



is Open

ACTIVITY 1 Individually. Watch the video.

- A. Find 1 word to describe the people you see.
- B. Identify words you hear the people say.



Session 1.1

People

Words



?

What do these people have in common?

People

Words

ACTIVITY 1B INSTRUCTIONS : Work in pairs. Answer these questions:

- A. Who is this person?
- B. What does he do?
- C. What does “London is Open” mean?
- D. What is the purpose of this video?



Session 1.2



HELPBOX

Mean = vouloir dire

He is...**Model Expressions:**

It means...

Its purpose is...

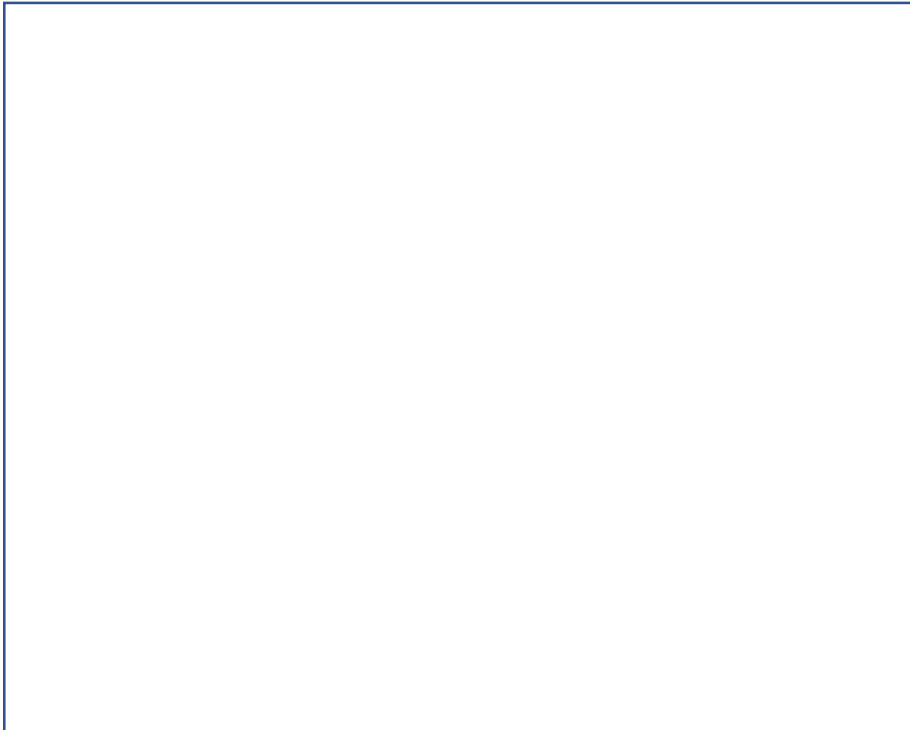
It is trying to say...

ACTIVITY 2

INSTRUCTIONS : Work in pairs. Identify words or sentences you hear *Sadiq Khan* say in the video.



Session 1.3

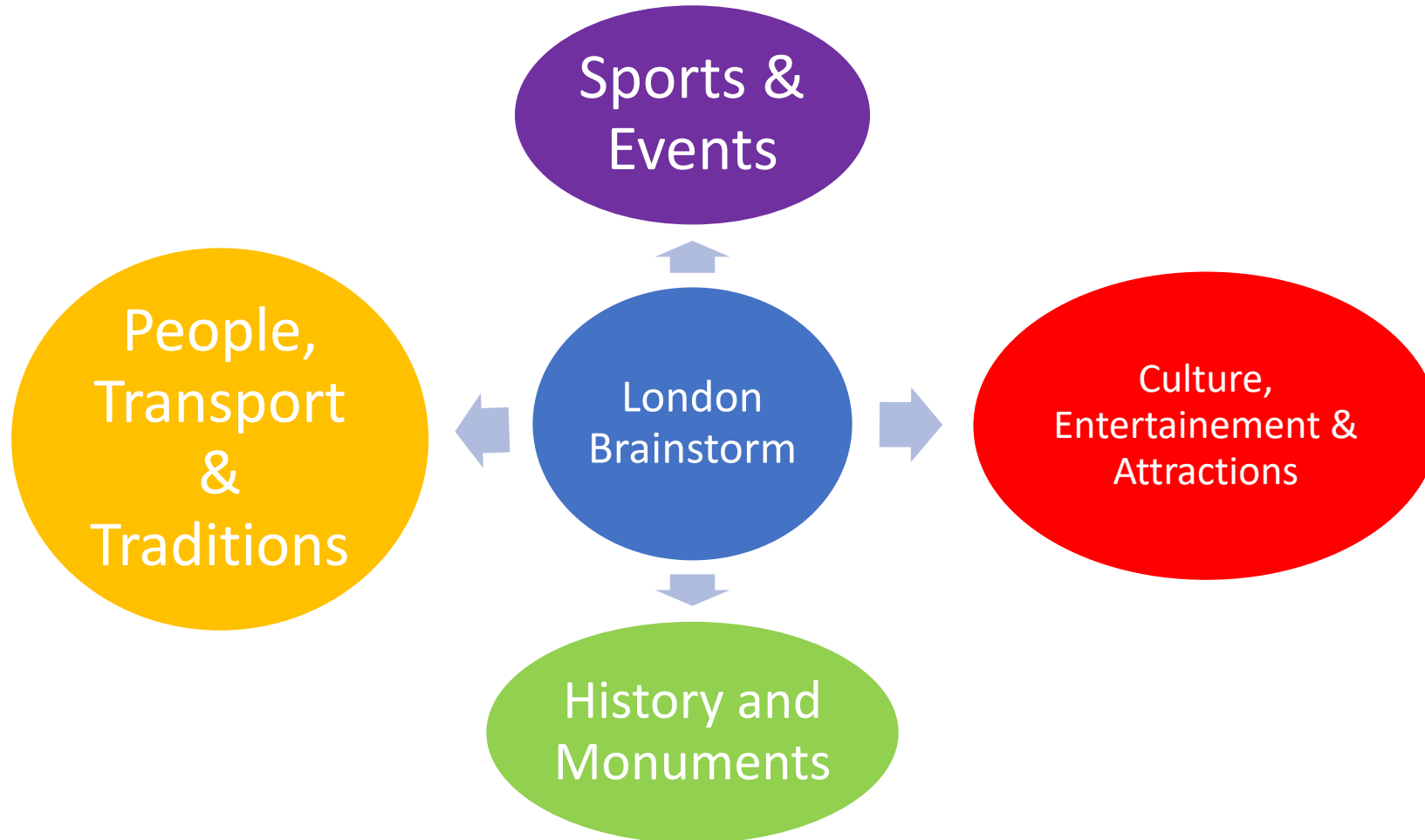


Activity 3 – London Brainstorm

- A. **Work in teams.** Each member takes a theme
- B. **Use your Brainstorming Sheet. Find 5 items** related to your theme.
- C. **Note** elements discovered by your other members of your team.



Session 1.4



ACTIVITY 4A

GRAMMAR AND VOCABULARY

INSTRUCTIONS: connect the words

Activity 4 – GRAMMAR – Expressing Quantity (adjective + countable noun)	
QUANTIFIERS	ASKING/ RESPONDING to QUESTIONS (Simple present) with <u>there are</u> :
C. Expression: There is / there are.... (there isn't / there aren't...)	INTERROGATIVE: <u>are</u> + there + <i>quantifier</i> (<u>Are</u> there <i>many</i> people living in London?)
D. Quantifiers (adjectives expressing a quantity):	AFFIRMATIVE: (Yes), there <u>are</u> <i>loads of</i> people living in London)
<ul style="list-style-type: none">• BEAUCOUP / PLUSIEURS / PLEIN DE: many / lots of / loads of / tons of / so many / such a lot of / a whole variety of / full (of)• PAS BEAUCOUP / TRES PEU: not many / very few / only x (1, 2) / a few / barely any / hardly any / none / empty	NEGATIVE: (No), there <u>aren't</u> <i>many</i> people living in London.



