

## Born, bread and buttered in London

### Topic

London, Past states and habits

### Learning outcomes

- Listen to an interview and understand some details
- Develop ability to understand inferred meaning from a spoken text
- Practise using 'used to' to talk about past habits and states

### Age and level

13-17, Adults (B1)

### Time

Approximately 55-65 minutes

### Materials

- Presentation OR Student worksheet
- Audio file: Born, bread and buttered in London
- (Optional) Transcript (also available on the presentation)
- (Optional) Map / images showing the following areas of London: Islington, Regent's Park, Bloomsbury, King's Cross, The West End, Hampstead Heath, Tufnell Park

### Introduction

In this lesson students hear a man being interviewed about his life in London. He talks about the different parts of London he has lived in and how things have changed in these areas. First, students learn about some areas of London using Google maps and images. Alternatives are provided for classrooms without internet connection. Students then move on to listening tasks, which focus them on

reading between the lines of what the man says and understanding inferred meaning. The lesson finishes with written and speaking activities to practise using 'used to' and 'didn't use to' to describe past habits and states.

A student worksheet accompanies this lesson. However, teachers can use a presentation for a no-printing option.

## Procedure

<p><b>Lead-in:</b> <b>Imagining London</b> <b>(10 mins)</b></p>	<ul style="list-style-type: none"> <li>• Write the name 'London' on the board and tell your students to close their eyes and think about London and try to imagine it in their mind. Give them a couple of minutes to think in silence, then put them in pairs to describe what they 'saw' in their mind.</li> <li>• Ask them what things they saw and what things they associate with London. Write key words on the board. The reactions of your students will vary depending on their age and experience. Some of them may have visited London, if so get them to tell the class a little about it and find out what parts of London they visited.</li> </ul>
<p><b>Task 1:</b> <b>Preparing to listen</b> <b>(10 mins)</b></p>	<ul style="list-style-type: none"> <li>• <b>Option 1:</b> If you have an internet connection and projector in your classroom, go to <a href="http://maps.google.com">http://maps.google.com</a> and search for London. Find the following areas on the map: Islington, Regent's Park, Bloomsbury, King's Cross, The West End, Hampstead Heath, Tufnell Park.</li> <li>• Find buildings / landmarks in each area and click on the pictures. Ask students if they know anything about these areas (e.g. they may know that the West End is the theatre district). Ask them to say what they think about them.</li> <li>• <b>Option 2:</b> If your students have devices and an internet connection, show them <b>slide 2</b> of the presentation or refer them to <b>Task 1</b> of the student worksheet. Ask them to go to <a href="http://maps.google.com">http://maps.google.com</a> and search for London. Tell them to find each area on the map, and to find landmarks / look at pictures. They can do this in pairs or small groups.</li> <li>• After a few minutes, ask students to say what they think about each area.</li> <li>• <b>Option 3:</b> If you don't have internet connection in class, but you have a projector, find images of the map / areas listed in Task 1. You will need to do</li> </ul>

	<p>this before the lesson. Show the images and ask students to say what they think about them.</p> <ul style="list-style-type: none"> <li>• <b>Option 4:</b> If you don't have internet connection or a projector, show <b>slide 2</b> of the presentation or refer students to <b>Task 1</b> in the Student worksheet. Ask students if they know anything about these areas. If they know nothing, you could give them a brief description:       <ul style="list-style-type: none"> <li>○ Islington: has lots of restaurants, independent shops, design stores and vintage / antique markets</li> <li>○ Regent's Park: large park with gardens, a lake and London Zoo</li> <li>○ Bloomsbury: the British Museum and University College London are located here; has many historic homes, parks and buildings</li> <li>○ King's Cross: an important railway terminal with trains to UK and mainland Europe; has British Library; newly generated with lots of new buildings, streets and squares, bars and restaurants</li> <li>○ The West End: has many major tourist attractions e.g. shopping streets, famous squares e.g. Leicester Square, Covent Garden, Piccadilly Circus; many theatres and cinemas are located here</li> <li>○ Hampstead Heath: ancient green area with woodlands and meadows; has three lakes for open-air swimming; a hill with views over London</li> <li>○ Tufnell Park: an area near Hampstead and Islington; not a park – a residential area with local shops etc.</li> </ul> </li> </ul>
<b>Task 1:</b> <b>Listening 1</b> <b>(5-10 mins)</b>	<ul style="list-style-type: none"> <li>• Refer students to the list of areas in London on <b>slide 2</b> of the presentation or <b>Task 1</b> of the Student worksheet.</li> <li>• Tell them that they are going to hear a man from London talking about where he has lived. Tell them to listen to hear which of the places from Task 1 he mentions.</li> <li>• Play the audio. Let students compare their answers to build up confidence, then check the answers together. (West End, Islington, Kings Cross, Tufnell Park)</li> </ul>
<b>3. Task 2:</b> <b>Listening 2</b> <b>(10-15 mins)</b>	<ul style="list-style-type: none"> <li>• Show <b>slide 3</b> or refer students to <b>Task 2</b> in the Student worksheet.</li> <li>• In pairs, small groups, or as a whole class, students read through the statements. Make sure all students understand the statements before listening to the audio again. If you have a confident class, they could decide together if they think the man would have these opinions.</li> </ul>

