










Pre-visit Lesson Plan

E3

Main aim:	To introduce Ss to the theme of the Museum.
Secondary aims:	Ss practice introduction, review nationalities and practise word order.
Preparation:	One photocopy of each pre-visit worksheet per Student. Large photocopy or OHP of map of world from worksheet (optional). Cut up enough sets of cards for the making a sentence activity.
Time:	65 minutes

	Intro: Tell the class they are going to visit Hackney museum soon. Ask, 'Can I buy clothes at a museum?', 'Can I dance in the museum?', 'Can I see old things in a museum?', 'Can I learn from a museum?', 'What can I learn?', 'What other museums can you think of?'	3
	Nationalities Quiz: hand out worksheets. Write on the board: Country – China, Nationality (people) – Chinese	
	In small groups of 3/4, Ls write all the countries and nationalities in their class (T may need to supplement with others). If not already covered the following are added: Germany, India, Turkey, Afghanistan (Afghan). Drill pronunciation	5
	Focus: Use map on worksheet (on OHP if possible) to elicit the idea of people coming to Hackney/London from all over the world. Multinational classes can personalise this using introductions. T models: 'Hello I'm Latifa. I live in Brixton, in London. I came to England in 1999 and I'm from Bangladesh.' Drill each clause, with intonation. In pairs, Ls introduce themselves. Feedback: a couple of Ls feedback the information their partner has given them.	7
	Making a sentence: Ls in groups of 8. Shuffle word cards and give one to L. (or pair if group sizes are not exact). Ls position themselves in a line which forms the correct sentence. Try not to help for a few minutes.	
	Why do people come to live in Hackney/London? * Display the correct sentence on a table or board, Ls note down reasons on their worksheet. * Variations: Stronger groups can memorise their words and form the line speaking only. For classrooms with space constraints photocopy more sets of cards and pairs/ threes make the sentence on the table.	10
	Brainstorming: Use this question to elicit a couple of reasons why people move to Hackney. In groups of 3/4 Ls think of different reasons people have come to live in Hackney and note down reasons on their worksheet. Feedback ideas on the board try to use the phrases that are used in the museum. E.G. a place to do business, a place to work, a safe haven, a place to live, to find a sense of community, because they have no choice.	10
	Vocabulary: Look at p2 of worksheet. This section exposes learners to vocabulary they will meet at the museum Ls match pictures with phrases.	5
	Focus: Ask Ls to decide why the people in the images came to Hackney – using the phrases from the earlier exercise. Elicit vocab from the images why they came to London/Hackney. Farmer saxon – first settlers, Nanny or servant called Ayah's were often stranded in UK, Teacher from Caribbean overseas recruitment in 1940s, Refugees from Vietnam.	
	T writes spellings on board and Ls complete cloze sentences. (elicit and recycle nationalities vocabulary here) In pairs Ls practice sentences about the other people and why they came. Model and drill – 'This is a Saxon Farmer, he came to Hackney from Germany around 500'.	
	Optional: Encourage Ls to personalise the sentence to talk about themselves or people they know	25

 **Nationalities Quiz:**

Country	Nationality



Words for sentence making

Hackney? London Why live come to people do in

 **Put the mixed up sentence in order and write your correct sentence here.** _____

 **In your groups note down some reasons.**

- _____
- _____
- _____

Over time many people have come to Hackney for different reasons. Look at the timeline and images. Practice sentences about the people and when they came.



A _ _ _ _ _
from Germany
in 500



A _ _ _ _ _
from India in
the 1700s



A _ _ _ _ _
from the Caribbean
in the 1950s



_ _ _ _ _
from Vietnam
in the 1980s

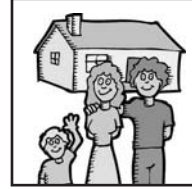
Write the correct sentences here

 **Hackney Museum asks: Why do people come to Hackney?**

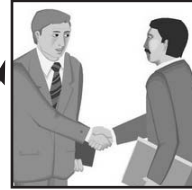
She came to Hackney to work



They came to Hackney because there was a sense of community



They came to Hackney to be safe from danger.