Session 1.5

- Plein de
- Une masse de
- Tellement
- Une telle quantité de
- Toute une variété de
- Beaucoup
- Une masse de
- C'est plein (de)



- Quelques uns
- Pas beaucoup
- Très peu
- Seulement un ou deux
- Pratiquement aucun
- Rien / aucun
- Vide

ACTIVITY 4A

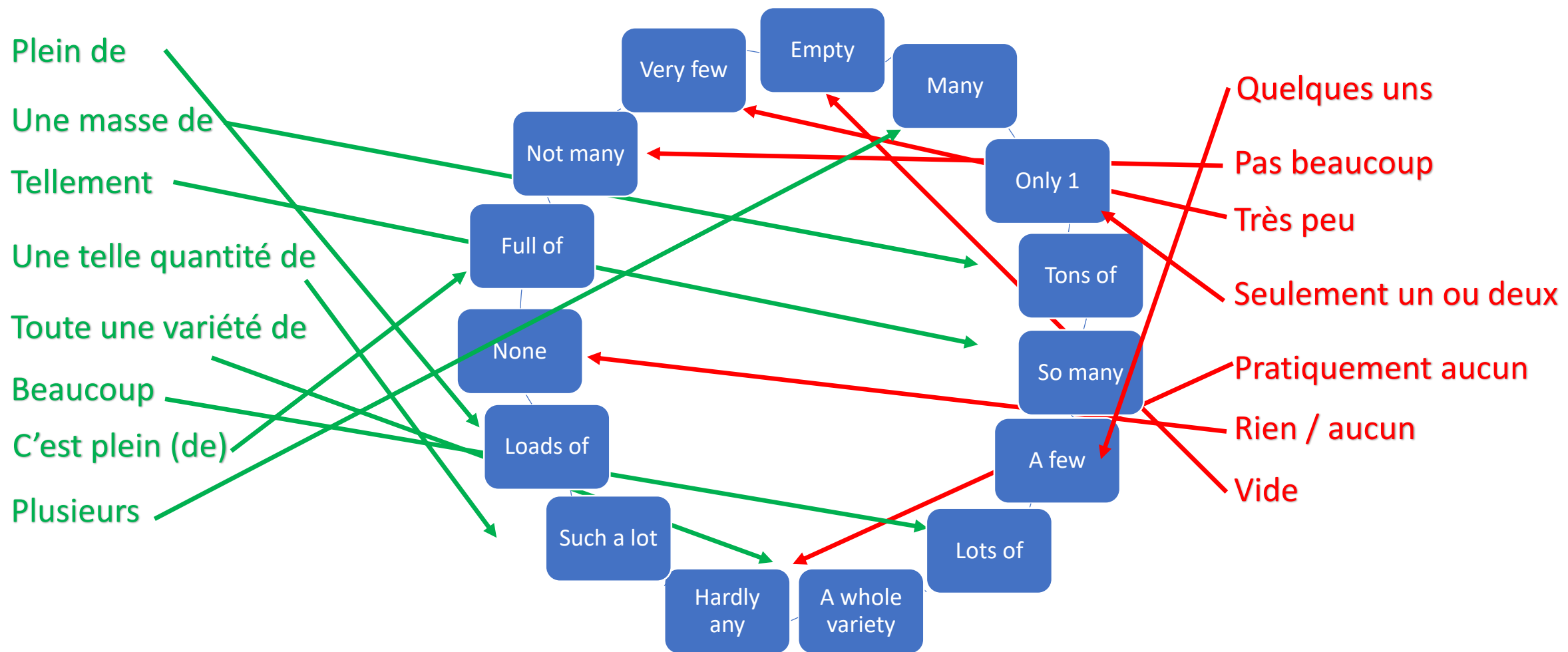
GRAMMAR AND VOCABULARY

INSTRUCTIONS: connect the words

Activity 4 – GRAMMAR – Expressing Quantity (adjective + countable noun)	
QUANTIFIERS	ASKING/ RESPONDING to QUESTIONS (Simple present) with there <u>are</u>:
C. Expression: There is / there are.... (there isn't / there aren't...)	INTERROGATIVE: <u>are</u> + there + <i>quantifier</i> (<u>Are</u> there <i>many</i> people living in London?)
D. Quantifiers (adjectives expressing a quantity):	AFFIRMATIVE: (Yes), there <u>are</u> <i>loads of</i> people living in London)
• BEAUCOUP / PLUSIEURS / PLEIN DE: many / lots of / loads of / tons of / so many / such a lot of / a whole variety of / full (of)	NEGATIVE: (No), there <u>aren't</u> <i>many</i> people living in London.
• PAS BEAUCOUP / TRES PEU: not many / very few / only x (1, 2) / a few / barely any / hardly any / none / empty	



Session 1.5



ACTIVITY 4B

GRAMMAR AND VOCABULARY

INSTRUCTIONS:

1. **Work** in pairs. Look at the images.
2. **Make** a question using **There are**, an appropriate **quantifier** and the information provided below the images.
3. **Respond** to the questions.

Activity 4 – GRAMMAR – Expressing Quantity (adjective + countable noun)	
<p>QUANTIFIERS</p> <p>A. Expression : There is / there are... (there isn't / there aren't...)</p> <p>B. Quantifiers (adjectives expressing a quantity) :</p> <ul style="list-style-type: none"> • BEAUCOUP / PLUSIEURS / PLEIN DE : many / lots of / loads of / tons of / so many / such a lot of places / a whole variety of • PAS BEAUCOUP / TRES PEU : not many / very few / only a few / barely any / hardly any / 	<p>ASKING/ RESPONDING to QUESTIONS (Simple present) with there are :</p> <p>INTERROGATIVE: are + there + quantifier (Are there many people living in London?)</p> <p>AFFIRMATIVE: (Yes), there are loads of people living in London)</p> <p>NEGATIVE: (No), there aren't many people living in London.</p>



...at the tube station.
...on the platform.
...on the Tube.



...in the street.
...at the market.



...at the bus stop.

Example : **There are** a large number of tourist sites in London

ACTIVITY 5

ORAL PRODUCTION (INTERACTION)

SCENARIO: You are talking to a friend. You have just returned from a trip to London. Use the elements below to construct and respond to questions.

ELEMENTS:

Things to do / places to visit / cultures / nationalities / sports events / inhabitants

EXAMPLE: Are there *many* museums in London? No, there are *hardly any* (museums).



Session 1.7



LONDONISOPEN



London is Open – Session 2

Session Objectives

- **Cultural** : Discover sights of London and the Tube System
- **Grammatical** : Learn how to form the superlative

RABRASSAGE



Session 2.1

A : Find the 3 statements made by Sadiq Khan about London:

“London is _____ of its history,
_____ with its diversity,
_____ about its future.”



- B :**
- What is represented in this image?
 - Individually, make a phrase to describe the London Underground.
- Use quantifiers.**



Lines on the Underground



C : Can you identify some of the **most popular** sites in London?



