

The Entire History of London

Lesson plan, rationale and answer key

90 minutes + homework

24-minute video

Third conditional

Research and presentation

1 LESSON OVERVIEW

Level	C1 Advanced, teens or adults
Length	One 90-minute lesson, a research homework, and 20 minutes of presentations at the start of the next lesson
Main aim	Students use the third conditional (<i>would / might / could have</i>) accurately and fluently to speculate about how history could have gone differently
Skills aims	Extended listening for sequence and detail; online research and note-taking; a short structured presentation
Lexis	10 history terms (Task 3) and 8 formal, academic-register words (Task 4)
Materials	Worksheet pp. 1–9 (one per student), the 24-minute video queued with sound, board, one internet device per student or pair

Timing at a glance

Stage	Worksheet	Mins	Clock	Interaction
A Warm-up (Tasks 1–2)	p. 1	10	0–10	Pairs, then class
B Key vocabulary (Tasks 3–4)	p. 2	9	10–19	Individual, then pairs
C While watching (Tasks 5–6)	p. 3	33	19–52	Individual, then pairs
D Grammar focus (Tasks 7–8)	p. 4	12	52–64	Class, then individual
E Speaking	p. 5	8	64–72	New pairs or threes
F Post-watch discussion (Task 9)	p. 5	3	72–75	Pairs
Research: start Event 1	p. 6	13	75–88	Individual or pairs
Set homework	pp. 6–9	2	88–90	Class
Total		90		
Next lesson: presentations	p. 9	20		Groups of three

The video takes 24 of the 90 minutes, so the research is started in class and finished at home.

Other timing options

Option	How the time is used (minutes)
Flipped, 90 minutes	Set the video and Tasks 3–6 as homework beforehand. In class: warm-up as recall 8, check Tasks 3–6 10, grammar 13, speaking 8, Task 9 3, research 30, presentations 18.
Double lesson, 180 minutes	Warm-up 10, vocabulary 10, video 33, grammar 15, speaking 12, Task 9 5, break 15, research 45, presentations 25, feedback 10.

2 OVERALL RATIONALE

The third conditional only works when speakers share knowledge of what really happened, so the lesson gives students the facts first and the grammar second.

- **Content before language.** The warm-up, vocabulary and video build a shared set of real events. Students then have something true to reverse: “the Normans invaded” becomes “if the Normans hadn’t invaded”.
- **Revision, not presentation.** At C1 the form is known. The grammar stage is short and targets the harder areas: passive forms (“wouldn’t have been rebuilt”), *might* and *could have* for degrees of certainty, and natural contractions.
- **Controlled to free.** Task 7 checks accuracy, Task 8 loosens control, the speaking stage builds fluency, and the research reflection sentences and presentation recycle the structure in extended speech.
- **One long viewing, two tasks.** Ordering events keeps students following the whole narrative for 24 minutes. True / False / Not Given demands detail and the exam skill of separating what was said from what they already know.
- **Research for autonomy.** Finding, checking and condensing information for a listener is a C1 mediation skill. The compulsory event gives the class common ground; the chosen event gives ownership and makes the presentations worth listening to.

3 BEFORE THE LESSON

- | | |
|---|---|
| ☐ Print pp. 1–9, one set per student | ☐ Note where the video covers the Victorian empire and the Blitz, in case Task 6 statements 5 and 6 need replaying |
| ☐ Queue the video past any adverts and test the sound | ☐ Check students have a phone, tablet or laptop, or pair them up |
| ☐ Find a pause point near 12 minutes, at the end of the medieval section | ☐ Plan groups of three for the presentations, mixing Event 2 options |

THREE THINGS TO KNOW ABOUT THE WORKSHEET

1. **Task 4.** One word needs a change of form: *commerce* becomes *commercial* in sentence 5. *Pivotal* belongs in sentence 8.
2. **Task 5.** The key in this plan is chronological. The task asks for the order events appear in the video, so check it once against the video before class.
3. **Task 7, sentence 3.** “Signed” is already printed after the gap, so students write only *hadn’t been*.

