

Topic: The English towns associated with the Magna Carta

Level: B1/B2

Time: 60–90 mins (plus 30 minutes if writing task 5 is completed in class)

Aims

- To develop students' ability to read a variety of text styles
- To develop students' ability to talk/write about holiday itineraries
- To develop students' interest in English places and history

Introduction

This lesson has a variety of texts: 'spot the error', a quiz, a multiple matching activity and role play information cards. It finishes with an optional writing activity, which can be set for homework.

Preparation

Each student will need a copy of the four pages of student worksheets, which can be copied double-sided.

Additionally, the teacher can use the PowerPoint to show the answers for all activities, as well as some additional information.

Procedure

Warmer – the Magna Carta (15–20 mins)

- Elicit whether students know anything about the Magna Carta or King John. Students may be familiar with the story/film/legend of Robin Hood. If so, you can tell them that Robin Hood supposedly lived around the time when John was the king (1199–1216).
- Distribute the worksheets. Explain that the text tells the story of the Magna Carta but that there are four errors – in the history, **not** language mistakes. Ask students to work in pairs to discuss, identify and make a list of the errors.
- Fast finishers can compare their lists.
- Conduct whole class feedback, showing the answers on PowerPoint (**slide 2**). **Click** to reveal each answer.

Tip: the PowerPoint slides provide the answers, as well as some additional explanation/information.

Answers

1. *The Magna Carta was agreed at a meeting at **Runnymede** on the River Thames.*
2. *John needed the money **for his war with France**.*
3. *King John **did not sign** the Magna Carta (we don't know if he could write).*
4. *The Magna Carta is in the British **Library**, not the British **Museum**.*

Task 1 – Quiz: the Magna Carta towns (15–20 mins)

- Explain the students are now going to learn about places which were important in the Magna Carta story.
- Put the students in small groups to answer the quiz questions.
- Do class feedback with answers on PowerPoint (**slides 3 and 4**).

Answers: 1 (b) 2 (c) 3 (b) 4 (a) 5 (b) 6 (c) 7 (b) 8 (c)

Task 2 – Reading: Magna Carta towns (15–20 mins)

This is a multiple matching reading activity with five short texts. The vocabulary is fairly stretching for B1 students.

- Ask students if they can recall the places from the map which they read about in the quiz.
- Tell students they are now going to do some individual reading about these places.
- Do class feedback, showing **slide 5**.

Answers: (also on PowerPoint)

1. *Lincoln. It was economically strong, having grown rich from the wool trade.*
2. *London. The barons took control while everyone was at church and they installed their own mayor.*
3. *Canterbury. The Archbishop of Canterbury had strong beliefs about the correct role of kings.*
4. *St Albans. The plan was not successful because once the King's representative agreed to pay some money back, the barons just asked for more rights.*
5. *Runnymede is a field.*

Task 3 – Role play: You've won a holiday! (15–30 mins)

For this role play task, students work in A & B pairs with each one trying to persuade the other about the benefits of their holiday. It also provides an opportunity for students to express opinions (positive and negative) about whether the Magna Carta is still of interest.

- Tell the students they are now going to do a speaking activity in pairs.
- Ask students to decide between themselves who will be A or B and read their role card.
- If time/facilities allow, students to go online and plan in more detail – travel, accommodation, itineraries.
- Perform role plays – if students work in fours, they can observe another pair.

Task 4 – Writing: design your own UK tour (30 mins) OR homework activity

- Ask students what types of holiday they have been on and find out whether anyone has had a holiday to follow a special interest.
- Ask for some suggestions about the ideal holiday for a football fan / a music lover. Where would they go? What would they do?
- Ask students to spend 15 minutes researching and 15 minutes writing about an itinerary for a special interest holiday to the UK.
- Alternatively, set this task for homework.