Session 2.2



London Eye



Natural History Museum



Houses of Parliament



The Shard



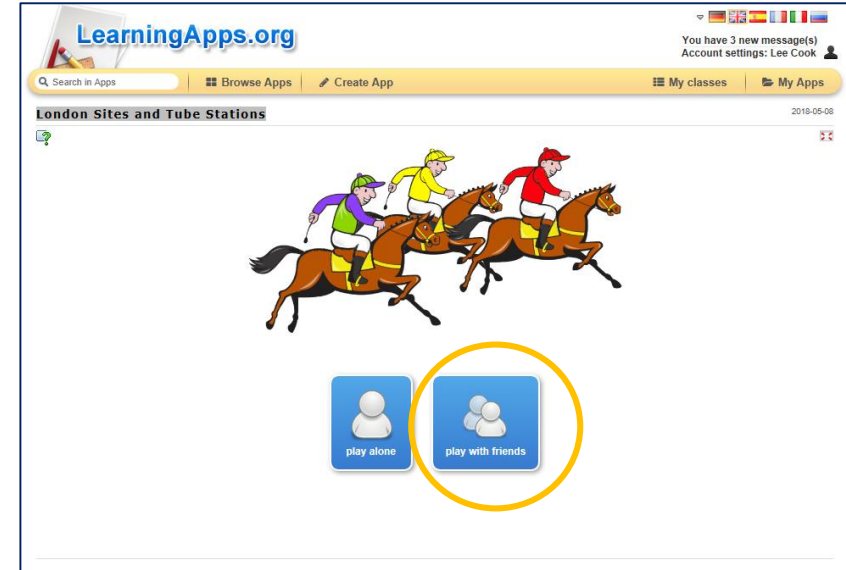
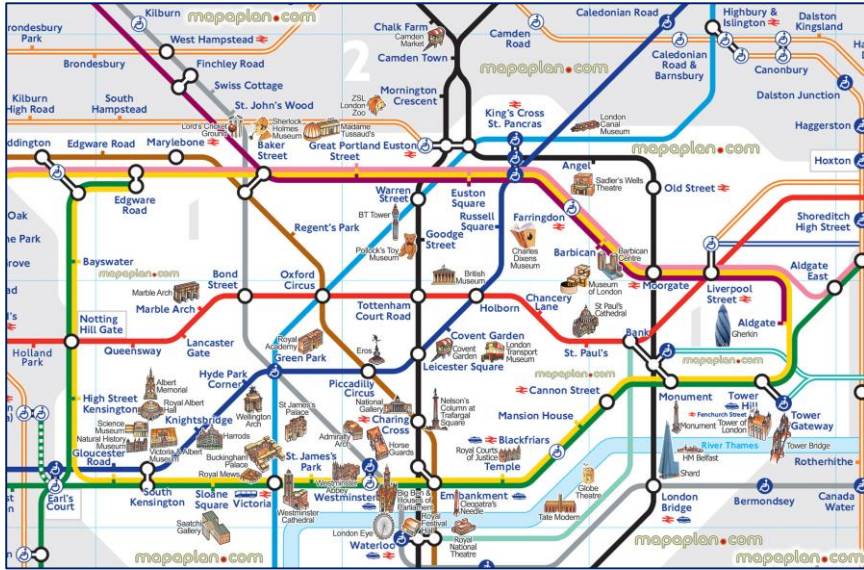
Tower Bridge



D : It's a race! Using your iPad, scan the QR code and enter your team for the race.



Session 2.2



<https://learningapps.org/display?v=pxw5nmqt518>

Use the map to locate the nearest the Tube station to the tourist attractions.
Race to answer the questions!

You are going to take an adventure in London using the Tube. But first, you need some new vocabulary...



Session 2.3

What do the structures in **green** mean ?

...locate **the nearest** the Tube station...

...identify some of **the most popular** sites...

These structures are examples of the....

...the superlative

But why the differences....?



In pairs. Look at these adjectives and their superlative forms...



Session 2.3

- 1 Near the nearest
- 2 Busy the busiest
 the most busy
- 3 Popular the most popular
- 4 Long the longest
- 5 Funny the Funniest
 the most funny
- 6 Exciting the most exciting

THE NUMBER OF SYLLABLES IN THE ADJECTIVE

Near & Long = 1 syllable

Busy & Funny = 2 syllables

Popular & Exciting = 3+ syllables

Can you identify the rule....?

SUPERLATIVES & NUMBER OF SYLLABLES



Session 2.4

Scan the QR code and complete the Superlative Exercise in Learning Apps



SUPERLATIVES – SPECIAL CASES

Good - better - **best**

Bad - worse - **worst**



Session 2.5

PRODUCTION (POI)

You and your English penpal **are discussing attractions** that you might visit in London for a daytrip. **Use** the photos and words provided to compare sites.



Session 2.6



Oxford Street (shops)



London Zoo



Covent Garden (street performers)



Harry Potter Studios

Use these adjectives: Interesting Good Bad Cool Exciting

Dialog example:

A: where would you like to go?

B: I want to see London Zoo. It's the most interesting place

A: Yes, but Harry Potter Studios would be the coolest!

B: I think shopping in Oxford Street is the worst.

Session Recap

What have you learned today...?



Superlatives

Name 3 determiners (adjectives, adverbs)

- With 1 syllable
- With 2 syllable
- With 3 syllable

Each team, make a phrase using a superlative...



Session 3 – Oyster Card Adventure

Session Objectives

Cultural : Discover many famous and less famous sights and traditions of London

Lexical : Vocabulary related to the city



Session 3.1 – 3.3

RABRASSAGE

A : What was Sadiq Khans first statement about Londoners?

B : In teams, identify the city vocabulary. Each person must find 6 words. Mutualise your answers.

Borough

Market

County

Skyscraper

Buildings

Lane

Shops

Bridge

Docks

City

House

Stadium

Wharf

Library

Power Station

Circus

Shopping area

Home

Square

Street

Platform

Road

Station

Set	French
1	Arrondissement
	Ville (grande)
	Résidence
	Marché
	Zone commerciale
	Stade

Set	French
2	Pont
	Comté / Département
	Maison
	Quai (gare ferroviaire)
	Magasins
	Centre de divertissement

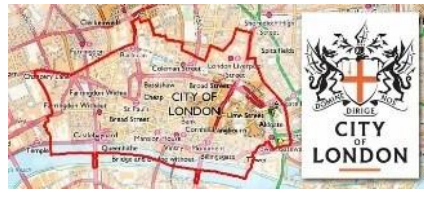
Set	French
3	Bâtiment
	Quai portuaire
	Allée
	Central électrique
	Gratte-ciel
	Rue

Set	French
4	Gare (ferroviaire)
	Place (circulaire)
	Bibliothèque
	Route / chemin
	Une place (carré)
	Quai de marchandises

1



Borough



City



Home



Market



Shopping area



Stadium

2



Bridge



County



House



Platform



Shops



Entertainment Centre

3



Buildings



Docks



Lane



Power Station



Skyscraper



Street

4



Circus



Station



Library



Road



Square



Wharf



Session 3

<https://www.youtube.com/watch?v=tCqTH--Py9g>

London Oyster Adventure

Tools

You are going on a London Oyster Adventure.

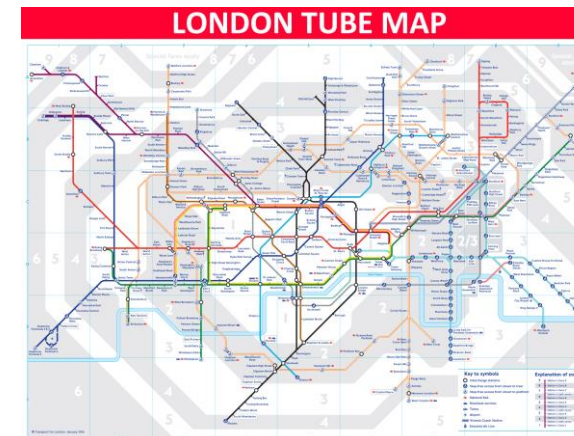
- You will work in teams.
- Each team will receive :
 - (1) a colour-coded Oyster Card
 - (2) an Itinerary and
 - (3) a London Underground Map
 - (4) an Oyster Adventure Info Sheet



