

Multicultural UK

Important – please read: This lesson has been adapted for teachers providing online classes. These notes are specifically for online lessons and the student worksheets have been made available as a PowerPoint, to be used in place of the worksheet students would normally have in a physical class.

There is also guidance and advice for what teachers need to know and do before the lesson and at the beginning of the lesson. Please read the lesson instructions carefully before using them. They are guidance only, designed to be used with the most common online platforms. You may need to adapt the lesson to the online platform you are working with.

Topic

Multiculturalism, languages and nationalities

Aims

- To help talk about cultural diversity in Britain and in their own country
- To develop students' listening skills
- To develop students' speaking skills
- To develop students' reading skills

Age group

Teenagers/adults

Level

CEFR B1 +

Time

60 minutes

Materials

1. The Multicultural UK video on LearnEnglish Teens <http://learnenglishteens.britishcouncil.org/uk-now/video-uk/multicultural-britain>
2. Multicultural UK online classroom materials

Introduction

There's a school in Cardiff, the capital city of Wales, where more than twenty languages are spoken. That's a truly multicultural school! This lesson raises students' awareness of the UK's cultural diversity by watching a short video on LearnEnglish Teens. Students practise listening skills while watching the video, they discuss related topics in small groups, and then they read and talk about comments posted on the LearnEnglish Teens site.

Procedure

Before the lesson	<p>CHECKLIST</p> <ul style="list-style-type: none"> • Always make sure you are familiar with the online platform you are using. <ul style="list-style-type: none"> - Have you tested your microphone and camera to make sure they work? Always do this before the less to check for any problems. - Do the students need a URL to join the online classroom? Do they all have this? - Do you know how to 'mute' the students' microphones if you need to? - Do you know how to share what is on your computer screen so that the students can see it? - Do you know how to use 'breakout rooms' if you have this facility? Is this enabled? • Make sure that you have the student PowerPoint file open on your computer, and any other material you will be using during the lesson. • Make sure you are able to share what is on your computer screen with your students, so that they can all see it. Always check with your students that they can see what you are sharing. Most online learning platforms have a simple 'raise hand' button that can be used to check if students can see what you are showing on the screen or can hear what you are saying. • Most online platforms have support videos or tutorials available online. Do you know where to access these? • Make sure all of your students know they must arrive on time and that they have pen and paper. Many online learning platforms have a virtual waiting room. It is a good idea to tell your students to join the class at least 5 minutes before the lesson begins to avoid disruption.
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1. Elicit / feed in vocabulary (5 mins)	<ul style="list-style-type: none"> • Do a quick geography review of Britain. Ask students which four countries make up the UK (England, Northern Ireland, Scotland, Wales). Do they know the capital city of each country? (London, Belfast, Edinburgh, Cardiff) • Encourage students to briefly tell the class about any places they've visited in the UK – what did they do? How was it different to their own country? If they haven't visited the UK, ask them where they would like to go and why
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<p>2. Introduce the video (5-10 mins)</p>	<ul style="list-style-type: none"> • Show students <i>slide 3</i> and explain that it shows a word in English written phonetically. Can you anyone guess what the word is? (Culture) • Show <i>slide 4</i> and ask the students to write in the chat or on the whiteboard what they think culture is. Compare answers. • Tell the students that they are going to watch a short video called ‘Multicultural UK’. Ask them what they the word multicultural means. • Show <i>slide 5</i>. Tell students they are going to watch the introduction to the video and ask them to make a mental note of what they see and hear related to the list on the slide. • Before the class, check how you can share your screen to show a video. On some platforms, you might need to upload the video before class, or make sure that you are sharing your computer’s audio so that the students can also hear while you are sharing your screen. Make sure that you check this before class. • Show the first 15 seconds of the video. When they have watched, ask students to write at least one thing that they noticed for each category in the first part of the video – e.g. what types of clothes people were wearing, what food did they see, what type of music did they hear etc. You may need to help with vocabulary here.
<p>3. Watch the video for general understanding (10 mins)</p>	<ul style="list-style-type: none"> • Play the whole video and ask students to identify which cities in the UK the video describes. (London, Cardiff). They can either put their hands up (most online platforms have a “hands up” feature), write directly into the chat, or you could nominate students to answer orally. • Show <i>slide 6</i> with the two-column chart labelled ‘London’ and ‘Cardiff’. Students copy the chart. Play the video again. Ask students to write 2 things that they find out about each city. • Then put the students into pairs in breakout rooms to compare their answers. Set a time limit and then bring students back into the main room. Nominate students to give feedback, check vocabulary (you can either write up ideas on a shared whiteboard (if the platform you are using has this feature), directly in the chat, or on a shared collaborative document. <p><u>Possible answers</u></p> <p>London: very diverse, Notting Hill Carnival, lots of different food and cultures.</p> <p>Cardiff: St Mary’s School where lots of languages are spoken, Open Cities project – includes photographs of immigrants</p>
<p>4. Comprehension tasks (10 mins)</p>	<ul style="list-style-type: none"> • Tell students they are going to watch the video again. Show slide 7 and tell students they should try to answer the questions as they watch. It can be a good idea to save this slide separately on your computer so that you can

