

Pre-visit Lesson Plan

E2

Main aim:	To introduce Ls to the theme of the Museum.
Secondary aims:	Practise nationalities use reading and speaking skills to gain lanugauge useful in describing why people move to London/Hackney.
Preparation:	Lesson worksheet for each learner; large piece of paper for each group of 3/4.
Time:	55 minutes

<p>Introduce the lesson by writing up some names of places in a town (supermarket, bank etc.) and elicit sentences e.g. 'I can buy my food shopping'. Write up Museum last and elicit sentences. Find out if anyone has visited Museums here or abroad. Explain that the lesson is about Hackney Museum and there will be a class visit.</p> <p>Model and drill the questions and answers on the worksheet. Ask Ls to write their nationality in the space provided. Monitor and help with spelling. In pairs/open pairs, Ls ask and answer each other.</p>	5
<p>T. asks Ls to think about all the different people in their area. T. writes countries on board and elicits nationalities. First do the ones below with the ese, ian/an, ish endings. Chinēse, Vietnamēse, Portuguēse, Indian, Brazīlian, Romānian, Scōttish, Spānish, Pōlish. Then do the less usual ones (Afghan, German etc.) including those in the class. If your class already know these well, choose more difficult ones.</p> <p>Drill the nationalities paying attention to stress. Ls record nationalities on worksheet.</p> <p>You may wish to practise these with a game where the correct ending is slapped on the board or voting game where Ls hold up the card with the correct ending.</p>	10
<p>Look at the map. Encourage Ls to find the UK and point to their country (map is small so rough area, some Ls may be unfamiliar with maps be on hand to help). In pairs Ls discuss and complete the 1 and 2.</p>	
<p>T may want to start this section by asking Ls to share in pairs Why they came to Hackney/London – (Be aware of the sensitivities for your class). You could introduce the phrases on page four of the worksheet to facilitate this.</p> <p>Pre teach new vocabulary such as farmer, wealthy, nanny, journey nurse, boat. Use the images to elicit vocabulary and why they came 'The teacher came to work'. (Saxon farmers came to settle and farm the land, Nanny/servant worked on board ships and were often stranded in the UK, the teacher was part of an overseas recruitment in 1950s, the refugees came from Vietnam after the war).</p> <p>Ls read the text and in pairs do the speaking exercise. Feedback answers to the class.</p>	15
<p>T uses time line to check comprehension of the idea of people moving to Hackney over time by asking 'When did the farmer come to Hackney?' – 'the farmer came to Hackney in 500'.</p> <p>Ls may need to practice date forms, if so, drill the dates on the time line and write some new ones on the board and elicit answers.</p>	10
<p>This activity introduces/reinforces language that Ls will meet in the museum. In groups of 6 Ls take one word card each and form a line to make the sentence. <i>Why do people come to Hackney?</i> Try to leave learners to work it out themselves for a few minutes.</p> <p>Write or display the correct sentence and drill chorally and individually.</p> <p>Explain that this question is what the museum is about.</p> <p>Now hand out page three of the lesson worksheet.</p>	5
<p>In groups of 3/4 Ls use the pictures to answer the question. Elicit/Pre teach words Community and Safe Haven as example answers. Feedback and write the remaining answers on the board: Work, Live and Business.</p> <p>Drill and allow learners time to copy them.</p>	10

What's your nationality?

I'm Angolan

Where do you live now?

In London

What is your nationality? _____

Write the nationalities next to the countries below.
Mark the stress on the words and say them out loud.