Oyster Card



Oyster Itinerary



Tube Map



Session 3.4

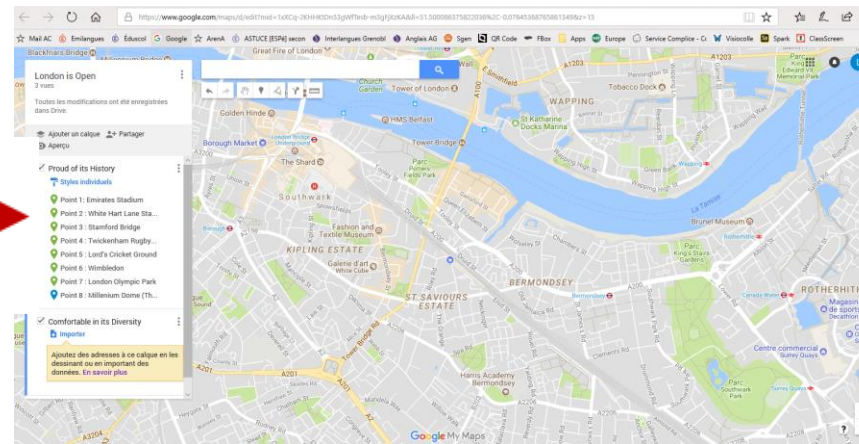
London Oyster Adventure

Procedure

You will then access a special Google Map using a QR Code and follow your itinerary :



Session 3.4






Special Google map of London

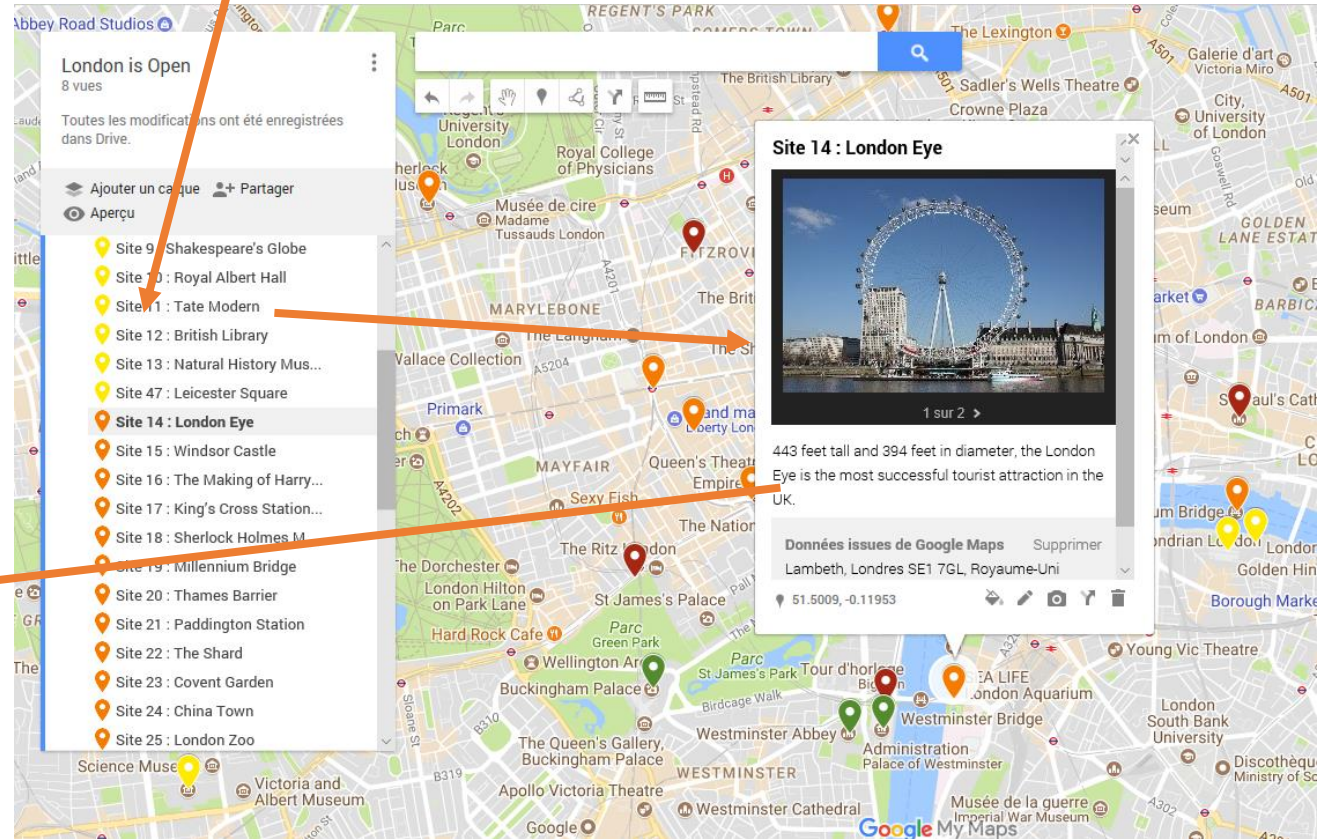
London Oyster Adventure

Procedure

At each destination, you must note information about the site or cultural phenomenon in your **Oyster Adventure Info Sheet**.



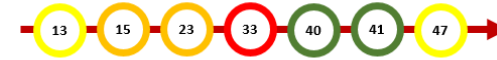
 Oyster Adventure Info Sheet 			Brown
			
N°	Destination Name	Key Facts	Nearest Station
13			
	Thematic:		
15			
	Thematic:		
23			
	Thematic:		
33			
	Thematic:		



London Oyster Adventure



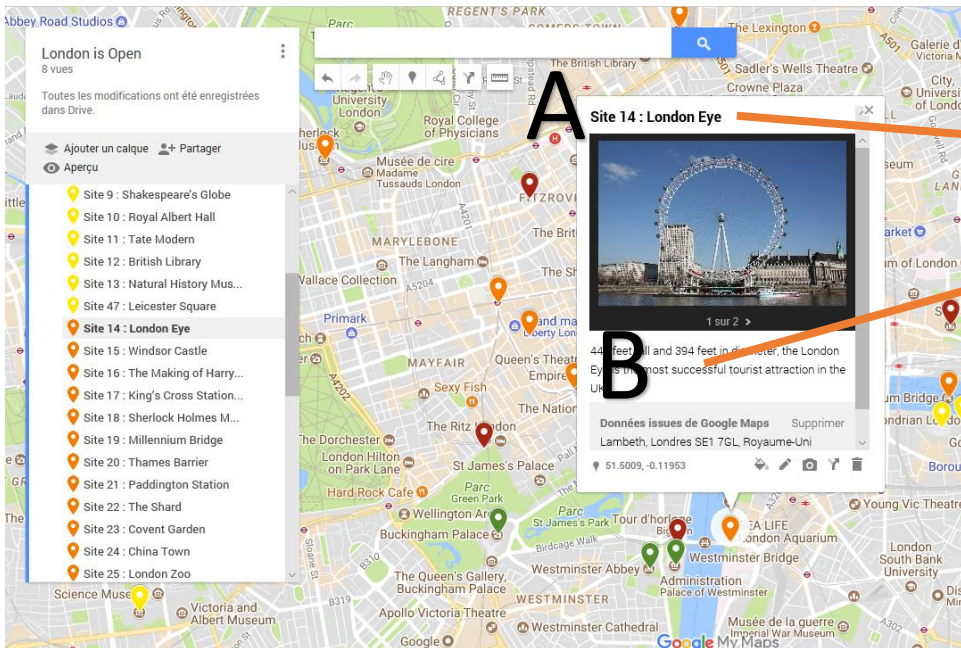
Procedure



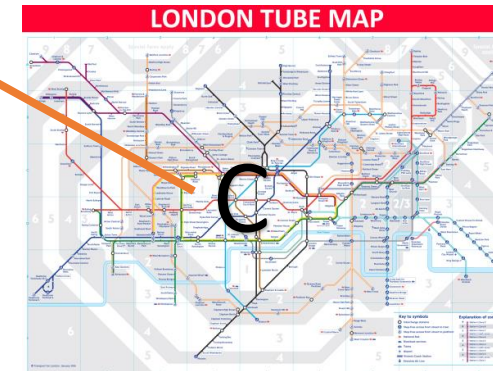
Session 3.4

Note the follow information about the site in your Oyster Adventure Info Sheet.

