

LIVE FROM LONDON

Friends

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

Seven ideas on how to use this video with your class

The following lesson ideas can be used alongside the video *Live from London: Friends*. You can use these ideas on their own, or 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. The transcript is attached under 'Related files' at the bottom of this page.

If you're teaching teens, you can use these videos alongside the series *Impressions*. This video can be used with the lesson plan 'Friends'

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. Split viewing



Level: Pre-intermediate to upper intermediate

Summary: Students are divided into two groups. One group listens to the video with no visuals. The other group watches the video with no sound.

Objectives: to engage students; to promote speaking and imagination; to practice note-taking

Instructions: Divide the class into Group 1 and Group 2. Ask Group 2 to leave the classroom.

Group 1 stay and listen to the video with no visuals. As they listen they can make notes. Encourage the students to think about how many different voices they hear and any similarities and differences they notice with each person's answers to the questions being asked. Once they've listened through ask them to leave the class and swap over with Group 2.



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Group 2 now watch the video without any sound. They too can make notes about the places, things and people they can see. Encourage the students to think about names and general attitude of the interviewees, whether they are more or less friendly or more or less reserved in comparison to each other.

Bring Group 1 back into the class and pair up members from each group to discuss their notes. Finally watch the full video with sound and visuals.

2. Write an article



Level: Pre-intermediate to upper intermediate

Summary: Students use the video as a stimulus for writing an article.

Objectives: to encourage creative writing practice; to use descriptive language

Flipped: This is best done as a 'flipped' lesson in class or at home so that the students can watch the video as many times as they wish to write notes for their article. For the following lesson students could also upload their articles to google docs to share with the class. There could be a class vote for the best article.

Instructions: Explain to your students that they are going to watch a video where a presenter called Luke has interviewed different people about friendship.

Ask your students to imagine that on the day they were the reporter and they now need to write an article about their day out. The article could begin with the line *'Last week I went out on to the streets of Brixton to interview the general public about their friends.* You can add descriptive language for the people interviewed such as *friendly, awkward, shy, reserved, bubbly* or any other adjectives that you deem suitable or even recap on previous language you've taught on describing people, places or events. Students can write blogs or share their articles on google docs with each other.



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3. Role-play

Level: Pre-intermediate to upper intermediate

Summary: Students are given roles as journalists or interviewees.

Objectives: to practise speaking; to provide fluency practice

Instructions: Play the video as a warmer. Divide the class into two: half the class will be journalists and the other half interviewees.

Journalists have to come up with six questions related to friendship.

Interviewees have to write notes on a friend. They have to consider their name, age, nationality, how they met, what shared interests they have, how they would describe their personality and appearance and what makes them a good friend.

Allow both groups to prepare for their interviews (approximately 10 minutes). Finally pair up journalists and interviewees for the role-play.

4. Word formation



Level: Pre-intermediate to upper intermediate

Summary: Students brainstorm qualities of a good friend and start to make a list of adjectives and their respective nouns.

Objectives: to enhance vocabulary building (word formation)



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Instructions: Explain to the class you are going to play a short video of people discussing the subject of 'friendship'. Before playing the video ask them what Rwakn says is the main quality of a good friend. After watching the video elicit the word *loyal* or *loyalty* mentioned by Rwakn. Ask the students to work in small groups to make a list of other qualities. If they come up with a noun ask them to write the respective adjectives and vice versa.

5. Themed discussion

Level: Pre-intermediate to intermediate

Summary: Students use the main questions from the video and additional questions as a basis for a personalised discussion about 'friendship'.

Flipped: Students could do the preparatory work independently and prepare answers to bring to class the following day for the discussion part of the activity.

Objectives: to promote discussion; to provide fluency practice

Instructions: Place your students into pairs or small groups for this activity. Before playing the video tell your students that Luke, the presenter/interviewer in the video, asks people about friendship. Ask your students to tick the questions they hear.

*What does it mean to be a friend to somebody?
Why do people need friends?
Could you describe a best friend or a very good friend?
So you met at school?
What shared interests do you have?
What is the best way to make new friends?*

Now ask the students to discuss the questions in small groups. Explain that they may need to adapt the fourth question.



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6. Group reordering



Level: Pre-intermediate to intermediate

Summary: Students watch the video through once then arrange cut up pieces of the narrative into the correct order.

Objective: to listen for general understanding; to aid memory recall practice

Instructions: Print out the transcript and cut it up into small, manageable chunks to give to each student in the class. Tell your students they are going to watch the video once without further instruction. After this, hand out one piece of the transcript to each student and ask them to work as a group and arrange the transcript into the correct order. Ask the students to line up in the correct order once they think they have finished. Students re-watch the video as they stand in line to check their order of events are correct. If they find they are in the wrong order, they must move into the correct place while the video is playing.

Finally hand out the full transcripts to check their orders again. Whilst they read the transcript ask the students to underline any language that is unfamiliar and conduct a whole-class feedback discussion boarding new language.