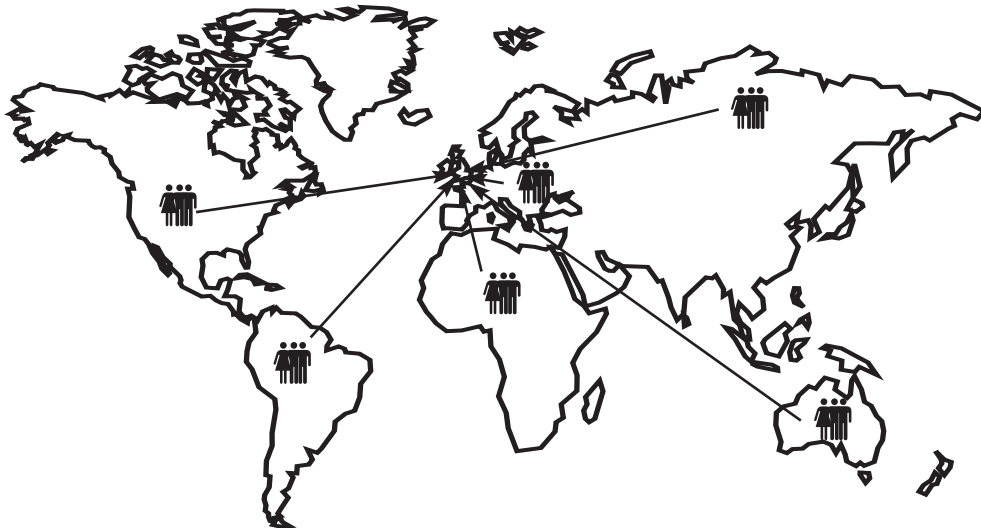
Country	Nationality	Country	Nationality	Country	Nationality
China		India		Turkey	
Vietnam		Brazil		Spain	
Portugal		Romania		Poland	

Other nationalities in my class:

Country	Nationality	Country	Nationality

Immigration to Hackney, London.

Look at the map of the world. Can you find your country?



Use the jumbled letters to answer the questions.

1. Where are all the arrows pointing? _ _ _ _ _

n n L o o d

2. Use the words in the box to complete the sentences.

people world moved nationalities Hackney

For many years people have come from around the _ _ _ _ _ to live in London.

_ _ _ _ _ is a place in London that has a lot of _ _ _ _ _ .

The Museum tells the stories of some of the _ _ _ _ _ and communities that

have _ _ _ _ _ to Hackney.

P _ _ _

N _ _

500

1700

1800

1900

2006



A _ _ _ _ _
from Germany

A _ _ _ _ _
from India

A _ _ _ _ _
from the Caribbean

_ _ _ _ _
from Vietnam

The first people to live in Hackney were farmers from Germany called Saxons. The Indian nanny or servant was brought over to England to care for the children of a wealthy family on the journey from India. After the Second World War, England did not have enough teachers or nurses. This teacher is from the Caribbean. The people in the boat are refugees leaving Vietnam in the 1970s.

Speaking:

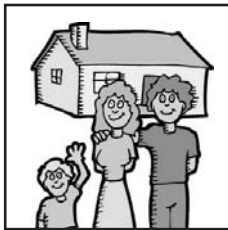
Take it in turns to choose a picture and tell your partner as much as you know about that person and why they came to Hackney. Describe what a normal day might be like for them.

Hackney Museum

Why _____
 _____?



He came to w _ _ _



They came to l _ _ _



He came to do b _ _ _ _ _



They came to be s _ _ _



They came for the c _ _ _ _ _

Why

do

people

come

to

Hackney?

Nationalities warmer

Review the nationalities learned in the pre visit lesson. Using voting cards or hand slap game.

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 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 write 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.

people



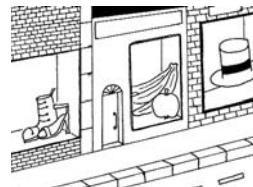
fruit



market



shops



vegetables



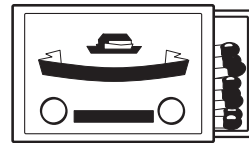
photo



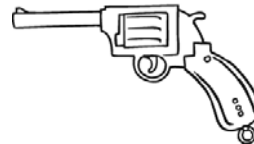
restaurant



matchbox



gun



dress



clothes



letter



poster



caravan



house



tower block



prayer cap

publisher

hat shop

jeweller

hair dresser

music shop

at the back

**near the
back**

**in the
centre of**

next to

blue

dark green

light blue

Before you do the worksheet. Take 15 minutes to look around and enjoy the museum. ✓ tick the sections.

