

Episode 5: Shoreditch

Level: Intermediate / Upper intermediate

Age: Young adults / Adults

Aims: In this lesson the students will:

1. learn about Shoreditch;
2. practise listening for gist and reconstructing audio stories from memory using comprehension questions as prompts;
3. compare and contrast standard forms of English with niche colloquial words and phrases;
4. practise these expressions in a personalized speaking task;
5. discuss and debate opinions towards the shopkeeper's language and build awareness of the evolving nature of colloquialisms;
6. discuss club / dance culture from their own country.

Materials: One copy of the worksheet per student; full transcript for Episode 5 (with all key vocabulary highlighted in red for reference); Track 1 (full audio for Episode 5); Track 2 (conversation); Track 3 (Lord Jeffrey's 'club experience' anecdote) – all downloaded from onestopenglish.

Summary: Follow Lord Jeffrey as he meets you at a bus stop in the heart of Shoreditch and visit the trendy and ironic land of hipster London. Pop into a local record store, meet a rather strangely spoken shopkeeper and end up in London's coolest nightlife spot! Learn about the way young people speak and hear an exciting anecdote about a clubbing experience from Lord Jeffrey's past.

Warmer activities

Aims: to engage students with the theme of Shoreditch; to introduce Lord Jeffrey, the Ghost of London (not required if students have listened to previous episodes); to pre-teach a few key pieces of vocabulary; to practise listening for gist

1. Write *Shoreditch* on the board and discuss what students know about this area of London. What is it famous for? Has anyone been there before?

Here are just a few ideas to share with your students:

- It is in the East End of London and is very close to the City and financial district.
- It was once very rundown but large parts of it have been redeveloped into expensive warehouses and commercial properties.
- It's well known for being one of the trendiest areas of London, full of 'hip' independent shops, cafés, clubs and bars, trendy haircuts, pretentious fashion, creative media companies and boutique coffee houses. Think 'cool', think 'Shoreditch'.

2. (Only required if this is the first time students have listened to an episode.) Explain to the students that they are going to listen to a very special guide to Shoreditch. Read this to the class:

Your guide is Lord Jeffrey, the Ghost of London, who is hundreds of years old. He's seen London change so much during this time and has been there to experience it all – from the Great Fire of London in 1666, to the explosion of music and fashion on the King's Road in the 1960s. He's the perfect person to show you around. He can choose to either be in human form or ghost form at any time and, as you'll hear, he often changes his form to scare people who try to cheat him!

3. Pre-teach the following vocabulary: *sewer, ironic, to spin the decks, rave, lunatic, nonsense*. Here are some definitions and notes on culture to help you:

sewer – an underground pipe or passage that carries sewage

Lord Jeffrey says that the place name *Shoreditch* probably comes from 'sewer ditch'. Historically, this means 'boggy place' (i.e. near

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a drain or waterway) but Lord Jeffery is also hinting at the fact that Shoreditch used to be very rundown and dirty.

ironic – an ironic event or situation is interesting and sometimes humorous because it is the opposite of what you would expect

to spin the decks – a colloquial expression meaning 'to DJ'

rave – a very large party, often held in a big empty building or outside, where people dance to music and sometimes take illegal drugs

lunatic – someone who behaves in an extreme or dangerous way
Lunatic often collocates with *utter*, *total* or *complete*.

nonsense – ideas, behaviour or statements that are not true or sensible

Lord Jeffrey describes the shopkeeper's language as 'nonsense'; this is probably because he is a little old-fashioned in his attitudes. The shopkeeper's language reflects a rich language sub-culture, spoken by many young people across London (and in other parts of the UK).

4. Explain to the students that they are going to listen to a guide to Shoreditch. Dictate these three questions:

- What are you travelling on when you arrive in Shoreditch?
- What type of shop do you go into?
- What story does Lord Jeffrey tell you about his past?

5. Play Track 1 (full audio for Episode 5).

Key: 1. a bus; 2. a record shop; 3. the story of his first clubbing experience

Memory task

Aims: to encourage students to mentally reconstruct what they have listened to; to work collaboratively in groups

1. Hand out the worksheet and refer students to the memory task. Put students into small groups to answer the questions.

Key: 1. stylish people, artists, musicians and fashion designers; 2. from 'sewer ditch'; 3. because he's spinning the decks (DJing) at a party and wants to buy a new record to play; 4. a bit strange; 5. his clothes – she says "Nice threads!"; 6. she thinks it's very good – she says it's a "banging tune"; 7. £24; 8. parties, club nights and raves; 9. shaking their bodies all over the place with their hands in the air; 10. because you're wearing the wrong type of shoes

Colloquial language task:

Aims: to discuss the meaning of the shopkeeper's colloquial language; to focus on the meaning, form and use of these expressions in a speaking task; to discuss attitudes towards colloquial language and young people's language

1. Refer students to the words and phrases in the first task. These are all things that the shopkeeper says in her conversation with Lord Jeffrey. Students should work together in groups and discuss the meanings.