They came to Hackney to live



He came to Hackney to start a business



Why

do

people

come

to

live

in

Hackney?

London

Reading and speaking warmer

Tell Ls they are going to be given a group task which involves allowing everyone to speak and making a group decision.

- | | |
|---|---|
| <ul style="list-style-type: none"> ■ Write helpful phrases on the board 'I think this one goes here because...' 'I don't agree because...' 'What do you think....?' 'I'm not sure.' 'Maybe it's this one.' 'Do we all agree on this?' ■ Drill phrases with intonation. | <ul style="list-style-type: none"> ■ Remove from the board and Ls complete a gap fill exercise. 'I think this one _____ here because...' 'I don't _____ because...' ' _____ do _____ think....?' 'I'm not _____.' 'Maybe it's this one.' 'Do we _____ agree on this?' |
|---|---|

Divide class into 2 groups. Each group is given cut up sentences which correspond to a section of the museum. Sections of the museum are cut up (they can be stuck on the board for modeling and feedback). Groups discuss which sentences match each section. Monitor that class are using helpful phrases and are including the whole group in the discussion. Help by telling them which ones are wrong but let them discuss the repositioning.

Feedback answers and allow a few minutes to update vocabulary books with any new words.

Introducing vocabulary

Introduce the vocabulary to the class. You may decide to put these words into a context to teach them, such as preparing a text or recording a listening activity.

Vocabulary practise and review

- Blockbusters:** Using an OHP projection of connected hexagons. Write the first letter of each word in each hexagon. Divide the class into two teams of equal ability. Give each a buzzer sound buzz/bang. Starting in the middle of the grid read questions E.G What R means to find and employ people to work; recruitment. The team that answer correctly wins the hexagon and choose the next letter. The teams race each other to connect correct hexagons from one side of the board to the other.
- Hot seat:** Class is divided into 2 or 3 teams. Each team member takes it in turns to sit in the hot seat facing the class with their back to the board. T. writes a word on the board and the teams have to describe it without miming or using the word until the hot seat player guesses it correctly.
- Use it in a sentence:** Tutor gives the class a word and in small groups learners have a limited time to make up a sentence with the word in and write it down. Points are given depending on how good the sentences are.
- 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, 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.

To live

To find work

To do business

Safe haven

Community

First settlers

The land was good for farming so the Saxons settled here.

A woman called Gifty Naa Dk started an African hairdressers.

Refugees come to Hackney to escape danger in their country.

In the 1800s there were many jobs in factories in Hackney.

A man called Barnett Weinberg started a Jewish Printing Press.

Hackney needed more homes so new, modern tower blocks were built.

The Jewish community have a free loan service to help new people in the community to settle.

After World War Two Britain looked for health and transport workers in the Caribbean, Ireland and India.

Some groups provide teaching support for children. These groups help families stay in touch with their culture and language.

to bomb

the blitz

tower block

labour

to recruit

**in the
centre of**

**near the
back**

**near the
entrance**

light blue

dark green

settler

section

display

represent

destroyed

slum

migrant

script

season

journey

poster



cap

population

danger

unemployed

crowded

workshop

danger	unemployed
crowded	workshop

farmer

flee

persecution

enriched

**population
explosion**

estates

reputation

neighbours

luxury

opportunities

limited

estimates

stealing

current

depend

Before you do the worksheet, take 15 minutes to look around and enjoy the museum. When you get to the following sections, tick them off the list below.

The First Settlers
(Near the entrance)

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

A Place to Live
(The light blue section)

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

A Place to Do Business
(The dark green section)

Safe Haven
(Next to the education room)

 **Watch the welcome video of people in Hackney.**

 **Help your partner by speaking the names of things as they appear.**

 **Now write down six things you can see in the video.**

1.	2.	3.
4.	5.	6.

