

**Lesson description**

The topic of this lesson is cultural pastimes. You will:

- prepare a short presentation about typical activities in your own country
- listen to two friends talk about what to do in London
- developing listening for gist and detail skills.

**Aim**

Describing aspects of your own culture

**Main task**

The task is for learners to describe cultural activities and pastimes in their country.

**Handout**

- using vocabulary related to culture and pastimes

**Activity bank**

- pronunciation: weak forms

**Materials**

Handout

IWB

Audio U124CEA-1.mp3

PC1 – Activity bank

PC2 – Cut-ups

**Suggested running order**

1	Lead-in – speaking	Handout
2	Skills development activities	Handout/U124CEA-1.mp3
3	Vocabulary	Handout/Audio script
4	Task	Handout
5	Feedback	IWB
6	Reflection	Handout/IWB

**Handout: receptive skills focus**

- Development of receptive skills based on audio scripts and texts.
- Focus on strategies used to develop receptive skills giving students opportunity to reflect and share ways of learning.

**Activity bank**

- Gives ideas of extra activities to add to the lesson.
- Includes optional language and pronunciation focus. These are here as ideas; you are free to use them or not, or focus on other areas of language/pronunciation they feel are more appropriate.

**Lead-in**

The first lead-in helps activate students' prior knowledge of cultural pastimes/activities in other countries, including British cultural pastimes.

It may help to source some photos of cultural pastimes and elicit information about them, or for learners to focus on pastimes in their own country first – this relates to the main task.

**Listening**

1. Students listen and note down the activities mentioned.

**Answers**

- London sightseeing tour
- watching a game of cricket
- visiting a castle
- a trip to the beach
- eating fish and chips
- afternoon tea

**2. Answers**

1. True
2. False – it is implied that British people don't like this comparison
3. False – this is left open as an idea
4. False – during the 11th century = between 1000 and 1099
5. True – although it's 'not so common anymore'
6. True – 'they're a bit stodgy to be honest'

**Vocabulary**

1. Students identify meanings from context.

**Answers**

1. quintessentially
2. dull
3. heritage
4. pier
5. date(s) back to
6. stodgy

**2. Answers**

In this context, 'off the top of my head' means ... **b) immediately, from memory**

In this context, '**What do you have in mind?**' means ... **a) Do you have any ideas?**

**Task**

Option 1: presentation about cultural pastimes

Students will deliver this information to a partner. During their presentation their partner should ask further questions to find out more information about each pastime.

This task can be adapted to make it a dialogue. Still imagining that their partner is a tourist visiting their city, they can elicit their partner's hobbies/interests and give advice based on the information shared.

Option 2: debate about traditions

Give students a few minutes to read through and rate the statements before having a discussion

### Reflection

The aim is to give feedback to ss on their speaking as well as get them to reflect on their performance in the lesson. This will motivate ss as well as increase awareness of own progress.

T gives feedback on areas covered in the lesson.

T gets ss to reflect/review in the reflection box using bullet points to support.

Suggested questions (add language/pronunciation questions as appropriate):

How easy/difficult did you find ...

- talking about typical activities/traditions in your own country?
- listening to two friends talk about what to do in London?

### Activity bank: Listening

Completing notes in the table.

### Answers

Places	Sports	Food
Buckingham Palace Big Ben Oxford Street Windsor castle Brighton Brighton Pier (central) London	cricket baseball	fish and chips scones

### Activity bank: Listening – ordering task

The purpose of this task is:

- a) for students to order key information in a listening text
- b) for students to reconstruct a conversation based on lexical cues and knowledge of context.

Give students cut-ups of words from the text. They put these in the order they appear in the text based on what they remember from the gist task. You might want to provide some process language here:

*They mentioned \_\_\_\_\_ before \_\_\_\_\_ ...*

*They used \_\_\_\_\_ when they were talking about...*

*etc.*

**Answers**

- |                      |                    |
|----------------------|--------------------|
| 1. jetlagged         | 11. Windsor castle |
| 2. list              | 12. 11th century   |
| 3. Buckingham Palace | 13. Wednesday      |
| 4. Big Ben           | 14. seaside        |
| 5. sightseeing       | 15. piers          |
| 6. pastimes          | 16. fish and chips |
| 7. cricket           | 17. afternoon tea  |
| 8. baseball          | 18. scone          |
| 9. one-day game      | 19. central London |
| 10. castle           | 20. taking photos  |

For the speaking task, students attempt a conversation together to reconstruct the text. They don't have to be accurate; the aim is for them to think of language they heard/know which was used for making suggestions. Before they attempt a dialogue, it may be best for them to split the words into two categories depending on which speaker said them, e.g.

