

# LIVE FROM LONDON

## Double identity

Set in Brixton, London, this video lesson includes authentic interviews with people living in London talking about alternative lives.

### Seven ideas on how to use this video with your class

The following lesson ideas can be used alongside the video *Live from London: Double identity*. You can use these ideas on their own, you could group some of the activities together and choose to do them in whichever order you prefer. Each lesson idea has a recommended learner level.

Some of the ideas can be used for flipped lessons. In this scenario students can do tasks and preparatory work at home or in the school independently from the teacher for the following lesson. This allows more time for communicative tasks, teacher-led tasks or group-led tasks during class time.

### 1. Dream profile



**Kris**

**Level:** Pre-intermediate (A2) to upper intermediate (B2)

**Summary:** Students use the theme of the video to create a dream profile of themselves.

**Objective:** to engage students; to promote speaking and imagination

**Instructions:** Write the following phrases on the board:

Dream job  
 Dream ability/skill  
 Dream house  
 Dream place to live  
 Dream identity  
 Dream partner

Ask your student to tick the phrases discussed in the video.

#### Answers:

Dream job, Dream identity, Dream place to live



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Now ask your students to make notes on their dream profile. Place your students in pairs to share their dream profiles. Encourage students to ask why and further questions to gain more information.

Finally, create new pairs and ask them to describe the dream profiles of their previous partner to each other.

## 2. Themed discussion



**Level:** Pre-intermediate (A2) to upper intermediate (B2)

**Summary:** Students use the three main questions from the video as a basis for a personalised discussion about 'double identity'.

**Objective:** to practise question forming; to encourage discussion; to revise the second conditional

**Instructions:** Place your students into pairs or small groups for this activity. Before playing the video, tell your students that Luke, the interviewer in the video, asks three main questions. Ask your students to write down the three questions they hear (see below). Play the video.

### Answers:

*If you could choose to be somebody else, who would you be?*

*If you could do any job, what would it be?*

*If you could live anywhere in the world, where would you live?*

Play the video for a second time and ask your students to note down the answers given by each person in the video.

Ask your students to compare their answers in groups and then feedback as a class.

Now ask students to ask and answer the questions giving their own opinions/answers in pairs or small groups. You could include a focus on the second conditional.



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### 3. Back to screen

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**Level:** Pre-intermediate (A2) to upper intermediate (B2)

**Summary:** Half the class watch the video whilst the other half sit with their backs to the screen. The students who can see the screen describe what is happening.

**Objective:** to engage students; to promote speaking, imagination and predicting skills, to practise modal verbs

**Instructions:** Divide students into pairs. Student A turns their seat away from the screen and student B watches the screen.

Student B explains what is happening to student A whilst watching the video with no sound.

Student B has to use the visual prompts such as the montage (the opening scenes) and the expressions and mannerisms of the people in the video to make predictions regarding what the video is about and what the people in the video are saying.

Now create new pairs of student A and student B. With their new partner student A explains what they were told happened in the video.

Compare predictions with the actual video as a whole class.

### 4. True or false

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**Level:** Pre-intermediate (A2) to intermediate (B1)

**Summary:** Students are given a list of true or false statements about the video content

**Objective:** to listen for specific information

**Flipped:** Students can do this activity at home as well as prepare their own true and false statements for use in the following class. You could then add the 'Interview task' activity to be completed in the rest of the lesson.



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**Instructions:** Look at the statements below. Some are true and others are false. You can write them on the board, create your own handout or use the editable worksheet (see below under 'related resources'). You may wish to change the order of the statements to make it more challenging or using the transcript you may wish to make your own true/false statements.

### Statements and answers

Sophie would like to be Miley Cyrus [T]

Robbie wasn't interested in cowboys when he was younger [F] *He was really into cowboys when he was young*

Kris would like to be Coco Chanel [T]

Sahad would like to be Robert De Niro [F] *He'd like to be Al Pacino*

Natasha would like to wear one of Michelle Obama's fantastic dresses [T]

Robbie would like to run his own bar in Australia [F] *In New Zealand*

Kris is an architect when she's not working in the shop part time [F] *She's an artist*

Sahad still boxes regularly [F] *He used to box regularly*

Sophie would like to live in India one day [T]

Kris would have a place in London, New York and in the mountains [F] *She would have a place in London, New York and on the beach*

**Additional idea:** ask your students to write their own true and false statements to swap with a partner about who they'd like to be, their dream job and where they'd like to live.





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### 5. Mini-presentation



**Level:** Pre-intermediate (A2) to upper intermediate (B2)

**Summary:** Students choose a famous person they would like to be to present to the class.

**Flipped:** Your students can research and prepare their presentations outside of class for homework

**Objective:** to practise presentation skills; to provide fluency practice

**Instructions:** Explain to your students that Luke, the presenter in the video, asks three questions but they are going to focus on the first question - if you could choose to be someone else, who would you be?

Write the following people on the board:

Jesse James  
Al Pacino  
Coco Chanel  
Michelle Obama  
Miley Cyrus

In small groups ask your students to discuss who these people are and what they already know about them. Explain to your students that they are going to watch the video and match each person to the interviewee who mentions them in the video. Now ask your students to choose a famous person they'd like to be. For homework they can research their chosen person to present to the class the following day.



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### 6. Vocabulary lesson



**Level:** Intermediate (B1) to upper intermediate (B2)

**Summary:** Students familiarise themselves with some more advanced language in the video.

**Objective:** to build vocabulary; to practise speaking; to induce meaning from context.

**Instructions:** Write the below words and expressions on the board or print out the editable worksheet (see below under 'related resources')

1. lifestyle
2. to be into (something)
3. pioneering
4. thoroughly
5. wicked
6. chilled out

Explain to your students that these words and expressions are in the video. As they listen they have to consider what they mean in context. Play the video and then place your students in groups to see if they can come up with a definition for the new language. If they are still struggling put the following definitions on the board:

- a. excellent
- b. involving new ideas
- c. really
- d. to be really interested
- e. very relaxed
- f. the way person lives

Students match each definition to the correct word.

