

Topic The Magna Carta

Level: A2/B1

Time: 60 - 90 minutes

Aims

- To develop students' ability to read for information.
- To give practice of 'will' for promises.
- To develop students' legal vocabulary.

Introduction

This lesson is about the Magna Carta and the promises that King John broke after he sealed it. It provides students with information about the sealing of the Magna Carta and lists ten promises that King John broke. It allows students to identify and use 'will' for promises.

Tip – Print one copy of the student resources per student.

Procedure

Warmer – Cartoon (5 mins)

- Hand out the student worksheet.
- Ask the students to look at the picture of King John and answer questions 1 and 2 in pairs.
- Discuss students' ideas as a class and confirm whether they are correct or not.

Answers to all tasks can be found at the end of the lesson plan.

Task 1 – Vocabulary (10 mins)

- Ask students to look at question 1 and match the words to the meaning.
- Give feedback and drill pronunciation.
- Ask the students to look at question 2 and fill in the gaps with words from question 1.
- Give feedback for question 2.
- Ask students to read the text again and make a list of problems.
- Check as a class and encourage them to discuss the problems using the new vocabulary.

Task 2 – Reading comprehension (15 mins)

- Ask students to look at the text and answer the questions in 1 with a partner. Elicit the correct answers by referring back to the last sentence of task 2 and to the picture on page 1. Encourage discussion.
- Ask students to read the promises again and answer the questions in 2. Encourage discussion and draw attention to 5, 8 and 10 which are most likely to be 'strange' things to promise.

Task 2 – Reading comprehension (continued)

- Ask students to read the promises again and tick the statements that are correct. Feedback as a class and discuss the meaning of each promise.
- Ask students to look at question 4 and choose the best definition of a promise.

Task 3 – Grammar: 'Will' for promises (15 mins)

- Write or display the three phrases onto the whiteboard. Ask students if they are: *something you...did/ are doing now/ say you are going to do*. Elicit that they are all something that you say you are going to do. Elicit that they are promises and that each phrase contains will/won't.
- Ask students when you use will/won't (future/promises).
- Underline the verbs after will/won't and ask them what kind of word comes after will/won't (a verb). Elicit how to make the negative of will (will not = won't).
- Drill pronunciation of each phrase and draw attention to the interchangeability of will not and won't. Draw attention to the weak contracted form of will → I'll.
- Ask students to try task (iv) by using will/won't and a verb from the box. Allow students to work in pairs if they have to. Feedback as a class.

Task 4 – Promises role plays (10 mins)

- If you feel it is appropriate, you could (jokingly) tell the students that you are worried that they don't work hard enough and you think they might fail the next exam. Ask them to study more and elicit a promise from them. e.g. 'I will study more'. Tell them they are going to make lots of promises.
- Hand out the promises role play and ask students to fold it vertically along the dotted line. Ask them to work in pairs and not to look at their partner's instructions.
- Ask each student to read instruction one. Choose two students to act out the first instruction as an example. Ensure the 'brother' makes the promise using 'will' – e.g. 'I will buy dad a present.'
- Ask students to continue by reading the instructions and making promises.
- Ask students to switch roles and repeat the role play. Feedback as a class and drill each promise.

Cooler (5 mins)

- Ask students whether they think King John kept his promises, and why. Then discuss as a whole class. Tell them that King John did not keep his promises.
- Ask the students if they break or keep their promises; ask for examples.
- If the students can't think of any promises they have broken, ask them if they have ever made/broken any of the promises in the role play.

Extension activities / homework

- Ask students to be politicians and make ten political promises. Hold a class election/vote to decide which ten are the best. If they need ideas ask them to think about health, education, transport, tax, culture, environment and defence. Give some examples if necessary:
 - *I will lower taxes.*
 - *I will give everyone a free car.*
 - *I won't go to war.*

Answer key**Warmer**

The picture is of rich barons/soldiers watching King John sign the Magna Carta. They look happy and are in a field in England in 1215. The Magna Carta was a list of promises that the people of England made King John promise he would change.

Task 1**Question 1:**

<i>a widow</i>	<i>A woman whose husband is dead.</i>
<i>a trial</i>	<i>When people decide if someone broke the law or not.</i>
<i>a sheriff</i>	<i>An old/American word for police officer.</i>
<i>to inherit</i>	<i>To get a house or money from someone when they die.</i>
<i>a measure</i>	<i>An amount of something to check its size – e.g. kilograms or litres.</i>
<i>a prison</i>	<i>A place that people might go when they break the law.</i>
<i>taxes</i>	<i>Money that you pay to the government</i>
<i>law</i>	<i>Rule the government makes.</i>
<i>possessions</i>	<i>Things that someone owns</i>
<i>a fine</i>	<i>Money that you pay when you break a law.</i>

Question 2: (clues in brackets)

- a. taxes (money to Government) b. fines (money for crime) c. sheriffs (police)
d. law (Government rules) e. trial (court) f. measure (kgs or mls)
g. Inherit (get something when someone dies) h. possessions (things you own)
i. widow (woman with dead husband)*

Question 3:

High taxes, unfair fines for small crimes, sheriffs didn't know law, sheriffs stole, no trial, different measures, women didn't inherit homes, widows had to marry again.

Task 2

Question 1:

It is the Magna Carta. Rich barons wrote it in 1215 because they were angry at the King and wanted him to change.

Question 3:

King John promised b, d, e and h.

Question 4:

a

Task 3

Question 1:

a. (iii) b. verb c. will + not = won't

Question 2:

i. won't break ii. will have iii. will leave iv. won't go v. will measure vi. will inherit vii. won't take viii. will be