	<p>upload it to the chat. That way, students can download it onto their computer and have it open as they watch the video again.</p> <ul style="list-style-type: none"> • Watch the video again to check their answers. Again, you can put students into pairs or small groups in breakout rooms to discuss their answers after they watch. Play the video again if necessary. Then bring them back to the main room so that you can check answers together. <p><u>Answers:</u></p> <ol style="list-style-type: none"> 1. False (it has the largest Asian population in London), 2. True 3. False (they came in 1948) 4. True 5. True 6. F (they came in the 1990s), 7. False 8. True 9. False (there are more than 20 languages spoken), 10. True
<p>5. Discussion (15 mins)</p>	<ul style="list-style-type: none"> • Tell the students that they are going to talk in groups about topics related to the video. Elicit or feed in expressions they need to agree, disagree, to ask for and to give opinions, e.g., <i>Yes I know what you mean, Yes you're right, I don't really agree, I'm not sure, Yes but..., No I don't agree, I think..., What do you think?</i> You can either ask them to add these to a collaborative document (if you have that feature), or show them slide 8, and ask them to add two more ideas in the chat.
<p>5. Discussion (continued) (15 mins)</p>	<ul style="list-style-type: none"> • Show slide 9 with the discussion questions on. Again, check if students can still see your screen when you put them into breakout rooms. You might have to upload slide 8 separately to the chat so that students can access it in the breakout rooms • Put students into breakout rooms (in groups of 3 or 4, depending on your group size). Set a time limit of 5-10 minutes for them to discuss the questions. They don't need to write anything. • You can "visit" each breakout room during the task and make a note of any good language / common errors etc. and encourage students who are reluctant to speak. Remind students that they can send you a chat message if they need your help.

	<p>Tip: Adapt the questions to fit your students, e.g. in a mainly monocultural situation you could ask <i>Would you like to live in a multicultural city like Cardiff?</i></p> <ul style="list-style-type: none"> • After the discussion bring students back into the main room and ask each group to tell the class what they said about one of the questions. Encourage discussion here, by asking one student their opinion and then nominating a different student, asking “do you agree?”. • Write any new vocabulary or errors that you want to correct on the whiteboard or in the chat.
<p>6. Optional: Read video viewers’ comments (10 mins)</p>	<ul style="list-style-type: none"> • Share your screen and show the comments posted under the video (Choose a selection if there are lots of comments). Set a time limit of 4 minutes for students to skim read the comments and in the same groups, decide which comments are similar or different to anything that was discussed in the group previously. Ask volunteers to tell the class about any similarities or differences. • You could hand out dictionaries for students to look up new words from the comments or you could ask them to do this for homework. <p><i>As an option for classes that are reluctant to speak - you could do this activity before the ‘planning for discussion’ stage above. This may help inspire students who feel they don’t know what to say!</i></p>
<p>7.Extension or homework (15/20 mins)</p>	<ul style="list-style-type: none"> • Encourage students to post their comments on the website. 13-17 year-olds can sign up for a free account on LearnEnglish Teens here: http://learnenglishteens.britishcouncil.org/user/register

Online lesson developed by

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