2. Play Track 2 (conversation) to allow students to check their answers.

Key: **down with the kids** = familiar with the current younger generation; **wicked** = great / cool; **word up** = no real meaning but is used to convey a casual sense of affirmation; **nice threads** = nice clothes; **How you keeping?** = How are you?; **it rings a bell** = it reminds me of something; **rip it up** = have a good time at doing something (in this case, to DJ well); **LOL** (internet / text acronym) = laugh out loud; **sweet** = good; **banging tune** = amazing song; **bruv / blud** = friend / mate; **sick** = really good; **lovin' it** = used to convey extreme enjoyment; **mad skills** = very talented at something; **big up** = an expression used to support or remember someone you respect

Note: You could consider writing other internet / text acronyms on the board after students have brainstormed their own ideas, e.g. FYI (for your

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information); BTW (by the way); GR8 (great); OMG (Oh my God!); XOXO (hugs and kisses); ROFL (roll on floor laughing).

3. Put students in pairs to discuss the questions in the third part of the task.

Language debating task

Aims: to build awareness of how colloquial language evolves and how words and phrases go in and out of fashion; to introduce students to phrases for agreeing and disagreeing through a short debate

1. Refer students to the instructions and six statements. Ask students to read the statements and put a tick next to those they agree with and a cross next to those they disagree with.

2. Put the students into small groups and refer them to the debating phrases, making sure that all the expressions are understood.

3. Give the students a set time of five to ten minutes to debate their ideas, including expressions from the box. Afterwards, have whole-class feedback to see if the class can reach a consensus on the statements.

Discussion task: Club culture

Aims: to discuss clubbing culture in a personalized speaking task; to practise paraphrasing each other

1. Play Track 3 (Lord Jeffrey's 'club experience' anecdote) and tell students to listen carefully to the way Lord Jeffrey describes the music, the atmosphere and the people.

2. Tell students they are now going to talk about the clubbing culture in their own country or city. If students are from the same country or city, each pair must try to think of different areas or clubs to talk about.

3. Put students into pairs to discuss the questions. Remind them that they must listen carefully in order to retain as much information as possible and that they must try to create a sense of atmosphere in their storytelling.

4. Put students into new pairs and explain they must paraphrase and explain their previous partner's clubbing culture to their new partner.

Extension activities

- Students write their own dialogues including language from the colloquial language task.
- Students write an email to their friend or teacher including a range of internet acronyms.
- Students use the Urban Dictionary (www.urbandictionary.com) to discover their own colloquial / slang phrases and create dialogues including these phrases to share with and teach to the class. Direct the students to the 'Keeping up with new language' box at the end of the worksheet to start them off in their search.

Note: The Urban Dictionary contains some very adult language and themes, so this task may not be suitable for all students.

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Memory task

Work together with your partner and see if you can answer these questions from memory.

1. What four types of people does Lord Jeffrey say Shoreditch is full of?
2. Where does the name *Shoreditch* supposedly come from?
3. Why does Lord Jeffrey take you to the record shop?
4. How does he describe the shopkeeper before you enter the shop?
5. What does the shopkeeper like about Lord Jeffrey when you walk in?
6. What does she think of Bang Bang Holla's new record?
7. How much does the shopkeeper charge for both records that Lord Jeffrey wishes to buy?
8. As you leave the shop, what does Lord Jeffrey say this part of Shoreditch is famous for?
9. How does Lord Jeffrey describe the people's 'stupid dancing' at the rave?
10. Why won't he take you along to the party?