Safe Haven
(Next to the education room)

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

A Place to Live
(The light blue section)

Moving On
(The blue section)

A Place to Do Business
(The dark green section)

Street Level
(At the back of the museum)

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

 **Watch the video for a few minutes.**

 **With your partner, write down things that you see:**

People Fruit _____
 _____ _____ _____

 **What are people doing in the market?**

Go to:

Safe Haven

next to the education room

✓ Tick the things that you see in display in the cabinet?

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

This section of the museum shows why some people left their country to come to Hackney.

Go to:

A Sense of Community

at the back of the museum

 **Match the item on display with the nationality or religion that it represents.**

Bollywood poster _____ Catholic
 Communion dress _____ Turkish, Kurdish
 Prayer caps _____ Afghan, Muslim
 Festival poster _____ Indian

Is there an object from your community? _____

What object would you like to see here? _____

Go to:

A Place to Live

the light blue section

Find:

The door and look at the pictures near it



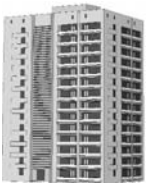
Match the pictures with the dates:



1960

1998

1929



Circle all the words in the box that describe tower blocks.

tall

ugly

beautiful

big

clean

nice

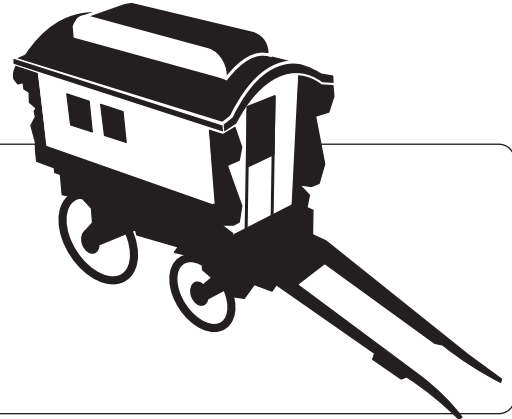
Go to:

Moving On

the blue section

Find:

Travellers section



Where do Roma people live?

- a) In caravans
- b) In houses
- c) In tower blocks

Go to:

A Place to Do Business

the dark green section

Find:

This instrument



Match the name of the business on the left with the type of business on the right.

Xpress

Jeweller

It Will Grow Back

Hat Shop

The Hat Gallery

Publisher

Music Dunaysa

Hair Dresser

Metal Crumble

Music Shop

Go to:

Street Level

at the back of the museum

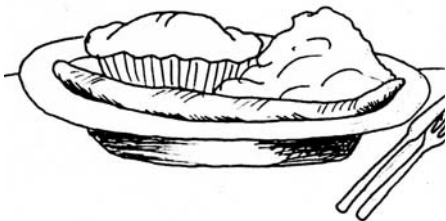
Find:

The restaurant

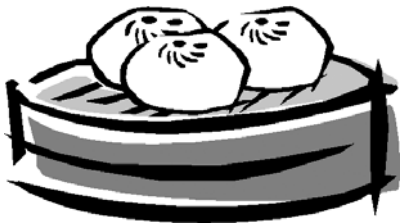


Look at the picture and complete the sentences using the words in the box below.

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



In groups of three or four, time each other by counting or using your watch, to see how many seconds it takes to make a match box. Write the names and times in the table below. An example has been done for you.



Name	How many seconds to make a box?
<i>Neula</i>	<i>36 seconds</i>

'Home workers' often made many match boxes at home.

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.

Elicit sentences in the present continuous about what they were doing.

Safe Haven:

All items in the table should be ticked except gun, dress and letter.