- A. Name of the site
- B. Key facts about the site
- C. The nearest Tube station
- D. Thematic link to Geography project



Oyster Adventure Info Sheet			
ITINARY			Brown
N°	Destination Name	Key Facts	Nearest Station
13			
	Thematic: D		
15			
	Thematic:		
23			
	Thematic:		
33			
	Thematic:		
40			
	Thematic:		
41			
	Thematic:		
47			
	Thematic:		



You will need this information to complete the Oyster Adventure Quiz.

London Oyster Adventure

Procedure

You will need this information to complete the Oyster Adventure Quiz.



Session 3.4



Oyster Adventure Info Sheet

ITINARY

13 15 23 33 40 41 47

			Brown
N°	Destination Name	Key Facts	Nearest Station
13			
	Thematic:		
15			
	Thematic:		
23			
	Thematic:		
33			
	Thematic:		
40			
	Thematic:		
41			
	Thematic:		
47			
	Thematic:		

London Oyster Adventure Quiz

Now that you have completed your Oyster Tour of London, work in teams to finish this quiz!

*Obligatoire

Transport for London
Issued subject to conditions - see over

London Oyster Adventure

Departure



Session 3.5



Green



- Access the “London is Open” Google Map using the QR Code.
- Follow your itinerary (click on links in map).



Oyster Adventure Info Sheet

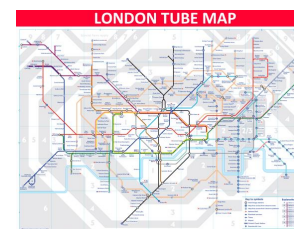
ITINERARY

5 8 18 28 32 37 45

Brown

N°	Destination Name	Key Facts	Nearest Station
13			
	Thematic:		
15			
	Thematic:		
23			
	Thematic:		
33			
	Thematic:		
40			
	Thematic:		
41			
	Thematic:		
47			
	Thematic:		

- At each destination, note the following information about the site in your **Oyster Adventure Info Sheet**:
 - Name** of the site (click on the ballon)
 - Key facts** about the site (text in pop-up box)
 - The nearest Tube station** (compare Tube map and Google map)
 - Thematic link** to Geography project



London Oyster Adventure Quiz



Session 3.6

- In teams of 6 – 7:
 - Use the QR Code on the screen.
 - Identify your class.
 - Identify the first names of each member of the team.
 - Start the quiz.
 - Use your *Oyster Adventure information Sheets* to help answer questions.



Oyster Adventure Info Sheet

ITINARY			Brown
N°	Destination Name	Key Facts	Nearest Station
13			
	Thematic:		
15			
	Thematic:		

Language Helpbox

- I think it's...
- It could be....
- Where is this place / building...
- What is the name of /
- Do you know...?
- Did you visit...?





Session 3.7

London Oyster Adventure Speaking

You are students staying at a hostel in London. You **meet** other international students staying at the hostel. You **discuss your tour** of London. **Ask questions** and **give your observations & impressions.**

INSTRUCTIONS

- Work in pairs.
- Record your conversation
- Send your document by AirDrop to another team for evaluation.
- Evaluate another team's work using the Peer Evaluation Form

Language Helpbox

Questions

Where did you go?
What did you see?
What did you do?
Did you enjoy it?
What was it like?

Use :

there was / were
Quantifiers (lots of, etc)
Superlatives (best/worst/most...)

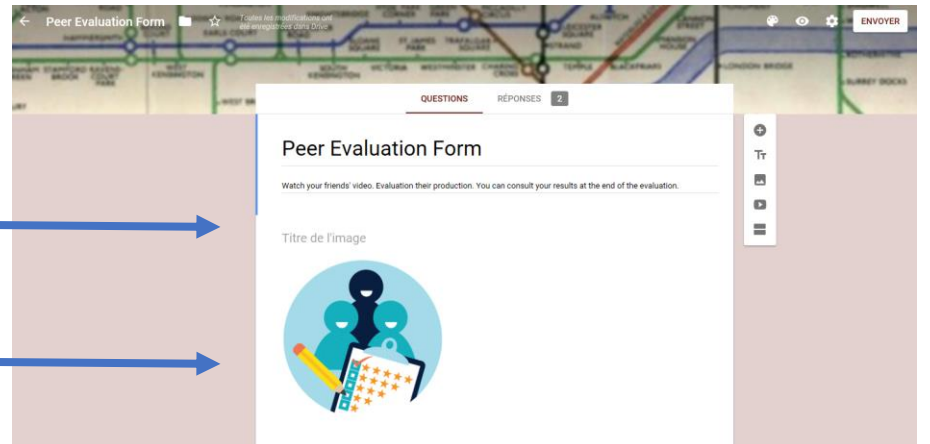


Session 3.7

London Oyster Adventure Speaking – Peer Evaluation

When you have finished your video:

1. **Use AirDrop** to send your video to another for evaluation.
2. **Use AirDrop** to receive and evaluate another pair's video
3. **Scan** the QR Code with your iPad
4. **Complete** the Peer Evaluation Form for your friends' video.
5. **Consult** the Responses to see your own evaluation





Session 4 – Comfortable with its Diversity

Session Objectives

Cultural

Discover the various neighbourhoods and communities that constitute London and Londoners

Lexical

Vocabulary related nationalities and languages

Compass directions

RABRASSAGE



Session 4.1

A : What was Sadiq Khans **second** statement about Londoners?

B : In teams. 2 minutes to revise « city vocabulary » (see Worksheet 3)

C : In pairs, **read** the statements and **identify** the appropriate city vocabulary.



1. A structure for crossing a river



3. A place for buying and selling.



5. An part of a city



7. A small road



9. Part of a railway station where you get on a train



2. A venue for sports events



4. A type of round square!



6. A major transport artery



8. A zone for ships



10. A very tall building

Comfortable
with its Diversity



Watch the video. Circle languages you hear.



Session 4.2



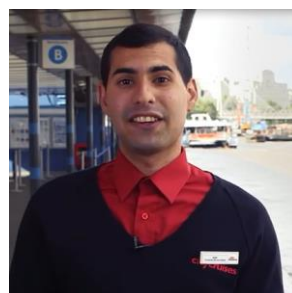
Nigerian	South African	Greek	Chinese	Turkish
Italian	American	Yemeni	Spanish	French
Indian	Korean	Bangladeshi	Polish	
Russian	Philippino	Pakistani	Irish	
German	Portuguese	English	Jamaican	

Comfortable
with its **Diversity**

Watch the video. Circle languages you hear.



Session 4.2



Comfortable
with its Diversity

London Cultural Workshops



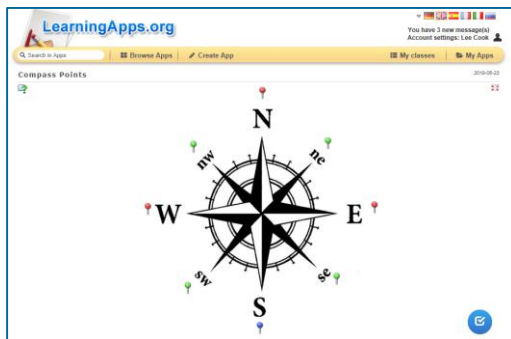
Work in teams. With your iPads, scan the QR Codes (1/person). Complete activities 10A-D individually.

Session 4.3

Workshop 10A



Compass Point Game



Workshop 10B



London Borough Names



Workshop 10C



National Flags Game



Workshop 10D



Nationalities Game





Multicultural London - Speaking

INSTRUCTIONS

A: Work in pairs. Use the Multicultural London Map.
Answer the questions below. Record your answers.



Session 4.4

Activity 11 Questions



1. What ethnic populations are *most present* in west London?
2. Where in London is the Yemeni population concentrated
3. Look at this flag (img) which nationality does it represent and in which London boroughs can it be found.