Go to:

The First Settlers

near the entrance

 **Who were the first people to settle in Hackney?**

- a) Romans b) Saxons c) Normans

Where did they come from?

- a) Denmark b) Holland c) Germany

How did they travel?

- a) Bus b) Log boats c) Train

Go to:

A Sense of Community

at the back of the museum

 **Look at the clothes, posters and objects on display. What do these things represent?**

Object	Religion or Nationality
Bollywood Poster	
Festival Poster	
Prayer caps	

 **What would you display to represent your community?**

Go to:

A Place to Live

the light blue section

Find:

The section 'Ideal homes'

 Read about slum housing and tower block housing. These images show the story. Write the missing dates:



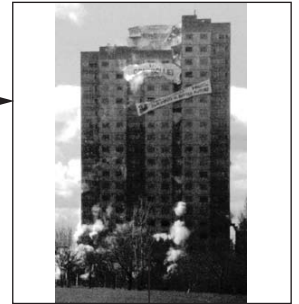
— — — —



1941



— — — —



1995



Put the sentences below in order.

- a) However, there are many problems with tower block housing and many are now being blown up.
- b) The slums were destroyed in the bombing during the blitz.
- c) After the war, tower blocks replaced the slums.
- d) In the 1800s and early 1900s many people lived in crowded, slum houses.

1	2	3	4
d			

Go to:

A Place to Find Work

in the centre
of the museum

Find:

The text 'The chance to find a job has been...'



Read about why people came to work in Hackney and complete the missing countries.

■ Germany

■ _____

■ _____

In the **1800's** thousands of people came to **Hackney** to find work because it had become London's workshop.

People that come to another country to work are called:

- a) refugees b) economic migrants c) westerners

The word for getting people into work is:

- a) economy b) workshop c) recruit

The economy of Western Europe needs people to come and work because:

- a) They need more people
b) Their populations are getting older
c) They have more services than other countries.

Go to:

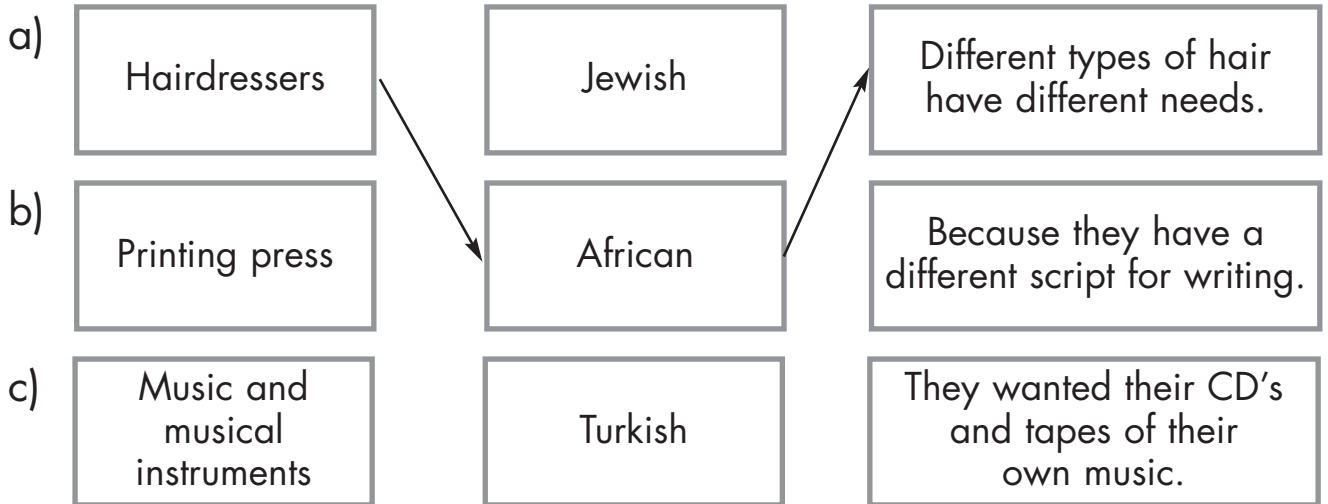
A Place to Do Business

the dark green section

Find:

Small businesses today

Each community has different needs. Match the nationality/religion with the business and the reason it is needed.



