



#LONDONISOPEN

## Is London's Openness to Diversity the Key to its Success as a World City ?

Problématique	
Dans quelle mesure la diversité culturelle et ethnique constitue la caractéristique qui permet à Londres de prétendre au titre de « Ville-monde » ?	
Objectif culturels	Objectifs citoyen
Londres comme ville incarnant la diversité sociale, économique et culturelle	L'importance de la « vivre ensemble » et de la diversité pour assurer une société saine et dynamique.
Objectifs lexicaux	Objectifs grammaticaux
<ul style="list-style-type: none"><li>• <b>Modes de transport</b> (types et verbes d'utilisation) : underground / tube / bus / train / car / on foot</li><li>• <b>Noms des lieux</b> géographiques reliés à la ville (road/street/square/place/building/market/house/</li><li>• <b>Nations, nationalités et langues</b></li><li>• <b>Numbers</b> : 10s / 100s / 1000s / 100,000 / etc. and role of “,” and “.” in formulating numbers in English.</li></ul>	<ul style="list-style-type: none"><li>• <b>Superlative/Comparative</b></li><li>• <b>Modals/expressions (possibility)</b> : can – can't / it's (not) possible to...</li><li>• <b>Demonstrative</b> : there is/are</li><li>• <b>Quantifiers</b> : lots of / loads of / tons of / so many / such a lot of places / a whole variety of</li></ul>



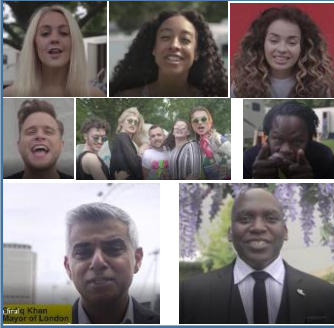
# London is Open – Worksheet 1

## Listening Comprehension



**Activities 1 & 2 :** Note new vocabulary from these activities in the boxes below

**People :**



**Words and expressions :**

**Activity 3 :**

- A. **Work in teams.** Use your Brainstorming Sheet. **Find 5 items** related to your theme.
- B. **When** you have finished, **pin** your Brainstorming Sheet to the wall.
- C. **Note** elements discovered by your other teams in your class.

People, Transport & Traditions	Sports & Events	Culture, Entertainment & Attractions	History and Monuments

**Activity 4 – GRAMMAR – Expressing Quantity (adjective + countable noun)**

**Activity 4A - QUANTIFIERS**

- A. **Quantifiers (adjectives expressing a quantity) :**
  - **BEAUCOUP / PLUSIEURS / PLEIN DE:** many / lots of / loads of / tons of / so many / such a lot of / a whole variety of / full (of) / a large number of
  - **PAS BEAUCOUP / TRES PEU :** not many / very few / only x (1, 2) / a few / barely any / hardly any / none / empty

**ASKING/ RESPONDING to QUESTIONS** (Simple present) with **there are :**

**INTERROGATIVE:** are + **there** + *quantifier* (Are there *many* people living in London?)

**AFFIRMATIVE:** (Yes), **there** are *loads of* people living in London)

**NEGATIVE:** (No), **there** aren't *many* people living in London.

**Activity 4B – There is / There are**



**Q:**

**A:**



**Q:**

**A:**



**Q:**

**A:**



**Q:**

**A:**

**Activity 5 – ORAL PRODUCTION**

## London is Open – Listening Comprehension COMPREHENSION HELP SHEET



### Activity 2 : INSTRUCTIONS

- **Read** the words / expressions opposite
- **Use** the **Comprehension Help Sheet**
- **Tick** words / expressions you **hear** in the video.

- **London is- open** (Londres est ouvert)
- **London is big** (Londres est grand)
- **I'm very happy** (Je suis très content)
- **I'm incredibly proud** (Je suis très fier)
- **Hair** (cheveux)
- **Mayor** (maire)
- **Comfortable in its diversity** (à l'aise avec sa diversité)
- **Proud** (fier)
- **Optimistic** (optimiste)
- **tolerate our differences** (tolérons nos différences)
- **We celebrate them** (Nous les célébrons)
- **hear that message** (entendre ce message)
- **Send a message** (envoyer un message)

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## Worksheet 2 London is Open – London Brainstorming Sheet



























**Activities 1A & 2** : Note new vocabulary from these activities in the boxes below :

# Worksheet 3 London is Open – City Vocabulary



**Activities 9 :** In teams, identify the city vocabulary. Each person must find 6 words. Mutualise your answers.

1	2	3	4
			
Arrondissement	Pont	Bâtiments	Place (ronde)
			
Ville (grande)	Comté / Département	Port	Gare ferrovière
			
Résidence	Maison	Allée	Bibliothèque
			
Maché	Quai	Central électrique	Route
			
Zone commerciale	Magazin	Gratte-ciel	Place
			
Stade	Centre de divertissement	Rue	Quai de marchandise

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

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

Set	French
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	Comté / Département
	Maison
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Set	French
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	Place (circulaire)
	Bibliothèque
	Route / chemin
	Une place (carré)
	Quai de marchandises

## Worksheet 4

### London is Open – City Vocabulary Test



SESSION 4 REBRASSAGE: In teams, read the statements and identify the appropriate city vocabulary.