*Dave*  
jetlagged

*Pin*

Buckingham Palace, Big Ben

List

Etc.

**Activity bank: Speaking**

The purpose of this stage is to encourage students to share their personal response to the text. You may wish to comment on how typical these activities are in Britain.

**Activity bank: Language/Pronunciation – asking for/giving advice**
**Answers**

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Well, watching a game of cricket **is a must!**

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Oh yes, that's **one of the great** British pastimes

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Drinking tea? **Would you say** that's still a popular pastime here?

Students prepare four sentences of their own – prep for the main task.

**Audio script**

- Dave:** So, it's the first day of your holiday in Britain!
- Pin:** I know, it's so exciting! I feel a bit jetlagged, but I just want to get out there and experience 'the real Britain', you know?
- Dave:** Of course! There are so many things to do here. Why don't we make a list of all the things you want to see and do? We can tick things off as we go along.
- Pin:** That's a great idea! Well, let's start with the obvious – Buckingham Palace.
- Dave:** Of course.
- Pin:** Big Ben, Oxford Street ...
- Dave:** Yeah, we'll do all that on the London sightseeing tour. But while you're in Britain you should experience as many 'typically British' activities or pastimes as you can.
- Pin:** It's hard to think of typically British things off the top of my head. What do you have in mind?
- Dave:** Well, watching a game of cricket is a must.
- Pin:** Cricket? I've never heard of it!
- Dave:** Really? Well, I guess it's kind of like baseball, but don't let a Brit hear you say that! It's a bat and ball game and it's a very traditional sport here in Britain. Cricket matches can be really long ... some last up to five days!
- Pin:** Five days?! That sounds a bit dull. I'm only here a week! I might have to give it a miss ...
- Dave:** Well, I'll see if there's a one-day game on while you're here.
- Pin:** What about famous places or buildings outside London, is there anything interesting nearby?
- Dave:** There are loads of places. It would be nice to visit a castle while you're here. Castles are a big part of British heritage.
- Pin:** Yeah, I've heard there are castles everywhere. What's the most famous one?
- Dave:** Well, there is a famous one in London, but I think we should visit Windsor Castle. It's really old – it was built in the 11th century.
- Pin:** Sounds great. Is it far?

- Dave:** No, about half an hour from London. It's a good day out though.
- Pin:** OK, we could pencil that in for Wednesday then ... What about a trip to the seaside?
- Dave:** Oh yes, that's one of the great British pastimes. People love a trip to the beach. There are lots of piers in Britain. They date back to Victorian times. We should visit the one in Brighton. We can sit on the pier and eat fish and chips.
- Pin:** Oh, I've heard of that! I've seen pictures of takeaway fish and chips wrapped in old newspaper!
- Dave:** Yeah, the newspaper's not so common anymore, but you can still find fish and chips everywhere.
- Pin:** OK, so we've got fish and chips, Windsor Castle, a game of cricket ... anything else?
- Dave:** OK, there's one more thing we must do – go for afternoon tea.
- Pin:** Drinking tea? Would you say that's still a popular pastime here?
- Dave:** I'd say so, but afternoon tea is that extra bit special. There's a type of tea called 'cream tea'. It's served with a cake called a scone. It comes with cream and jam. Scones really are quintessentially British!
- Pin:** Are they nice?
- Dave:** Er ... they're a bit stodgy to be honest, but you must try them.
- Pin:** OK, I'll add scones to the list, how do you spell 'scone'?
- Dave:** S-C-O-N-E.
- Pin:** Scone ... OK ... I think that's enough ideas for now.
- Dave:** It should be, but there's plenty more to do. We'll see how much time we have. Anyway, how about we get ready and head out into central London? I know some great spots for taking photos!
- Pin:** OK, but let me just finish my cup of tea!