Now, decide which of the following sentences explains why each of these businesses started. Write a, b or c.

Go to:

Safe Haven

next to the
education room

Object	✓ or X	Object	✓ or X
A gun		Children's models	
A dress		A letter	
A photo		Some clothes	

 **Look at this section, who is this part of the museum about?**

- a) People who are going to leave Hackney
- b) People who have left their country because of danger
- c) People who are unemployed

✓ **Tick the objects that you see on display in the cabinet?**

Listening for specific information:



Read the following questions.

Then pick up the phone and press **2**. You will listen to Mohammed.
He is 8 years old. He talks about leaving his country and his journey to England.

What country does he come from?

- a) Senegal
- b) Sri Lanka
- c) Sierra Leone

Put a circle around the words he uses to describe the war?

loud	shooting	killing
fighting	stealing	bombing

What seasons are there in his country?

What other places did Mohammed visit on his journey to England?

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: Elicit a few examples of other things the learners saw in the video.

The First Settlers: b,c, b.

A Sense of Community: Bollywood poster – Indian, festival poster – Turkish, Kurdish, prayer caps – Afghan, Muslim. Elicit what objects the class chose to represent their communities.

A Place to Live: The missing dates are 1929, 1960. The sentence order is a,b,c,a.

A Place to Find Work:

Eastern Europe, Ireland
b,c,b.

A Place to Do Business:

Jewish – Printing press – Because they have a different script for writing.

African – Hairdressers – Different types of hair have different needs.

Turkish – Music and musical instruments – They wanted their CD's and tapes of their own music.

Answers to listening worksheet

Safe Haven:

b
The items in the displayed cabinet are, a letter, children's models, some clothes and a star.

c
The words that should be circled are shooting, fighting, bombing, killing.

In Mohammed's country: dry season, rainy season.

The other countries that are mentioned are: Liberia, Guinea, Senegal.

Postcard about your visit

1. Brainstorm as many adjectives as you can to describe the visit to the museum – on the board.
2. Write: **enjoy did the you museum? at What** on the board and elicit the correct order from the class.
3. In pairs Ls put questions in the correct order. Pairs compare their answers with another pair before class feedback.
4. Model the first question with the class. Encourage longer informative answers e.g. *'I really enjoyed making the match boxes and seeing the old machines. The restaurant was good too.'* Show that the notes would look like this: making match boxes, old machines + restaurant good.
5. Change pairs and conduct interviews. Be on hand to write up spellings on the board as requested. A discussion could follow the interviews.
6. A few pairs feedback to the class. Draw any conclusions.
7. Ls are going to write a postcard to the museum telling the museum about their visit.
8. On the board illustrate how to start and finish a postcard. Give an example of brief information without much detail. Show position of the address by writing the address of the museum. (Hackney Museum, Learning and Technology Centre, 1 Reading Lane, Hackney, London, E8 1GQ). If you use museum postcards, the address is already printed.
9. Learners write individual draft postcards, peer correct spellings, grammar and punctuation and rewrite final version on museum postcards.
10. Post the postcards to the museum. The museum often displays feedback postcards and welcomes all community input.

Re order the jumbled questions	 Questions:	 Your partner's answers:
1. enjoy did the you museum? at What	<i>What did you enjoy at the museum?</i>	
2. museum? didn't the enjoy at What you		
3. learn? you What did		
4. favourite museum? the part What your was of		
5. again? You back go Would		

Recruitment Campaign

Preparation: Copies of example campaign poster and questions, pictures of your area; magazines, leaflets etc.

Time: At least 60 minutes.

This follow up activity will be most successful with a class that have previously covered job vocabulary and advertisements.

1. Tell the class they will produce their own recruitment campaign. They need to attract people from other countries to move to London to do one of these jobs.