**Answers:** 1.f 2.d 3.b 4.c 5.a 6.e



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Then write the following questions on the board or dictate them to your students and ask them to discuss them in small groups:

What kind of lifestyle would you like?

What are you currently really into?

Is there someone from your country you consider pioneering?

What do you thoroughly enjoy about learning English?

What is wicked about your life?

What makes you feel chilled out?

## 7. Imagination task

**Level:** Pre-intermediate (A2) to upper intermediate (B2)

**Summary:** Students work in pairs and try to imagine additional information about the people in the video.

**Objectives:** to practise interviewing, listening and note-taking

**Flipped:** This could be set up as homework

**Instructions:** Firstly play the video and ask your students to write down each person's name (see below)

Sophie, Robbie, Kris, Natasha, Sahad

Now ask your students to work in pairs to use their imagination to predict additional information about each person and offer justifications for their answers. They could use the following questions as guidance for thinking about additional information. As their teacher you could also make your own predictions.

For example: *Sophie likes reading celebrity magazines and likes pop music as she mentions she'd like to be Miley Cyrus (the American pop star)*

How old are they?

Are they single or married?

Where are they from? What's their background?

What's their job?

Do they like their job?



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How do they spend their free time?

What kind of music do they listen to?

What kind of films do they like?

Conduct whole class feedback allowing your students to share their ideas and see what agreements and disagreements arise. There are no right or wrong answers for this exercise as the aim of this exercise is to practise making predictions, rather than getting the right answers.





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### True or false

Decide if the following statements are true or false:

- Sophie would like to be Miley Cyrus
- Robbie wasn't interested in cowboys when he was younger
- Kris would like to be Coco Chanel
- Sahad would like to be Robert De Niro
- Natasha would like to wear one of Michelle Obama's fantastic dresses
- Robbie would like to run his own bar in Australia
- Kris is an architect when she's not working in the shop part time
- Sahad still boxes regularly
- Sophie would like to live in India one day
- Kris would have a place in London, New York and in the mountains

### Vocabulary lesson

Match the vocabulary items 1– 6 with their meaning a– f, then discuss the questions below:

1. lifestyle
2. to be into (something)
3. pioneering
4. thoroughly
5. wicked
6. chilled out

- a. excellent
- b. involving new ideas
- c. really
- d. to be really interested
- e. very relaxed
- f. the way a person lives

- What kind of lifestyle would you like?
- What are you currently really into?
- Is there someone from your country you consider pioneering?
- What do you thoroughly enjoy about learning English?
- What is wicked about your life?
- What makes you feel chilled out?



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### Imagination task

Watch the video and discuss with a partner what you think the answers to the following questions might be for each person:

- How old are they?
- Are they single or married?
- Where are they from? What's their background?
- What's their job?
- Do they like their job?
- How do they spend their free time?
- What kind of music do they listen to?
- What kind of films do they like?



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**Luke:** We're here in Brixton and we're asking people about who they would like to be.

**Luke:** If you could choose to be somebody else, anyone, who would you be?

**Sophie:** Miley Cyrus

**Luke:** Miley Cyrus?

**Sophie:** I just love her. I think she's so much fun and she's just crazy and I think her **lifestyle** would be a lot of fun, for a bit.

**Robbie:** A cowboy, like Jesse James.

**Luke:** Why Jesse James?

**Robbie:** I just think they're really, really cool. **I was really into** cowboys when I was younger and just always wanted to be one.

**Luke:** And you're still into cowboys now?

**Robbie:** And I still love my cowboy movies and my books and everything.

**Kris:** I'd be Coco Chanel.

**Luke:** Coco Chanel?

**Kris:** Yeah ... just **pioneering**, kind of, a change in, y'know, women's fashion and ... women's, kind of, freedom to choose what they wanna do.

**Sahad:** Probably, Al Pacino.

**Natasha:** If I could be anybody for the day, I would be Michelle Obama, yes.

**Luke:** Good answer. Any reason why?

**Natasha:** Michelle Obama going to like a gala dinner or something like that so I could actually wear one of those fantastic dresses.

**Luke:** If you could do any job, what would it be?

**Robbie:** I would own my own bar on the beach in New Zealand.

**Kris:** I do it already. I am an artist as well. I just started working here today, part-time, but also in my other times I paint and draw, which is really fun.

**Luke:** So you already have your dream job?

**Kris:** Yeah I already do, yes.



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**Luke:** That's great.

**Sahad:** (I'd) probably be a pro-boxer.

**Luke:** Pro-boxer. Why?

**Sahad:** Cos I like doing that, I like boxing.

**Luke:** So you box?

**Sahad:** Yeah. I used to, not anymore.

**Natasha:** I actually do my dream job actually. My dream job is being a wedding planner and that's what I do in my other job.

**Luke:** Other job? You've got two jobs?

**Natasha:** I do, I design jewellery which is another one of my dreams. I've always wanted to do it and I've done it and the other one is the wedding planning and I **thoroughly** enjoy both of them.

**Luke:** And if you could live anywhere in the world...

**Sophie:** I'd like to live a bit everywhere. I don't want to base myself just somewhere. I'd really like to go to India for a bit and live around India.

**Robbie:** New Zealand, again. I used to live there and it's just the best place in the world. It's **wicked**. It's quite slow, it's quite quiet, it's really **chilled out**.

**Kris:** I wouldn't just live in one place. I'd have a place in London, I'd have a place in New York and I'd have a place maybe somewhere on the beach.

