

Multicultural UK

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

B1 +

Time

60 – 90 minutes

Materials

1. The Multicultural UK video on LearnEnglish Teens <http://learnenglishteens.britishcouncil.org/uk-now/video-uk/multicultural-britain>
2. Tasks 2 and 3 that accompany the video. You can display these to the class on the projector/IWB or print the downloadable versions (and answer sheet).
3. Comments posted on the LearnEnglish Teens website about the video to display or printed to handout.

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

<p>1. Elicit / feed in vocabulary (5 mins)</p>	<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 or would like to visit in the UK.
<p>2. Introduce the video (5 mins)</p>	<ul style="list-style-type: none"> • Tell the students that they are going to watch a short video called 'Multicultural UK'. Ask them what they think it might contain. • Write the following on the board: <i>music, food, people, shops</i> • Show the intro to the video (the first 12 seconds approx) to the class and ask students to make a mental note of what they see and hear related to the list on the board. • In pairs students discuss what they can remember from the intro about the topics on the board. Ask for volunteers to tell the class what kind of music they heard, what clothes they saw etc.
<p>3. Watch the video for general understanding (10/15 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) • On the board draw a two column chart labelled 'London' and 'Cardiff'. Students copy the chart. Play the video again. Students make notes about each city as they watch and listen, and then compare their information in pairs. Invite various students to add their information in note form to the chart on the board.
<p>4. Comprehension tasks (10 mins)</p>	<ul style="list-style-type: none"> • Students complete the accompanying video tasks 2 and 3 either online or the paper version. Before video task 2, revise ways to say years, e.g., 1992 = nineteen ninety two. • Watch the video again to check their answers. You could display (or read out) the answers after students have compared with a partner.
<p>5. Discussion (15/20 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>

<p>5. Discussion (continued) (15/20 mins)</p>	<ul style="list-style-type: none"> • Display or hand out the discussion questions from the video tasks: <i>How multicultural is your school and your town?</i> <i>How many different languages do students at your school speak?</i> <i>Do you speak different languages at home and at school?</i> <i>What reasons can you think of for going to live in a new country?</i> <i>What difficulties do you think a migrant family would face?</i> • 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> <i>What are the advantages of living in a multicultural society?</i> • Give students 2 minutes to prepare what they want to say. Students discuss the questions in groups of 3 or 4. • Tip: For classes who are reluctant to speak you could set a time limit of 5 minutes so that students know how long they are expected to speak. • Monitor the groups and make notes of any common errors and any particularly good language that you hear. • After the discussion write up common errors on the board and correct them as a class. Also write up and praise the 'good' language that you heard.
<p>6. Read video viewers' comments (10/15 mins)</p>	<ul style="list-style-type: none"> • Display or hand out 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. • 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!
<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

Contributed by

Sally Trowbridge