4. In which parts of London are you *most likely* to meet speakers of Urdu/Bengali/...



Comfortable
with its Diversity

Multicultural London - Speaking



Session 4.4



INSTRUCTIONS (continued)

B: Use Airdrop to send your responses to a different pair for Peer Review.

C: Receive your classmates' responses by Airdrop and complete the Peer Review of their work on your worksheet.

D: Exchange comments and advice.



AirDrop



Activity 11 : Micro Production & Peer Review			
Answer the questions. Use your iPad to record your answers. Ask a different pair to review your responses. Comment on your classmates' responses (peer review) below :			
Names of classmates :			
Question	Accuracy of the information	Correct use of vocabulary or grammar (superlative, geographic vocab,...)	Quality of pronunciation
Question 1	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Question 2	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Question 3	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Question 4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5



Multicultural London

Neighbourhoods & Communities



Session 4.5

ACTIVITY 12

1. Individually, **highlight** words you understand.
2. In teams, **divide** the paragraphs in the Times article between team member.
3. Ideas: **imagine** the meaning of your paragraph
4. **Read again** and use the **Vocabulary Helpbox**
5. **Summarise** your paragraph.
6. **Share** your information.



Vocabulary Helpbox			
Vocabulary	Synonyms	Vocabulary	Synonyms
(to) embrace	To accept	(to) shape	form, model, determine
(to) be about much more than	To be greater than, more important than	go (on) for so long	to last a very long time
(to) get to grips	Try to understand	(to) become	to change, transform
silkweavers,	People who make silk	senior curator	a senior museum manager
Airmen	Pilots and crew	pretty much	almost all, nearly all
Sailor	People who work on ships	get out	go and visit, see
a whole host	Many, many people	(to) do just that	to do exactly



THE TIMES

Getting to know multicultural London

London's melting pot culture means there is a different history everywhere you look.

A: Embracing London is about much more than getting to grips with Britishness: the UK's capital is one the world's most multicultural cities. Roman soldiers, Huguenot silkweavers, Jamaican airmen, Bangladeshi sailors and a whole host of other people from around the world have helped to shape its history and its future.

B: "London is a city that has been going for so long that multiculturalism has become a habit," said Georgina Young, a senior curator of contemporary history at the Museum of London. "There are communities here from pretty much everywhere in the world. []

C: The best way to learn about London is to get out and experience it by talking to people, said Young, who spends a lot of time doing just that in her job.

Comfortable
with its Diversity

Multicultural London Neighbourhoods & Communities

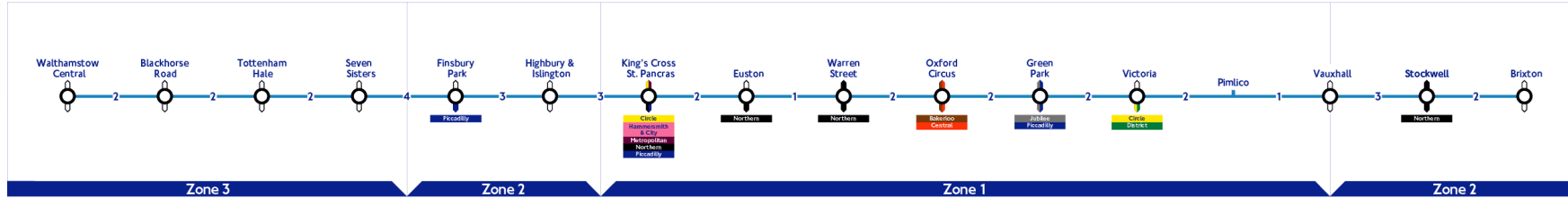


Session 4.6



Victoria line

Off-peak running times between stations
Please allow slightly longer for your journey during peak hours

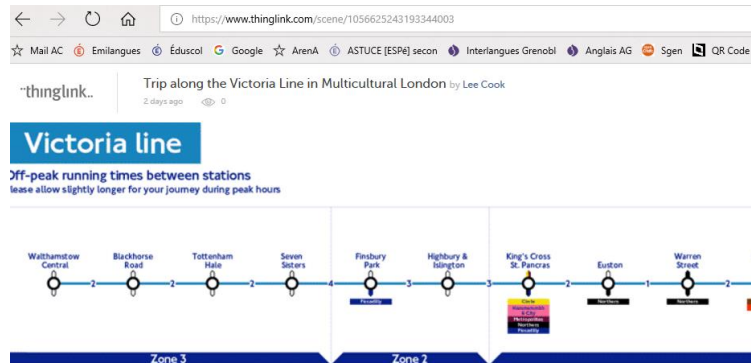


ACTIVITY 13

Now you are ready to go on a journey across London. You will travel on the Victoria Line of the London Underground. The Victoria Line crosses London from South to North.

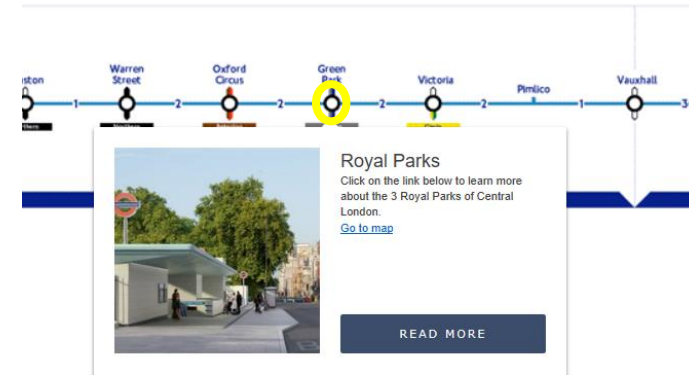
INSTRUCTIONS

A: Scan this QR code to open the ThingLink site
« Trip Along the Victoria Line »



<https://www.thinglink.com/scene/1056625243193344003>

B: Click on the black circles above certain stations to learn more about different communities across London. Start at Brixton. There are 12 stations to visit. Use this info to create a Quiz.



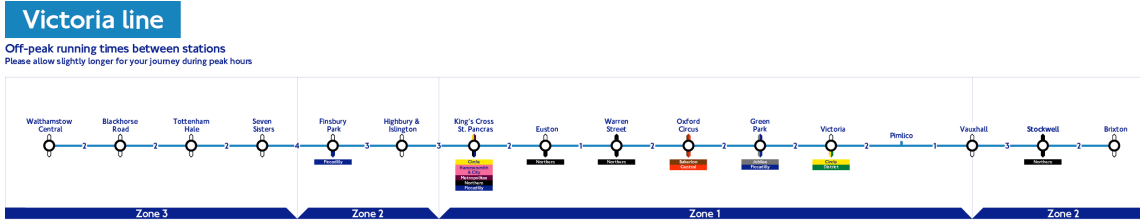
Comfortable
with its **Diversity**



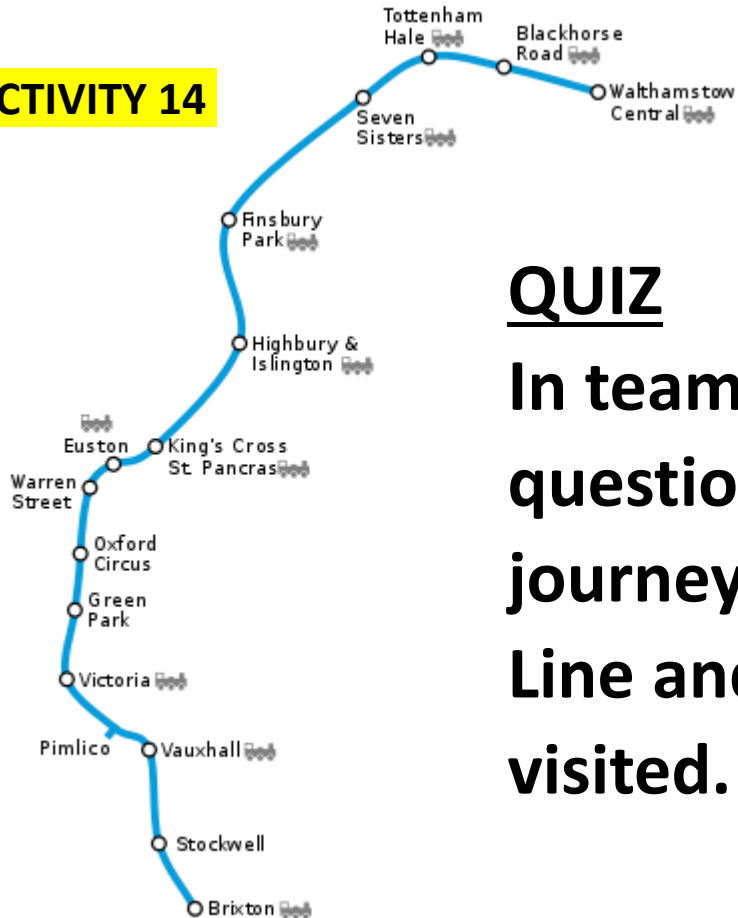
Multicultural London Neighbourhoods & Communities



