

Destination England

Topic

England

Learning outcomes

- Practise all four communication skills
- Revise numbers through statistics
- Discover more about England

Age group and level

Aged 13-17 and Adult B1+

Time

60 minutes + extension activities. This content can be done over more than one lesson.

Materials

Worksheet 1 – These activities can also be done using the board and dictation

Worksheet 2 – Reading (1 per student)

Appendix 1 – Visualization text (1 for teacher)

Appendix 2 – matching cards (1 per group)

Map of England to put on the board

Introduction

This lesson gives students the opportunity to find out more about England. It is one of a collection of four Destination UK lesson plans that look at the four countries that make up the UK. They will have the chance to read about England and find out a little about its people, culture and icons.

Procedure

<p>1. Lead-in (10 mins)</p>	<p>This is a guided visualisation activity to introduce the topic of England. If you've never tried to do this before you will have to get your students ready for the task – younger teenagers who aren't used to this type of activity tend to get a bit giggly the first time you do it but give it a go.</p> <ul style="list-style-type: none"> • Tell your learners that for the next two minutes you want them to close their eyes and listen to you. You want them to use their imaginations and try to picture what you describe in their minds eye. Let them put their heads down on the tables if they want and try to get students calm and relaxed before you start. When they're ready, read this slowly in a quietish calm voice. (Adapt the text according to the level of your students. The text in Appendix 1 should give you a basic idea.) • When you have finished say to students, "OK. Open your eyes." Then ask students to draw or write about what they saw. • Put learners into pairs when they have all put some of their images on paper. Ask them to explain some of the images to their partners. • Use their pictures to lead on to the next activity or start talking about England. Who's been there? Who'd like to go there? Etc. <p>Tip: If you have never used an activity like a 'guided visualisation' before, your students may wonder why they are doing it. You could explain to your students that it is a challenging and useful listening activity. If it doesn't go well the first time, try it again with another topic at a later stage in the course. Sometimes it might take several attempts for you and your students to get used to new activity types.</p>
<p>2. Brainstorming (10 minutes)</p>	<ul style="list-style-type: none"> • Check students understand what an icon is. Give some examples of some icons of their country so they get the idea. There is currently a lot of talk in the British media about icons. • This activity asks students to think of some icons they consider to be particularly English. If your students know little about the country use pictures and any visual aids to help you. Give some examples to get the students on track – red phone boxes, double-decker buses, tea, fish and chips, roast beef etc. • Put students into small groups and give each group a copy of Worksheet 1 and ask them to complete Task 1. • When the groups have finished, put groups together to compare their ideas. <p>Alternative (without worksheet)</p>

	<ul style="list-style-type: none"> • Write 1 – 5 on the board. Elicit 5 English icons from your learners • Ask them to copy the ideas into their notebooks • Then ask them to work in pairs to write a list of 5 icons that represent their country.
3. Mini-quiz (10 minutes)	<ul style="list-style-type: none"> • Put students into pairs and ask them to look at Task 2 of their worksheet. <p>Alternative (without worksheet)</p> <ul style="list-style-type: none"> • Put the numbers on the board and dictate the sentence as a ‘beep dictation’. This simply means reading out the sentences and saying ‘beep’ where there is a gap. E.g: • More than (beep) languages are spoken in London. • Once learners have written all 6 sentences ask them to discuss which numbers replace beep in pairs. • Feedback as a whole group. Check if any of the answers are surprising <p>Answers:</p> <ol style="list-style-type: none"> 1. More than 250 languages are spoken in London. 2. More than 9% of secondary school children in England don’t have English as their first language. 3. The population of the United Kingdom is almost 60 million. 4. The population of England is just over 50 million. 5. Britain has more people aged over 60 than under 16. 6. The currency of the UK is the pound. 100 pence make one pound. <p>Tip: Before doing this activity, revise numbers and check that your students are clear on the difference in pronunciation between sixty and sixteen, forty and fourteen etc. This often causes confusion.</p>
4. Writing (15 minutes)	<ul style="list-style-type: none"> • Learners continue working in pairs • Tell them they are going to test their classmates • They should write 2 or 3 similar statistics about their own country (allow 6-7 minutes) • Join 2 pairs to make a group (or make new groups). Learners write down the numbers used in their sentences and show their partners • They read their sentences to each other but use ‘beep’ for the number. Their partners must guess which is the correct number. <p>Note: You could extend this stage if your learners need more writing or speaking practice.</p>