Colloquial language task

1. Look at the words and phrases below and discuss the meanings in pairs.

down with the kids	it rings a bell	bruv / blud
wicked	rip it up	sick
word up	LOL	lovin' it
nice threads	sweet	mad skills
How you keeping?	banging tune	big up

2. Listen to the conversation between Lord Jeffrey and the shopkeeper again to check your answers.

3. Discuss these questions with a partner.

1. Is there something you think is **wicked**? Why?
2. Is there someone in the classroom that you think has **nice threads**?
3. **How are you keeping?** Tell your partner.
4. Does the meaning of any of these words **ring a bell**?
5. Have you ever **ripped it up** whilst DJing?
6. Are you **down with the kids**?
7. Tell your partner about a **sweet** film you've seen recently.
8. Do you ever use **LOL** in emails or texts? What other internet / text acronyms do you and your partner know? Write a list together.
9. Recommend a **banging tune** to your partner, explaining why you think it's so good.
10. Recommend a **sick** place you've been to.
11. Who would you call **bruv** or **blud** in your life?
12. Do you have any **mad skills**?
13. Who in the class would you like to **big up**? Why?

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Language debating task

1. Some of the language used by the shopkeeper is very colloquial. Language like this is normally only used by young people in the UK. Think about your opinion on the six statements below. Do you agree or disagree? Put a tick next to those you agree with and a cross next to those you don't. Give reasons for your answers.

1. Colloquial language, that young people (like the shopkeeper) use, is lazy, grammatically incorrect and I don't like it.
2. I don't think it's important to focus too much attention on this kind of language.
3. This kind of language is really creative and much of it will eventually become more mainstream and widely used.
4. If I don't understand this kind of language, it will be difficult to communicate in an English-speaking environment.
5. I would like to speak like the shopkeeper.
6. I wouldn't like to speak like the shopkeeper but it is important to focus some attention on this kind of language because I might hear it in an English-speaking environment.

2. Now look at the debating language below. Discuss your opinions in small groups and use these phrases to express your ideas.

I totally agree

I'm not really sure what I believe

I strongly disagree

This is exactly how I feel

I think this statement is ridiculous

I'm on the fence

I couldn't agree more

I'm in two minds about this

This just isn't true

Discussion task: Club culture

1. At the end of your visit to Shoreditch, Lord Jeffrey tells a story about his first club experience. Listen to Lord Jeffrey's anecdote again to hear how he tells his story.

2. Work with a partner and each tell your own anecdotes about the club culture in your country or city. When you're telling your story, try to create a sense of atmosphere and describe how you felt at the time. When your partner is talking, listen carefully and remember as much information as you can. Here is a list of questions to help you.

- Is there a club culture in your country or city?
- Does that culture influence mainstream culture?
- Does it influence language? *Banging tune* and *mad skills* are two examples in the English language.
- Do you have record shops in your country? Is buying vinyl still popular? Do you buy music in shops or only online? Why do you think people still like buying vinyl?
- Is there a particular type of clubbing music which is popular with young people nowadays?
- Do you like going clubbing?
- What is your opinion of dance music?
- Is there an area in your city where people go out?

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- Is there an area or a place you'd recommend to visit?
- Is there an area in your city that is trendy like Shoreditch? Do you like it?
- Would you like to visit Shoreditch?
- If you've been clubbing before, can you describe your first experience? How did you feel?
- Describe your ideal night out on the town. What would you do if you had an unlimited budget?

3. Now swap partners and tell your new partner about your old partner's club culture.

Listen carefully to your partner and ask him or her at least one question about their club culture when they've finished talking.

If you come to London, remember to visit Shoreditch. It's a fantastic place!

Extension activity: Keeping up with new language

The shopkeeper uses lots of other colloquial words and phrases in her conversation with Lord Jeffrey, for example:

bare good

Bare is becoming a common way of saying 'really'. So *bare good* means 'really good'. It is a very recent colloquial word used exclusively by young people.

Language is constantly changing and words and expressions come and go in the same way that jeans get skinny and baggy!

To keep up with new language, you can visit the Urban Dictionary (www.urbandictionary.com). You can subscribe for free and receive an email with a different word or phrase every day.

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Well, hello again my travelling friend! I hope you're ready to continue our tour – with me, Lord Jeffrey, the Ghost of London!

Of course you are! Let's go. Now, you jump on this bus and I'll meet you on the top deck where we can admire the view!

Ah, you took your time! Anyway, on with the tour! We're heading into Shoreditch, otherwise known as the *coolest* place in London.

It's full of stylish people, artists, musicians and fashion designers. It's a place where the graffiti looks like modern art and everything, including haircuts, is *ironic*. Shoreditch is very, very trendy. It wasn't always this cool, though. The name *Shoreditch* probably comes from the phrase 'sewer ditch', which refers to the place where ... well, let's just say that when you flush the toilet, it has to go somewhere ...

Ah, this is our stop. I'll meet you on the pavement. Follow me!