Session 4.6



ACTIVITY 14



QUIZ

In teams, prepare 5 quiz questions related to your journey on the Victoria Line and the places you visited.



Comfortable
with its Diversity



Multicultural London - Recap - Homework



Session 4.7

A: Can London be proud of its cultural and historic heritage? Give examples.

B: Is London a diverse society? Describe diversity in London. Give examples.

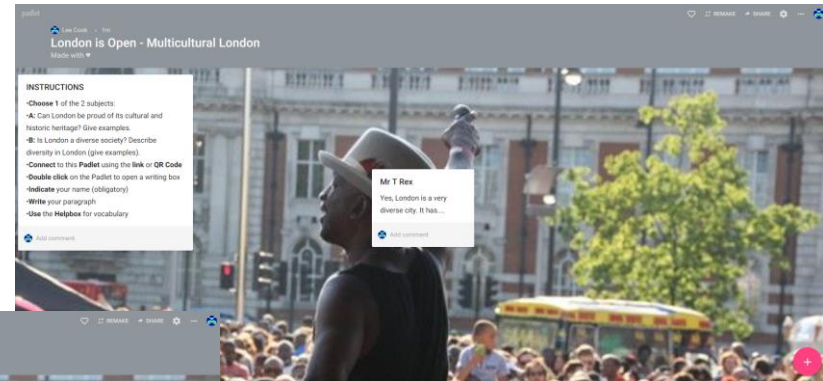
ACTIVITY 15

- Choose 1 of the 2 subjects:
- Connect to this Padlet using the link or QR Code
- Double click on the Padlet to open a writing box
- Indicate your name (obligatory)
- Write your paragraph
- Use the Helpbox for vocabulary



Connect to this Padlet using the link or QR Code

<https://padlet.com/cook7lee/cfkqxn7n8so>





LONDONISOPEN

Session 5 – Optimistic about its Future

Session Objectives

Cultural

Discover the challenges facing young Londoners

Lexical

Vocabulary related life in a big city



Session 5 – Optimistic about its Future



Session 5.1

Rebrassage

ACTIVITY 16



- **Connect** to the Padlet « Multicultural London »
- **Look** at the paragraphs written by 1 or 2 of your classmates (NOT your teammates)
- **Select** one you like
- At random, 2 or 3 students will **read** this paragraph
- **Provide** feedback / appreciation

padlet
Lee Cook · 23m
London is Open - Multicultural London
Made with

INSTRUCTIONS

- Choose 1 of the 2 subjects:
- **A:** Can London be proud of its cultural and historic heritage? Give examples.
- **B:** Is London a diverse society? Describe diversity in London (give examples).
- Connect to this Padlet using the link or QR Code
- Double click on the Padlet to open a writing box
- Indicate your name (obligatory)
- Write your paragraph
- Use the Helpbox for vocabulary

Add comment

VOCABULARY HELPBOX

There is / are...
It has...
You can find...

...people born outside the UK...
...of different origins...
...from different countries / cultures...

Mr T Rex
Yes, London is a very diverse city. It has....
Add comment

Padlet Link



Examples

I think it's really good / interesting / well-written. You need to / should say biggest not most big... You pronounce « borough » « bu-ro », not « bore-ruf »....



Session 5 – Optimistic about its Future



Session 5.2

Stratégies de repérage

ACTIVITY 17



[Link to 25% 100%](#)

- A. Scan the QR code to the right.
- B. Look at webpage. Identify words & images.
- C. Based on the words and images, **imagine the subject** of the information on the page.
- D. **Circle** words you understand in the highlighted zones of the text.
- E. **Read** the text in the highlighted zones.
- F. **Confirm** the subject.
- G. What does 25% 100% **signify**?

Partnership
for Young
London

[Connect](#) [Develop](#) [Influence](#) [Our Partnership](#)



25% of London 100% its Future



25% of the London, 100% its future is led by young people, and takes an asset based approach to young people's futures, and solutions to some of the challenges that young Londoners face. Information is gathered through a series of surveys designed and delivered by young people, which informs and contributes to round tables with key regional policy makers.

The report provides a snapshot of young people (who represent 24.9% of the population of London) experiencing a wide range of services in a sample of London boroughs. This shorter 'think piece' is being published as a contribution to the much wider debate that is starting to emerge across all sectors working with children & young people about how we can – collectively and thoughtfully – develop and crucially deliver a positive future vision for young Londoners.

[25-of-the-population-but-100-the-future](#)

[Contact us to find out more](#)

Vocab Helpbox

Issues = problems

Led = lead = leader

(to) face = confront

gather = collect

snapshot = an image of



Session 5 – Optimistic about its Future



Session 5.3

ACTIVITY 18

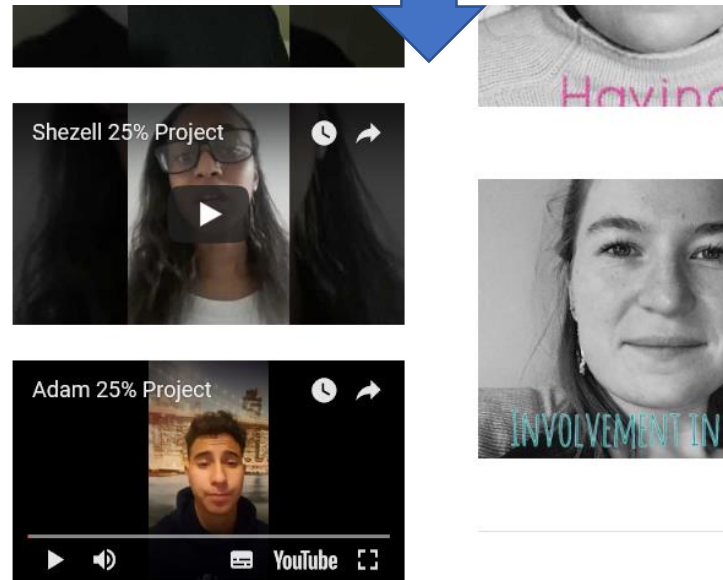
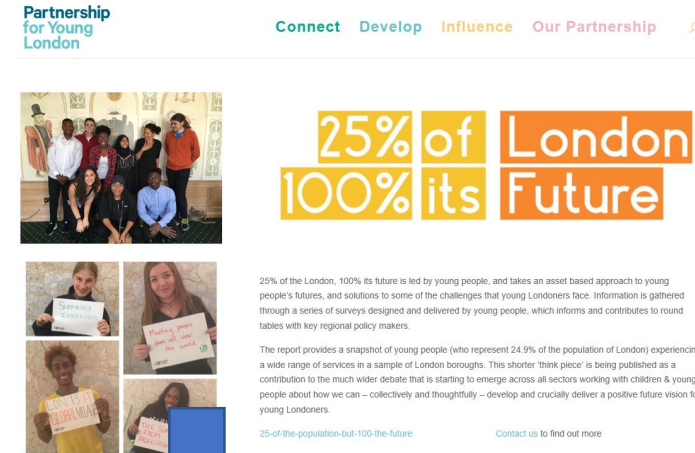
A. Scroll down to videos

B. Listen to the video (from 0:00-0:20 and 0:34-1.38 seconds) and note words you understand.

C. Re-listen and identify:

- the boy's name **Adam**
- where he lives **Richmond**
- the 4 issues facing young Londoners

Integration **Racism**
Crime **Education**





Session 5 – Optimistic about its Future



Number Revision

Session 5.4

ACTIVITY 19

You will discover many numbers in the following activities. Lets practice saying them.