4 STAGE-BY-STAGE PROCEDURE

Each stage gives the reason for doing it, numbered steps with suggested teacher language in *italics*, and the answers for its tasks.

A WARM-UP: TASKS 1 AND 2

10 minutes · p. 1 · pairs, then class

RATIONALE

Students recall what they already know, which makes a long, fast narration easier to follow. The timeline previews the video’s structure, and their answers show you how much history the class has.

- 1 Before handing out the worksheet, write “London: 2,000 years” on the board. Ask: “*What’s the oldest thing you know about London?*” Take two or three answers. (1 min)
- 2 Hand out the worksheet. Pairs complete Task 1 with one event or fact per era. Say: “*Guesses are fine. You’ll check them against the video.*” (3 min)
- 3 Monitor and note which eras are blank. These are the parts of the video students will find hardest.

- 4 Pairs discuss the four Task 2 questions. Say: "You have five minutes. Try to cover all four." (5 min)
- 5 Take one idea each from two pairs. Do not confirm or correct facts yet. Say: "Let's see what the video says." (1 min)

ANSWERS • TASK 1: SUGGESTED ANSWERS (ANY ACCURATE EVENT OR FACT IS ACCEPTABLE)

Romans, AD 43–410	Londinium founded; Boudicca burned the town in AD 60–61; the first London Bridge; the city wall built around AD 200
Saxons, 410–1066	The trading town of Lundenwic; Viking raids; Alfred the Great retook the walled city in 886; Westminster Abbey consecrated in 1065
Medieval, 1066–1485	William crowned in 1066; the Tower of London built; Magna Carta in 1215; the Black Death in 1348; the Peasants' Revolt in 1381
Tudor and Stuart, 1485–1714	Henry VIII's break with Rome; Shakespeare and the Globe; the East India Company in 1600; the Gunpowder Plot in 1605; the Great Plague and Great Fire
Georgian and Victorian, 1714–1901	The Industrial Revolution; the Great Exhibition of 1851; the first Underground line in 1863; new sewers after the Great Stink of 1858
20th–21st century	The Blitz of 1940–41; the Windrush arrivals in 1948; the Great Smog of 1952; the 2012 Olympics

ANSWERS • TASK 2: POINTS TO LISTEN FOR

1. The Romans called it Londinium. The origin of the name is uncertain and probably older than the Romans. Other names: Saxon Lundenwic and Lundenburh.
2. Romans (roads, walls, towns), Anglo-Saxons (the English language), Vikings (words such as sky and egg), Normans (French vocabulary, castles, a new ruling class).
3. Boudicca's revolt, the Black Death, the Great Plague, the Great Fire, cholera and the Great Stink, the Blitz, the Great Smog. Typical impacts: rebuilding, new regulations, sewers, clean-air laws.
4. The Port of London, the East India Company, tea and sugar, banking and insurance, the slave trade, the spread of English, Greenwich Mean Time.

B PRE-WATCH VOCABULARY: TASKS 3 AND 4

9 minutes • p. 2 • individual, then pairs

RATIONALE

Task 3 pre-teaches the names and terms that would otherwise block comprehension. Task 4 supplies the formal vocabulary students need later for their research notes and presentations.

- 1 Students do Task 3 alone, then compare with a partner. (3 min)
- 2 Check as a class. Drill the items students mispronounce: *Thames* /temz/, *Londinium* /lɒn'dɪniəm/, *Magna Carta* /ˌmæɡnə 'kɑ:tə/. (2 min)
- 3 Students do Task 4 alone. Remind them of the instruction: "One word needs to change its form. Which one?" (3 min)
- 4 Pairs compare, then confirm on the board. Check meaning quickly: "If a population is decimated, is a small or a large part lost?" (Large.) "Is a pivotal moment minor or decisive?" (Decisive.) Mark the stress: **inf**rastructure, **pi**votal, **de**cimated, **ex**cavate, **metr**opolis. (1 min)

ANSWERS • TASK 3: VOCABULARY MATCHING

1	2	3	4	5	6	7	8	9	10
b	a	e	f	i	c	j	h	d	g

ANSWERS • TASK 4: GAP-FILL

- | | |
|-------------------|--|
| 1. infrastructure | 5. commercial (from <i>commerce</i>) |
| 2. thriving | 6. metropolis |
| 3. decimated | 7. excavate |
| 4. reconstruction | 8. pivotal |

Students who write *pivotal* in 5 will have only *commerce* left for 8, where it does not fit. Use that to send them back to sentence 5.

