

Level: B2/C1
Time: 90 mins

Aims

- To develop students' ability to listen to a series of differing views on a single topic.
- To give practice of discussion around politics.
- To develop students' vocabulary of democracy.

Introduction

This lesson is about views on engaging in politics. The students watch a video which shows a selection of members of the public and the House of Lords sharing their opinions on why people get involved in politics. Students look in detail at some useful collocations and vocab in this topic, then participate in a role play.

The video is accessible at <http://www.youtube.com/watch?v=NQwhDW2uCok>

The video shows many different opinions but it can be divided into 4 sections (below). Watch the film before the class so that you're familiar with the 4 different sections.

- Section 1. (0.00-0.35) Views on politicians
- Section 2. (0.36- 1.30) Views from politicians
- Section 3. (1.31-2.10) What people would like to change.
- Section 4. (2.11-end) Reasons to get involved in politics.

Preparation:

- 1 copy of each worksheet per student.
- Copy and cut up role play cards (1 set between 3 students)
- Copy and cut up Big Issue cards (1 set between 2 students)

Procedure**Warmer: Reasons to become a politician (10 mins)**

- Write the word 'politics' on the board and ask the students who they think of (point out they can be famous or not famous). Take some suggestions, then instruct students to talk in pairs about why they think people get involved in politics.
- Ask students if their ideas were generally positive or negative. Elicit examples of each.
- Distribute handout and ask students to look at the reasons given and decide if they are positive or negative. Take feedback and check for any difficulties in meaning.

Answers

care about society (P), personal benefits (N), ambitious(N) , narcissism (N), for the publicity (N), to change the world (P)

Task 1 (▷ 0.00-0.35) – Listening to opinions (5 mins)

- Inform students they will listen to some people giving their opinions and they should match the reasons in the box with the images. Let them know it is fast moving! Be prepared to replay this extract in order for the students to complete the task.
- Students watch and match with the images.

Answers: 1. a and b 2. b 3. d 4. f 5. e 6. a

Task 2 (▷ 0.36-end) – **Listening for points of interest** (10 mins)

- Ask students if they are ‘into’ politics. Elicit and write on the board reasons for interest. *Ideas might include more general comments on the importance of having a voice, or specific issues such as housing or transport; both are included in the film.*
- Tell students they are going to watch the rest of the film and to listen to see if any of their ideas are mentioned. Take feedback after film.

Task 3 (▷ 0.36- 1.30) – **Identifying similar points of view** (10 mins)

- Ask students to look at pictures. Elicit that these are Members of the House of Lords, part of the government of the United Kingdom.
- Instruct students before they watch to read each of the statements then take two minutes to discuss with the person next to them which they agree with most and why.
- Tell students they will hear the politicians talking about some of these points and they should tick those which they hear discussed.
- Students listen and tick. Take feedback and where possible elicit any of the exact phrases/vocab used.

Answers: Statements **a, b, d, f** are discussed. Statements **c & e** are not.

(Note: The House of Lords is the ‘upper house’ of the UK Parliament and works with the House of Commons in making and passing new laws. In the past, membership of the House of Lords was hereditary, but these days many people are calling for membership to be by election rather than the current system of appointment.)

Task 4 (▷ 1.31-2.10) – **Talking about big issues** (10 mins)

- Ask students if they heard any of the ‘issues’ mentioned by Baroness Scotland. (*These were housing, employment, civil liberties, rights*)
- Ask students what other big issues they can think of.
- Distribute worksheet and focus students on speech bubbles.
- Handout big issue cards face down and ask students to turn over cards one by one and discuss in pairs.
- Students watch video, complete table and feed back.
- Elicit brief discussion on any of the other issues (*fox hunting, sustainable living, crime, teenage pregnancy, Iraq*)

Suggested answers: Transport: rail upgrades, Justice system: quicker, Education: free universities, Poverty: sharing of wealth

Task 3 ✎ 2.11-end) – **Understanding people’s opinions** (15 mins)

- Ask students to choose words from the box to fill in the gaps in the excerpt from Section 4 of the video.
- Students work individually, check in pairs then listen to check.

Answers: 1. engaging 2. specialise 3. issues 4. accountable 5. change 6. owe
7. part of a process

Task 6– Language focus – Prepositions in politics (10 mins)

- Students complete task 4 individually then check with partner.

Answers: 1. for 2. to 3. to 4. for 5. to 6. in

Task 7 – Role play (20 mins)

- Divide students into A and B and C groups. Tell them that:
 - the As are members of the public
 - the Bs are politicians and
 - the Cs work for the college magazine
- Inform them there has been a meeting to discuss local issues. The college magazine will be asking some questions in order to write an article about politics in the area.
- Give students ten minutes to work on ideas in their groups before splitting them into threes for the role play.
- At the end, take feedback from the Cs around some of the issues discussed and if their article will support the politician or the member of the public.