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7. Vocabulary lesson



Level: Intermediate to upper intermediate

Summary: students familiarise themselves with some of the low-frequency everyday English in the video.

Objective: to enhance vocabulary building, to provide speaking practice, to help inducing meaning from context

Instructions: As the videos are authentic, unscripted interviews some of the language used by the interviewees is very natural and colloquial. Write the following expressions the board.

1. *he or she has my back*
2. *a friend for life*
3. *he or she has a good heart*
4. *he or she doesn't have a bad bone in his or her body*
5. *to be oneself*
6. *we count on each other*

Explain to your students that these 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 with a definition for the new language.

If they are still struggling put the following definitions on the board.

- a. *someone who will be a friend forever*
- b. *someone who has no bad qualities to their character*
- c. *someone you can always rely on*
- d. *someone who has is caring and kind*
- e. *to be able to be genuine and comfortable being you*
- f. *when you can rely on each other as friends*

Students match each definition to the correct word.



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

You can then ask your students to discuss the following questions in small groups. You can write them on the board or dictate them.

Who do you know in your life that **has your back**?
What friend do you hope will be **a friend for life**?
Does your best friend **have a good heart**?
Do you know anybody that **doesn't have a bad bone in their body**?
Who do you feel comfortable **to be yourself with**?
Can you remember a time when you and a close friend **counted on each other**?



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Themed discussion

Tick which questions you hear

- What does it mean to be a friend to somebody?
- Why do people need friends?
- Could you describe your best friend or a very good friend?
- So you met at school?
- What shared interests do you have?
- What is the best way to make new friends?

Now discuss the questions above in groups. You might need to change the fourth question.

Vocabulary lesson

Match the expression to its meaning.

1. he or she has my back
 2. a friend for life
 3. he or she has a good heart
 4. he or she doesn't have a bad bone in his or her body
 5. to be oneself
 6. we count on each other
- a. someone who will be a friend forever
 - b. someone who has no bad qualities to their character
 - c. someone you can always rely on
 - d. someone who has is caring and kind
 - e. to be able to be genuine and comfortable being you
 - f. when you can rely on each other as friends

Now discuss the following questions in groups.

- Who do you know in your life that **has your back**?
- What friend do you hope will be **a friend for life**?
- Does your best friend **have a good heart**?
- Do you know anybody that **doesn't have a bad bone in their body**?
- Who do you feel comfortable **to be yourself with**?
- Can you remember a time when you and a close friend **counted on each other**?



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Luke: Today we're in Brixton and we're going to be asking people about their friends.

Luke: Could you describe your best friend or a very good friend?

Sophie: She's fun, she's a Kiwi like me. We both moved over here actually and we're both living over here together and she's fun and **bubbly**. I like to think she's bit like me 'cause we get on so well.

Luke: How would you describe him?

Rwahn: **Loyal**, good friend, **got my back**. He's just a **friend for life**, from school he's been my mate, you know what I mean?

Lorraine: She's **got a really good heart**, she's somebody who I trust. You know, I can always **go for advice**. She'll always make me laugh. She's got a really bubbly personality and she **doesn't really have a bad bone in her body** so I think that's the reason why she's a really good friend to me and one that I'll always trust and hopefully have for life.

Sasha: Emily. She's an artist and she doesn't speak to me for, like, a year and then she's, like, 'sorry but I know we're always going to be good friends so I know that **I can just be myself** and I know that you're always there' and I'm the same with her.

Christophe: My best friend. He's somebody, I can, I trust in him, he trust in me. We can get good times in bad moments. **We can count on each other**.

Lorraine: I think it was a Spice Girls concert actually that I actually met her. Yeah and I suppose it was just really her personality that really made me take to her more than, sort of, anything else 'cause I didn't, before I was introduced to her I didn't know anything about her. So just really her personality and then you know when you find you have things in common. The same likes and it's just kind of easy to then develop a friendship from there because obviously you share that shared interest.

Luke: So you met at school?

Rwahn: We met from school, yeah

Luke: How old were you?

Rwahn: It was 1971 and it's now 2015. That was my first year at secondary school. I'll let you do the maths.

Luke: What shared interests do you have?

Sophie: I think we like to travel, that's why we've both come over here and we like to read and just relax and a bit of shopping as well.

Luke: What shared interests do you have with her?



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Lorraine: Oh my God, well I was a teenager at the time so obviously I think it was really just going out really. Nothing really about morals or you know, changing the world and people. It was just really a good socialising friend.

Luke: Are those the shared interests you have now then? Changing the world together?

Lorraine: No, not really unfortunately but yes I suppose our friendship has, sort of, developed as we've grown into adulthood into more, you know, into more serious aspects of life really.

Luke: What shared interests do you have with her?

Sophie: We used to do witchcraft together. Yeah, so we used to do spells and we used to sleep with our hair tied together so we thought that we'd like go into each other's minds in the night.