Today, we're going to be visiting one of my favourite record shops in the capital. I'm **spinning the decks tonight** and I need to pick up a new record or two to *really* get the party started.

Now, I have to warn you that the lady who runs this shop is ... a bit ... strange. She talks in a mostly made-up language that I believe is considered rather cool around these parts – but, between you and me, it's complete and utter nonsense. Fortunately for you, I'm **down with the kids**, so I'll be able to translate what she's saying into normal English so that you can understand it. Come on, it's through here.

Shopkeeper: **Wicked**, wicked, yeah, yeah, wicked, wicked, yeah, yeah, yeah ...

Lord Jeffrey: Ahem, excuse me.

Shopkeeper: Wicked, wicked, yeah, yeah, wicked, wicked, wicked ...

Lord Jeffrey: Excuse me!

Shopkeeper: **Word up!** Whoa! **Nice threads!** How you keeping?

Lord Jeffrey: OK, here we go, I'll translate for you. What's she's actually saying is: Hello! I like your clothes. How are you today? ... I'm fine thank you. I'm DJing at a party later and I was wondering if you had a copy of the new Elton John single?

Shopkeeper: Elton John? Name kind of **rings a bell** but if my ears ain't buzzing by now, then they must be **well dead**.

Lord Jeffrey: She said: Elton John? That name sounds familiar but if I haven't heard of them, they must be rubbish. ... OK then, surely you have the new Coldplay album in stock?

Shopkeeper: That be some grandparents' party you'll be **ripping it up** at tonight to be considering spinning that dull mashup! **LOL!**

Lord Jeffrey: She said: That's going to be a boring party you're DJing at tonight, if you're planning to play such dull music – which I find funny. ... It's actually a very groovy party, I'll have you know! I'll tell you what, have you got the new record by the crunkcore artist Bang Bang Holla?

Track 2

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Shopkeeper: BANG BANG HOLLA! **Sweet!** That is a **banging tune**, man, **bare good!** I can throw that in your bag for **cheap paypal, bruv!**

Lord Jeffrey: She said: I think the new Bang Bang Holla record is very good indeed and I can sell it to you at a great price. ... Wonderful, I'll take that, please. Is there anything similar you could recommend?

Shopkeeper: You gave me mixed up messages when you walked in, bruv, but now I'm gonna let myself **roll with you. Check:** Mashymashy. **That is sick,** man. And your people at the party, **blud, we gotta learn 'em.** Lovin' it, lovin' it, lovin' it! Lovin' it, lovin' it, lovin' it, lovin' it, lovin' it ...

Lord Jeffrey: That's enough!

Shopkeeper: **Lovin' it.**

Lord Jeffrey: OK, she said: I thought you were boring when you first came in but now that I know you're actually into cool music, I'm going to help you out. Have a listen to Mashymashy – it's excellent and I think you should help educate the people at the party tonight by playing it to them. ... It sounds great! I'll take a copy. Is there anything else you think I might like?

Shopkeeper: If you got some **mad skills** on the decks, you should try spinning some A.b.c.b.a. It is straight out of Compton. **Believe.**

Lord Jeffrey: She said: If you're a good DJ, then you could try mixing some A.b.c.b.a, which is fantastic music. Well, I believe I have the necessary 'mad skills', so I'll take both those records, please. How much do I owe you?

Shopkeeper: One sec, bruv. ... That's two dozen coinage, **respect!**

Lord Jeffrey: £24? Here you go. Thanks very much.

Shopkeeper: **Big up** the grandparents' party, bruv. BOOM! Ooooooh! Wicked, wicked, wicked, yeah, yeah, wicked, wicked, yeah ...

Lord Jeffrey: She said: Have a good time at the party. ... Speaking of which, I need to get going or I'll be late. I'll show you to your bus stop; it's just up this street.

This part of Shoreditch is famous for parties, club nights and raves. In fact, I'll never forget the first time I came here ...

I remember thinking: 'This music is ab-sol-utely awful!' All beats and bleeps, no melody, no choruses. It was in the evening and all these people were doing what I can only describe as 'stupid dancing' – shaking their bodies all over the place with their hands in the air, some were blowing on whistles. But I'll try anything once, so I joined them and started to move slowly in time to the music ... which started to build up ... and up ... and up. I began moving faster and faster ... people started cheering and, before I knew it, I had my hands in the air, shouting like a lunatic!

Well, here we are at your bus stop. I would like to take you along to the party but ... it looks like you're wearing the wrong type of shoes.

See you next time!

Track 3