A Sense of Community:

Bollywood poster – Indian, prayer caps – Afghan, Muslim, festival poster – Turkish, Kurdish.

Find out what objects learners would choose to display in the museum.

A Place to Live:

Slum = 1800

Tower block = 1960

Tower block being blown up = 1998

Elicit words learners chose to describe the tower block.

Moving On:

a caravan

A Place to Do Business:

The following should be matched: Xpress – publisher, It will grow back – Hairdresser, The hat gallery – hat shop, Music Danaysa – music shop, metal crumble – jeweller

Street Level:

Eel, pie and mash, Chinese food.

Answers to worksheet questions (continued)

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 use these gap fill sentences with reference to their results:


Use the words in the box and names of people in your group to make sentences about your group.

slowest	faster	fast	slow
---------	--------	------	------

1. _____(name) was the fastest!
2. _____(name) was the _____
3. _____(name) was slower than _____(name)
4. _____(name) was _____ than _____(name)
5. I was quite _____
6. _____(name) was quite _____

These sentences need to be marked individually with reference to the table. Elicit a few examples and check the grammar on the board.

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.

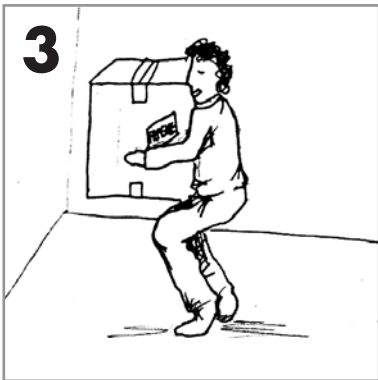
Re order the jumbled questions	 Questions:	 Your partner's answers:
1. enjoy did the you museum? at What	<i>What did you enjoy at the museum?</i>	
2. museum? didn't the enjoy at What you		
3. learn? you What did		
4. favourite museum? the part What your was of		
5. again? you back go Would		

1. Warmer: Direct Ls to the part of their worksheets with their speeds of match box making. Ask them to stand in a line with the fastest at one end and the slowest at the other. Give them the question 'How long does it take you to make a match box' and drill it. Leave them to work the order out. Then elicit a few sentences e.g. 'Carlos is faster than me'.
2. Write on the board several adjectives your class are familiar with; tiring, fun, boring, nice, interesting. In pairs Ls decide on words that describe what it was like to make match boxes. In pairs they discuss, 'I think it was.....'
3. Optional energiser a quick game of Simon says to review body parts.
Ask learners to imagine making match boxes all day, every day. Ask learners which parts of the body would hurt after making thousands of match boxes.
E.G. head, neck, back, fingers, eyes, legs, knees, arms, wrists.
4. In pairs, Ls think of modern jobs that might hurt the body.
5. Introduce Health and Safety at work. Use the illustration of lifting a heavy box, sentence matching activity to demonstrate that you shouldn't hurt yourself at work.
6. Give and elicit some simple instructions; Sit down, Speak, listen, close the window, elicit the negative forms, Do not sit down, Don't speak, etc.
Point out the imperative form used for instructions.
7. Pre-teach verbs and vocabulary from the warning pictures.
Stick warning pictures of unsafe activities at work around the classroom.
Allow enough time for pairs to visit each one and write sentences for them using the imperative.
Elicit answers and write a few on the board; ask the class to correct any mistakes.
8. In pairs Ls practise giving each other positive and negative instructions, you may wish you review prepositions here e.g. stand near the door, don't sit on the chair.
9. Extension: Draw a table on the board with the example below, and in pairs or small groups learners complete their own.

Job	Good points	Bad points	Health and safety problems?	Salary
Waiter	Practice talking to people.	Long hours	Touching hot plates Trip over chairs	Around £4.00 per hour plus tips. (Depends on restaurant.)

Lifting heavy boxes

Match the pictures with the correct sentence.



Keep the box close to your body.

Bend your knees.

Lift the box.

Keep your back straight.