- Tell students they will listen to the man again. They should try to decide which of these statements could be the opinions of the man in the interview. Make it clear that he doesn't say any of these sentences, so they have to listen and try to justify their choices.
- Play the audio again and then give the students the chance to compare their answers and try to justify in pairs. They may need to listen twice as this is quite complex, so play the audio again before clarifying their answers.
- Once they have had time to listen again, you can elicit the answers and get the students to justify. If they have found the task really difficult you could give them the transcript and ask them to read and justify their answers in the script. The transcript is available on **slides 6-9** of the presentation.

**Answers:**

1. There are too many foreigners here. (False. He describes the area where he lives as 'diverse' so he probably feels positive about the different peoples living in that area.)
2. I've lived in a lot of different parts of London. (True. He describes a number of parts of London he has lived in.)
3. I think celebrities are great. (False. He says "I'm not into that sort of thing, so that passes me by".)
4. I'm young and like going out a lot. (False. He talks a lot about the past and young people, so he is probably quite old.)
5. I've seen a lot of changes in my life. (True. He describes London in the past.)
6. I enjoy being rich. (Probably false. He describes a time when he had no washing machine.)
7. Young people watch too much television. (Probably true. He is critical of the way young people speak and blames it on American films which he describes as rubbish.)
8. I really enjoyed living in America. (False. He doesn't mention living in America and says he has always lived within a 7-mile area of London.)

**Task 3:  
Grammar  
focus  
(10 mins)**

- Show **slide 4** of the presentation or refer students to **Task 3** in the Student worksheet.
- Tell your students that you would like them to complete sentences 1-6 about the text using 'used to' or 'didn't use to'. You may need to remind / explain that

	<p>'used to' is used to describe a habit or state in the past that has finished.</p> <ul style="list-style-type: none"> <li>• If your students are not very familiar with the structures of 'used to / didn't use to', use the example to explain the form. You may need to do one or two of the sentences with the whole class to provide more examples.</li> <li>• Students work in pairs to write the sentences. Remind them that they will have to use both positive (used to) and negative (didn't use to) forms. They might need to look at the script again to help them.</li> <li>• Check answers together.</li> </ul> <p><b>Answers:</b></p> <ol style="list-style-type: none"> <li>1. You used to buy anything in Tufnell Park.</li> <li>2. There used to be two dairies.</li> <li>3. He didn't use to have a washing machine.</li> <li>4. He used to take the washing home on the bus.</li> <li>5. It didn't use to cost much money.</li> <li>6. People didn't use to watch so many American films.</li> </ol>
<p><b>Task 4:</b>  <b>Speaking</b>  <b>(10 mins)</b></p>	<ul style="list-style-type: none"> <li>• Ask students to think about their own lives and how they have changed. They should write a few sentences using 'used to' and 'didn't use to'. When they are ready, they can talk in pairs about how their lives have changed. As they talk, listen and check how they use 'used to / didn't use to' and give feedback if necessary. Instructions for this task are available on <b>slide 5</b> of the presentation.</li> <li>• If there is time, they can talk in pairs about the changes that have happened where they live. Invite some pairs to share their thoughts with the rest of the class.</li> </ul>
<p><b>Extension /</b>  <b>Homework</b></p>	<ul style="list-style-type: none"> <li>• Students could write about how where they live has changed, including some examples of 'used to / didn't used to'.</li> <li>• Students could write and perform an interview about how their lives / where they live has changed.</li> </ul>

### Contributed by

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