Note: the « , » and « . » are used differently in English

Set 1

- 25
- 100
- 150
- 1,000
- 10,000
- 1,000,000

Set 2

- 7.2
- 133
- 1,250
- 57,987
- 118,704
- 1,337,647

Now try this association activity:



[Number Pronunciation](#)





Session 5 – Optimistic about its Future



Session 5.5

A. Scan the QR code to the left.

B. Complete Activities 20 & 21 using the maps.

ACTIVITY 20-21



[Link to Challenges Padlet](#)

Activity 20

Is a questionnaire

Activity 21

Requires Worksheet X

padlet

Lee Cook · 1m

London is Open

Challenges for Young Londoners

COMPLETE ACTIVITIES 20 - 21

Activity 18 - Adam
Watch and listen to the video. Adam describes the challenges facing young Londoners.

Activity 20 - Challenges for Young Londoners
Complete the Google questionnaire by clicking on the link below. You DO NOT have to answer the BONUS questions

Activity 21 -
1. Using the Map 4 (Borough Outline Map), locate and colour the following boroughs:
- Merton
- Brixton
- Hackney
- Kensington and Chelsea
2. Locate and colour the borough where Adam lives

Adam 25% Project by Partnership for Young Lond... youtube

London is Open - London in Maps
google drive

Map 1 (Violent Crime in London)

Map 2 (Child Poverty)

Map 3 (Income & House Prices)

Map 4 (Borough Outline Map)

Map 5 (London Regions)



Session 5 – Optimistic about its Future

Speaking



Session 5.6

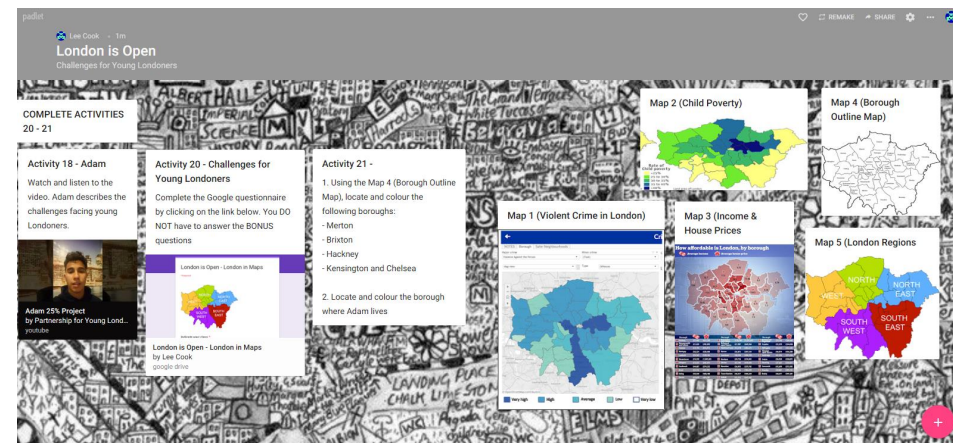
ACTIVITY 22

You are young Londoners being interviewed for a Times article about young people in 4 London Boroughs (Merton, Brixton, Hackney and Kensington).



THE TIMES

1. **Work** in teams.
2. **State** the name and location of your borough.
3. Using the data in Maps 1, 2 and 3, **identify** the challenges and/or advantages facing young people in each of these 4 boroughs.
4. **Record** your findings on the iPad.
5. **Transfer** your report by Airdrop to the teacher.





LONDONISOPEN



LONDONISOPEN

Session 6 – Final Preparations

Session Objectives

Revise vocabulary, grammatical forms and cultural knowledge for the Final Task



Session 6 – Final Task Preparation



Session 6.1

Task Descriptions

Individually, read the Final Tasks.

AL(s)	Production orale en interaction Production orale en continue	Niveau évalué	A2 (A2+)
Scénarisation	<p>SCENARIO A : « You are young Londoners participating in a street survey of young citizens of London for the organisation Partnership for Young London . You are making a short promotional video for the #LondonIsOpen campaign. In your video, interview and describe if and why you think London is open. »</p> <p>SCENARIO B : « You have been asked to create a thematic “London is Open” video to promote the #LondonIsOpen campaign. Choose between the following themes : London is Open for Sports / London is Open for Music / London is Open for Art. »</p>		

YouTube™

https://youtu.be/JZp_WSeZH5w



London is the City Of Dance - #LondonIsOpen

https://youtu.be/JZp_WSeZH5w



Session 6 – Final Task Preparation



Session 6.2

Complete the Self-Evaluation....

Knowledge and Competencies Self-Evaluation Sheet

I can talk about :

- Places, attractions and activities in London
- The cultural diversity of London
- Social/economic conditions across London

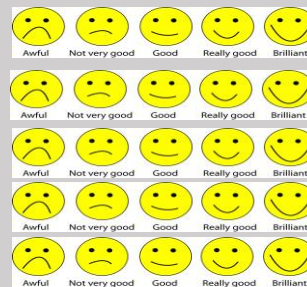
I know how :

- Name the geographic features of a city
- Express quantities of things
- Use Words relating to nationality, language and countries
- Superlatives
- Numbers and some economic terminology

I am able to :

- Ask simple questions
- Provide simple answers
- Interact with people in English

1 2 3 4 5



- Complete the Self-Evaluation
- Calculate the total of your responses.
- Check the results here:

8 - 16 = Not Ready!

17 – 24 Nearly Ready

25 – 32 Ready

33 – 40 Totally ready!



Mobiliser ses connaissances et compétences dans la réalisation d'un scénario d'évaluation



<https://youtu.be/3z9o9ZVxiYs> London City of Arts

https://www.youtube.com/results?search_query=London+is+open+for+dance

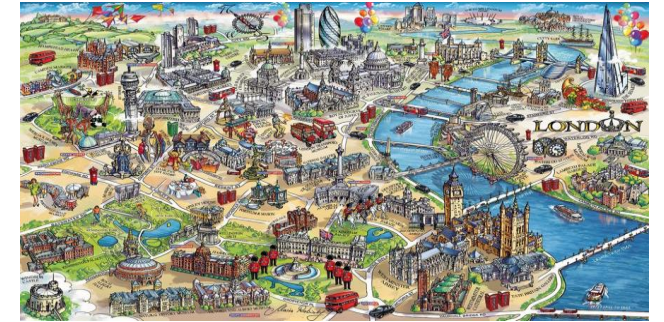
<https://youtu.be/yJJplituBJM> London is open city of sports

<https://youtu.be/kl2liglRS5c> London is open for shopping

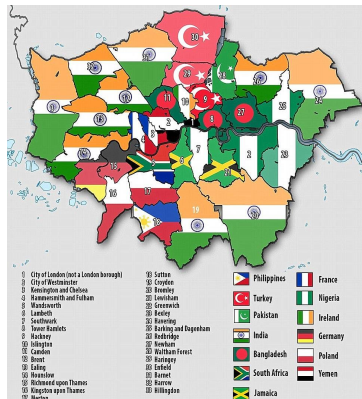
DUMP



AirDrop



THE TIMES



	France
	Nigeria
	Ireland
	Germany
	Poland
	Yemen