C WHILE WATCHING: TASKS 5 AND 6

33 minutes • p. 3 • individual, then pairs

RATIONALE

Reading the tasks first gives students a reason to listen. Task 5 tracks the overall sequence; Task 6 tests detail. The Not Given option forces students to rely on the video and not on general knowledge. Twenty-four minutes is a long listen, so one short pause keeps weaker listeners from losing the thread.

- Students read Tasks 5 and 6 in silence. Check the Not Given idea: *"If something is true in real life but the video doesn't say it, what do you write?"* (NG.) (2 min)
- Say: *"The video is 24 minutes and you will watch it once. Number the events in pencil as you hear them. The six statements in Task 6 follow the order of the video."*
- Play the first half without stopping. (about 12 min)
- Pause at the end of the medieval section. Pairs compare their Task 5 numbers so far. Do not give answers. (1 min)
- Play the rest. (about 12 min)
- Pairs compare answers and write corrections for the false statements. (3 min)
- Confirm the Task 5 order on the board. For Task 6, ask for the evidence behind each answer: *"What did the narrator say?"* If the class is split on statements 5 or 6, replay that section only. (3 min)
- Send students back to their Task 1 timeline: *"Which of your guesses did the video mention?"*

ANSWERS • TASK 5: TIMELINE ORDERING (LAID OUT AS ON THE WORKSHEET)

8	The Great Fire destroys much of London	3	William the Conqueror invades from Normandy
1	The Romans found Londinium on the Thames	4	The Magna Carta is signed at Runnymede
5	Elizabeth I presides over a cultural golden age	7	The Great Plague kills thousands of Londoners
10	The Blitz devastates large parts of the city	9	Victoria is crowned, beginning an era of empire
6	The East India Company is founded	2	Anglo-Saxons re-establish London as a trading hub

This is chronological order: Elizabeth I's reign (1558–1603), the East India Company (1600), the Great Plague (1665), the Great Fire (1666), Victoria (1837). Adjust it if the narrator introduces an event out of sequence. If the video mentions the Black Death of 1348, tell students that the plague item means 1665.

ANSWERS • TASK 6: TRUE, FALSE OR NOT GIVEN

- T** 1 The Romans established Londinium as a major commercial centre on the Thames.
- F** 2 Correction: after the Romans left, London entered a period of instability and decline before the Anglo-Saxons re-established it.
- T** 3 Magna Carta limited royal power and laid the groundwork for modern democracy.
- T** 4 The plague struck in 1665 and the fire in 1666.
- NG** 5 The video covers London's role in empire but does not say the empire was the world's largest.
- NG** 6 The video does not compare the damage of the Blitz with that of the Great Fire.

Statement 5 is true in real life, so expect some students to write T. Ask them where the video says it.

D GRAMMAR FOCUS: TASKS 7 AND 8

12 minutes • p. 4 • class, then individual

RATIONALE

Meaning is checked before form, using an example from the lesson content. Because the structure is revision at C1, most of the time goes on practice and on the harder passive and modal forms.

- Write on the board: "If the Normans hadn't invaded in 1066, English might have developed very differently."
- Ask concept questions: "Did the Normans invade?" (Yes.) "Did English develop differently?" (No.) "Past or present?" (Past.) "Real or imagined?" (Imagined.)
- Elicit the form onto the board, then let students compare it with the box on p. 4. Point out *might have* and *could have* for less certain results, and the passive forms *hadn't been founded* and *wouldn't have been rebuilt*.
- Drill the contractions: *hadn't* /'hædnt/, *would have* /'wʊdəv/, *wouldn't have* /'wʊdəntəv/. Build one full sentence up from its last words. (4 min for steps 1–4)
- Students complete Task 7 alone, then compare in pairs. Check as a class and ask which results could also take *might* or *could*. (5 min)
- Students write three sentences for Task 8. Fast finishers add one with *might have* and one in the passive. Put one sentence with an error on the board for the class to correct. (3 min)