1	2	3	4	5
6	7	8	9	10

Activity 10 : Circle the languages you hear in the video

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

#### 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

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### London is Open – City Vocabulary Test



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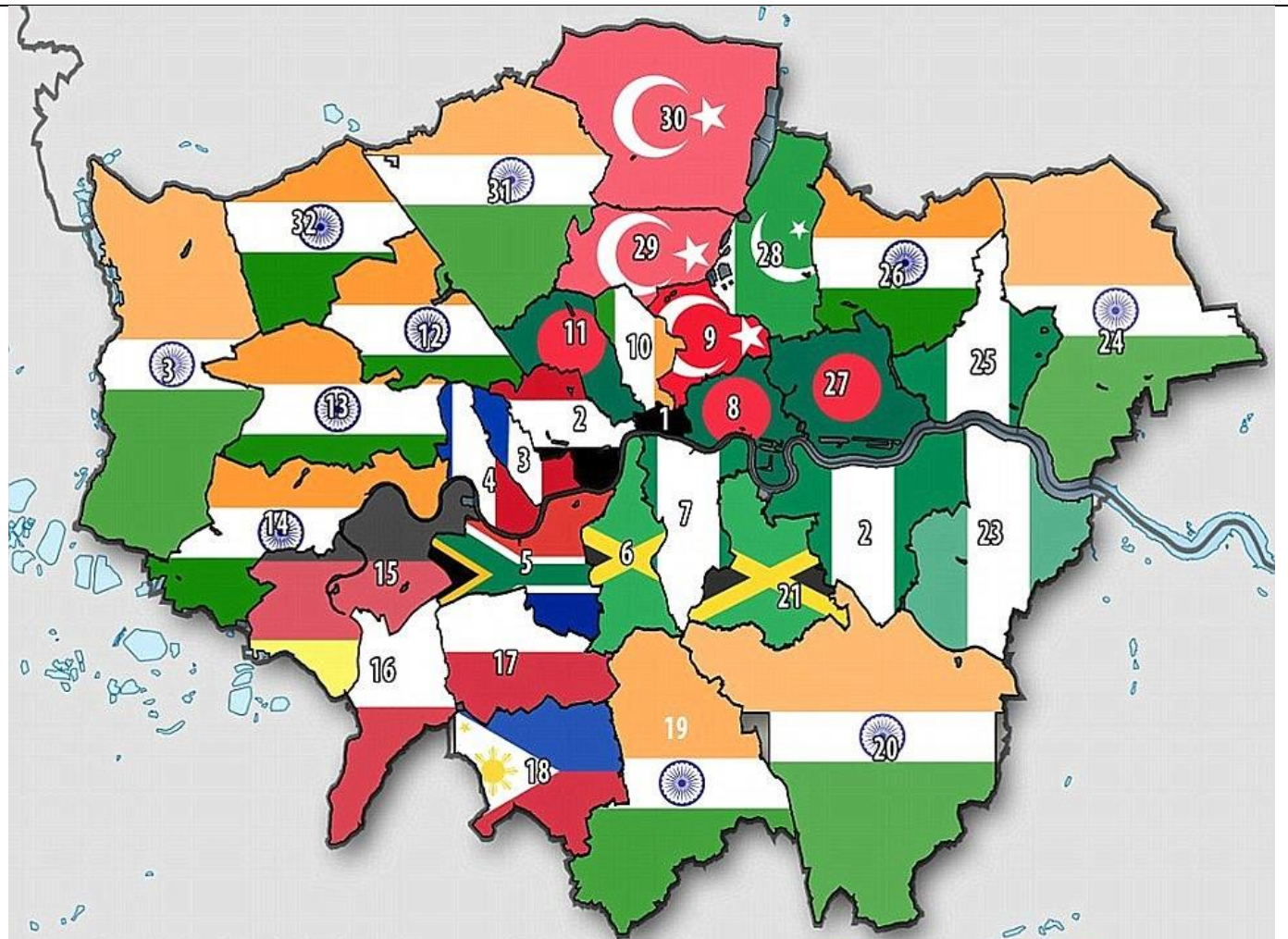


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Question 2	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Question 3	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Question 4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

# London is Open – Multi-cultural London Map



Use this map for activities 10B, 10D and 11



- 1 City of London (not a London borough)
- 2 City of Westminster
- 3 Kensington and Chelsea
- 4 Hammersmith and Fulham
- 5 Wandsworth
- 6 Lambeth
- 7 Southwark
- 8 Tower Hamlets
- 9 Hackney
- 10 Islington
- 11 Camden
- 12 Brent
- 13 Ealing
- 14 Hounslow
- 15 Richmond upon Thames
- 16 Kingston upon Thames
- 17 Merton

- 18 Sutton
- 19 Croydon
- 20 Bromley
- 21 Lewisham
- 22 Greenwich
- 23 Bexley
- 24 Havering
- 25 Barking and Dagenham
- 26 Redbridge
- 27 Newham
- 28 Waltham Forest
- 29 Haringey
- 30 Enfield
- 31 Barnet
- 32 Harrow
- 33 Hillingdon

-  Philippines
-  France
-  Turkey
-  Nigeria
-  Pakistan
-  Ireland
-  India
-  Germany
-  Bangladesh
-  Poland
-  South Africa
-  Yemen
-  Jamaica





Activity 12 - Neighbourhoods & Communities

INSTRUCTIONS

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.

