

# Born, bread and buttered in London

## Topic

London

## Aims

- To develop learners' abilities to understand inferred meaning
- To develop learners' listening skills
- To practice using "used to" to talk about past habits and states

## Age group

Adults

## Level

Lower intermediate B1

## Time

60 minutes

## Materials

- Born, bread and buttered in London student worksheet

## 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. The tasks focus students on learning more about London from Google Maps and images and the listening tasks focus them on reading between the lines of what the man says and understanding inferred meaning. Lastly, the lesson finishes with an optional grammar focus with a speaking activity based around 'used to' and 'didn't use to'.

## Procedure

### 1. Lead- in: pre-listening

- Put the name 'London' up 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.

- Listen to what they are saying and then elicit any key vocabulary onto the board. Ask them what things they saw and what things they associate with London. 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.
- Tell the students you are going to show them some parts of London and they should decide which they like best.
- If you have an internet connection and projector in your classroom go to <http://maps.google.com> and search for 'Islington' London. You could also try following this link: <http://tinyurl.com/24w4ljb> It should appear with images over the map. If it doesn't then go click on locations on the map to see photos.
- Click on the images and show them to your students. Get the students to create sentences to describe the pictures.
- (If you don't have a computer or Internet access in class, go to <http://maps.google.com/> before class and print up a map of the Islington area and collect some images of the places to show students in class.

**2. Task 1: Map and listening 1**

- Give students the worksheet and ask them to look at Task 1. Ask them if they can find the places on the map. Set a time limit and then check answers-asking students to come to the board and point to the places on the map.
- Once they have found them, tell the students that they are going to hear a man from London talking about where he lives. Tell them to listen to hear which of the places from Task 1 he mentions. Let students compare their answers to build up confidence, then check the answers together.

*Answers: Islington, Kings Cross and Tufnell Park*

**3. Task 2: Listening**

- Now ask students to look at the statements in Task 2. They should listen again and 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 clip again before clarifying their answers.
- Once they have had time to listen again you can elicit the correct answers and get the students to justify. If they have found the task really difficult you

could give them the script from the tape and ask them to read and justify their answers in the script.

*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**

- Now tell your students that you would like them to complete these sentences about the text using 'used to' or 'didn't use to'. You might want to explain to them that 'used to' is used to describe a habit or state in the past that has finished. They might need to look at the script again to help them.
- 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.
- Check answers together.

*Answers:*

*You used to buy anything in Tufnell Park.*  
*There used to be two dairies.*  
*He didn't use to have a washing machine.*  
*He used to take the washing home on the bus.*  
*It didn't use to cost much money.*  
*Tony Blair used to live in Islington.*  
*People didn't use to watch so many American films.*

**Task 4:  
Speaking**

- Once the students have completed the sentences ask them to think back about their own lives 5 or 10 years ago and then think what things are

different now.

- Ask them to make sentences about their own life using 'used to' and 'didn't use to'
- Put the students in pairs and ask them to tell their partner what's changed in their life.
- Ask the students to think about their own town and get them to tell you what has changed in their town.

**Contributed by**

Katherine Bilborough