5. Reading task(15 minutes)	<p>This is a reading task from the British Council's UK in Focus website. Pre-teach any vocabulary you think your students won't know.</p> <ul style="list-style-type: none"> • Ask learners to underline any information that surprises or interests them from the text • Lead a whole class discussion to find out what your learners underlined. • Put learners into pairs and ask them to answer the questions under the text together • Note: The only question with a definite answer is: What's the difference between England, the United Kingdom and Great Britain? Students are often unclear about this and say England when they are actually referring to the UK or Great Britain. As you probably know, the United Kingdom is made up of England, Scotland, Wales and Northern Ireland while Great Britain is England, Scotland and Wales (one island).
6. Rhymes OPTIONAL (15 minutes)	<ul style="list-style-type: none"> • This is included to be a fun activity for higher levels. Before you get students doing the task be sure to explain the following: <ul style="list-style-type: none"> — Cockney rhyming slang originated in the East end of London. — It was originally created so users could speak in a sort of secret code language – two of the theories are that it was invented by prisoners who wanted to communicate with one another without the guards understanding or that market vendors invented it to be able to speak without the customers understanding them. — Write on the board: boat race = face — It works by taking a pair of connected words (e.g. Boat race) and the second word rhymes with the word you want to hide. You can then use just the first word of the connected to pair to refer to the word you want to hide, or you can use the pair of words. (e.g. She's got a beautiful boat – meaning she's got a beautiful face!) (Sometimes it can be one word that just rhymes with the word you want to hide) — Tell students they'll never have to use this slang but it's a way that some people in England (and parts of Scotland?) use to talk informally to one

	<p>another. It gives speakers the chance to be really creative with the language.</p> <ul style="list-style-type: none"> — Names of famous people are often used in cockney rhyming slang. E.g. Brittany Spears – Beers! — Put learners into small groups and give them a set of the cut ups in Appendix 3. Ask them to match the slang to the English meaning — Take this activity very lightly! Encourage students to say the cockney rhyming slang out loud to figure out the English ‘translation’ by thinking about how it rhymes with the English word. — Ask groups if they can each come up with one new rhyming slang (allow 5 minutes). Monitor and support as needed. — Get feedback from all groups.
7. Extension (10 minutes)	<ul style="list-style-type: none"> • Put the map of England on the board. Nominate learners to point at or circle the following places on your map: <ul style="list-style-type: none"> — The hometown of The Beatles (Liverpool) — The hometown of Shakespeare (Stratford-on-Avon) — The two most famous universities (Cambridge and Oxford) — The second largest city after London (Birmingham) — A Viking Museum or a Viking festival (York) — The most South-Westerly point in England (Lands’ End) — Stonehenge (Salisbury plain) — The home of one of the richest football clubs in the world (Manchester) • Refer to Appendix 2 for location of these places. If possible, bring pictures of the places.
8. References	Article about icons: http://news.bbc.co.uk/1/hi/magazine/4594660.stm

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Appendix 1 – Visualisation text

Close your eyes and imagine you are on an aeroplane. You look out of the window and see the clouds. The plane is arriving at the airport, and you feel a little bit nervous as you land. You get out of the plane and follow the signs to get your suitcase. You get your suitcase and walk out of the airport. You can't believe that you are in London at last. You decide to catch a taxi to your hotel in the centre of the city. What does the taxi look like? You arrive at your hotel and leave your bag in your room. You look out of your bedroom window. What can you see? You look up at the sky, what colour is it? What's the weather like? You decide to go for a walk outside to start exploring the city. There are lots of people on the street. What do they look like? What are they wearing? You see buses on the street. What colour are they? What colour are the post boxes? You feel hungry so you stop for something to eat. What do you eat? You decide to start your sightseeing of the city. Where do you go? ... (continue for as long as you think your students are concentrating and involved.)

Appendix 2



Appendix 3 – cut ups

Cockney Rhyming Slang	English
Apples and pears	Stairs
Dog and bone	Phone
Adam and Eve	Believe
Uncle Fred	Bread
Sausage and mash	Cash
Loaf of bread	Head
Runner beans	Jeans
Dustbin lids	Kids
Eiffel Tower	Shower
Baked potato	See you later
Mickey Mouse	House