ _ _



zoo museum shops mountains

There's a _____

There are _____

There isn't a _____

There aren't any _____



Complete the grammar box:

there ____ / there's there ____

there ____ not / there ____ there are not / there ____



I live in _____

🗣️ **Ask your partner about where they live.**

Is there a.....?

Are there.....?

Yes, there is

Yes there are

No there isn't

No there aren't

✍️ **Now write sentences about your area.**

E.G. *In Hackney there's a museum.*

there's a there isn't a there are there aren't any

There's a _____

There are _____

There isn't a _____

There aren't any _____



I like it



I don't like it



I want



I don't want