- Nurses
- Care workers
- Factory workers
- Kitchen assistant / Hotel cleaners

(They may wish to use a profession of their choice)

2. Write the 3 areas they need to think about on the board:

- 1) The skills, experience and qualifications needed for the job.
- 2) Benefits of the job; salary, training, prospects.
- 3) Advantages of your area as a place to live.

3. Discussion: Before the discussion give learners phrases to help them express their opinions, e.g. 'I think', 'I feel', 'We should include', 'maybe', 'what about' etc.

In groups of three, the class discuss these points in turn allowing about 5 minutes per item.

Each person takes notes on one discussion point.

Give each learner 6 paperclips or tokens. When a person has made a contribution they place one of their paper clips in the middle. The idea is to make 2 points in each discussion and have no paper clips left at the end, this encourages quieter learners and dominant speakers must limit their contribution.

After 15 minutes the group should have notes on each topic.

4. Reading and analysis:

Show the model poster and allow about 10–15 minutes to do the questions, feedback and discuss.

5. The group designs a poster to send to other countries. First they need to agree on the text, thinking about the language and phrases they use. Then they may spend a few minutes finding appropriate pictures from magazines or leaflets and making the poster eye catching. Alternatively, if you have IT facilities, learners use this lesson for planning and use an IT session to create the final poster.

6. At the end the posters are displayed around the class, give time for Ls to discuss each others work and maybe vote on the best one.

CALLING ALL TEACHERS!

Do you want to succeed?
Are you looking for an excellent career?

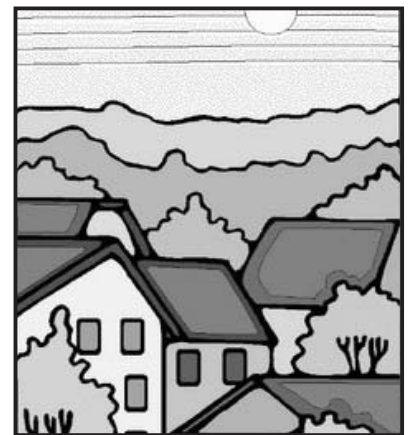
Would you like to teach in
modern schools with the latest facilities?

If the answer is **YES** then come and join us!

As a teacher for Hopley Borough, you will join a friendly supportive team and be valued as an individual. We will give you the best training and great career prospects, helping you to make a real difference!

WHERE?

Hopley is a fantastic place to live! The exciting culture, shopping and nightlife of London is only 15 minutes away. But you can relax in the comfort of your home in Hopley which has spacious parks and a warm, welcoming community.



WHEN?

Why not contact us **right now** to find out more? www.hbteach.co.uk
Or visit your local careers centre today!

Qualifications: Candidates should have primary/secondary teaching qualifications and at least 2 years teaching experience. We are looking for flexible, motivated teachers that work well under pressure and enjoy a challenge.

Recruitment Campaign Poster

1. In groups, take a few minutes to look up any words you are unsure of.
(Use an English to English dictionary and note them here or in your vocabulary book.)

2. 'Calling all teachers' what does it mean?

- All teachers with mobile phones
- Teachers, look at this poster
- We will telephone teachers

3. Read the poster again and underline words and phrases that 'sell' the job and make it sound like a good thing to do.

4. Match the adjectives on the left with the words on the right.

latest	very good
spacious	large
fantastic	recent
exciting	good

5. Decide with your group on the best description for this poster?

- a) It gives facts and information.
- b) It tries to get people to do something.
- c) It asks for information.

6. Is there any part of the poster that makes you think things might be different when you work in Hopley?

7. Tick the words that are related to looking for work and recruitment.

- | | |
|---|-------------------------------------|
| <input type="checkbox"/> qualifications | <input type="checkbox"/> experience |
| <input type="checkbox"/> culture | <input type="checkbox"/> community |
| <input type="checkbox"/> career | <input type="checkbox"/> training |
| <input type="checkbox"/> shopping | <input type="checkbox"/> candidates |