TEXT



**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.

**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	senior curator	- a senior museum manager
silkweavers	- People who make silk	(to) become	- to change, transform
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

**Activity 13 – QUIZ**

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

1	
2	
3	
4	
5	



Activity 17 – Reading Comprehension - Follow the instructions on the screen.

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](#)

Activity 21

1. Using the Map 4 (Borough Outline Map), locate and colour the following boroughs:

- Merton
- Brixton
- Hackney
- Kensington

2. Locate and colour the borough where Adam from Activity 18 lives.



## London is Open – Listening Comprehension

### COMPREHENSION HELP SHEET 2

#### Activity 18 - Adam



#### Activity 18 : INSTRUCTIONS

- **Read** the words / expressions opposite
- **Use** the **Comprehension Help Sheet**
- **Tick** words / expressions you **hear** in the video.

- My name's Adam
- My names **Hammersmith**
- I'm from **Hammersmith**
- **talk about the issues** and **young people today**
- **talk about cooking**
- segregation
- **integration**
- **Racism**
- Fascism
- **Crime** is a problem
- **gang crime** is no problem
- **looking for jobs**
- **education**
- Doing sports

## London is Open – Listening Comprehension

### COMPREHENSION HELP SHEET 2

#### Activity 18 - Adam



#### Activity 18 : INSTRUCTIONS

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- **Crime** is a problem
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NAME:

CLASS :

### 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



NAME:

CLASS :

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1 2 3 4 5



## Production orale en interaction (Tâche A)

Nom des élèves	Classe
Date	Séquence
<b>Descripteur de capacité : Interagir de façon simple avec un débit adapté et des reformulations</b>	
Dialoguer sur des sujets connus, des situations courantes, des faits, des personnages légendaires, ou contemporains.	

A. Prendre part à une conversation	B. Intelligibilité /recevabilité linguistique
Degré 3	Degré 3
Prend sa part dans l'échange, sait - au besoin - se reprendre et reformuler. <b>8-10 points</b>	S'exprime dans une langue globalement correcte (morphosyntaxe, prononciation) et utilise un vocabulaire approprié. <b>8-10 points</b>
Degré 2	Degré 2
Répond et réagit de façon simple. <b>6-7 points</b>	S'exprime dans une langue compréhensible malgré un vocabulaire limité et des erreurs. <b>6-7 points</b>
Degré 1	Degré 1
Peut intervenir simplement, mais la communication repose sur la répétition et la reformulation. <b>4-5 points</b>	S'exprime dans une langue qui est partiellement compréhensible. <b>4-5 points</b>
<b>Note A :     / 10</b>	<b>Note B :     / 10</b>
<b>S'exprimer en interaction</b>	<b>Intelligibilité et recevabilité linguistique</b>
Niveau atteint :   A1   A2   A2+                      Note de l'élève (total A + B) =       / 20	
Appréciation et conseils :	

## Annexe 15 – Fiche d'évaluation sommative Tâche Finale

### Production orale en continu (Tâche B)

Nom de l'élève	Classe
Date	Séquence
<b>Descripteur de capacité : Dans les situations sociales et scolaires, l'élève sera capable de s'exprimer de manière simple sur des sujets variés.</b>	
	Etre capable de restituer une information avec ses propres mots éventuellement à partir de notes.

A. S'exprimer en continu	B. Intelligibilité /recevabilité linguistique
Degré 4	Degré 4
Produit un discours argumenté, informé et exprime un point de vue pertinent. <b>8-10 points</b>	S'exprime dans une langue correcte, fluide, qui s'approche de l'authenticité. <b>8-10 points</b>
Degré 3	Degré 3
Produit un discours articulé et pertinent. <b>6-7 points</b>	S'exprime dans une langue globalement correcte (morphosyntaxe, prononciation) et utilise un vocabulaire approprié. <b>6-7 points</b>
Degré 2	Degré 2
Produit un discours simple et bref. <b>5 points</b>	S'exprime dans une langue compréhensible malgré un vocabulaire limité et des erreurs. <b>5 points</b>
Degré 1	Degré 1
Produits des énoncés très courts, stéréotypés, ponctués de pauses et de faux démarrages. <b>3- 4 points</b>	S'exprime dans une langue qui est partiellement compréhensible. <b>3- 4 points</b>
Niveau atteint :    A1   A1+   A2   B1	
Note de l'élève (total A + B) =                    / 20	