ANSWERS • TASK 7: THIRD CONDITIONAL

	If-clause	Result clause
1	hadn't chosen	wouldn't have grown
2	hadn't won	wouldn't have developed
3	hadn't been ("signed" is printed)	would have remained
4	hadn't been founded	wouldn't have built
5	hadn't swept	wouldn't have been rebuilt
6	hadn't suffered	would have survived

Accept full forms (*had not*, *would not have*). Accept *might* or *could* in the result clause where the meaning is sensible, for example "might have survived" in 6.

ANSWERS • TASK 8: SAMPLE ANSWERS

- If the plague hadn't killed so many people, London's population would have recovered far more quickly.
- If the Anglo-Saxons hadn't settled in London, the old Roman city might have stayed abandoned.
- If Queen Victoria hadn't expanded the British Empire, London wouldn't have become such a wealthy and international city.

E SPEAKING: HISTORY AND HYPOTHETICALS

8 minutes • p. 5 • new pairs or threes

RATIONALE

This is the fluency stage. Students use the structure to say what they actually think, and the final prompt lets them apply it to their own country's history.

- 1 Regroup students into new pairs or threes so they hear different ideas.
- 2 Say: *"Discuss at least three of the questions. Use the third conditional where it sounds natural. Give reasons and ask each other follow-up questions."* Model one short answer with a follow-up question.
- 3 Monitor without interrupting. Note good language and errors, especially "If it would have..." and "would of". (6 min)
- 4 Take one interesting idea per group, then correct three or four noted errors on the board without naming the speakers. (2 min)

SAMPLE ANSWERS

- If the Romans hadn't built Londinium, the capital might have been Colchester, the first Roman capital, or Winchester, the later Saxon one.
- If the Great Plague hadn't killed so many people, overcrowding in the poorest parishes would have been even worse.
- If the East India Company hadn't been founded, Britain might still have traded with Asia, but it probably wouldn't have ruled India.
- If the Blitz hadn't happened, more of Wren's churches and the Victorian docks would have survived, and fewer post-war tower blocks would have been built.
- The final prompt is personal. Check the form, not the history.

F POST-WATCH DISCUSSION: TASK 9

3 minutes • p. 5 • pairs

RATIONALE

A quick recall of the four events shows students where their knowledge is thin, which gives them a reason to research.

- 1 Say: *"Thirty seconds per card. Say what you remember and skip what you don't."*
- 2 Skip detailed feedback. Ask: *"Which event do you know least about?"* Then: *"That might be the one to choose for your research."*

ANSWERS

Answers depend on what students recall from the video. The reference notes in section 6 cover all four events.

Research task, pp. 6–8: 13 minutes in class, finished as homework**RATIONALE**

Students find, check and condense information in their own words, then reuse the lesson's vocabulary and grammar in the reflection sentence. Starting Event 1 in class lets you check research technique before students work alone. The compulsory event gives everyone shared content; the chosen event means each presentation tells listeners something new.

- 1 Read the instruction box on p. 6 together. Check understanding: *"How many events?"* (Two.) *"Which one must everyone do?"* (The East India Company.) *"Full sentences or notes?"* (Notes.) (2 min)
- 2 Say: *"Use the sites named on the sheet. If a fact surprises you, check it on a second site. Write notes in your own words and record your sources."*
- 3 Students start the Event 1 card. Monitor: help with search terms and stop anyone copying whole sentences. (11 min)
- 4 Students choose their Event 2 option before they leave. Spread the four options across the class so that presentation groups hear different events.
- 5 Set the homework: *"Finish Event 1, complete your Event 2 card, write both reflection sentences, and plan a three-minute talk using page 9."* (2 min)

Presentations, p. 9: 20 minutes at the start of the next lesson**RATIONALE**

A short structured talk gives extended speaking practice and a real audience for the research. The four steps on p. 9 make sure the third conditional and an opinion are included. Groups of three give every student a turn in the time available.

- 1 Give students two minutes to look over their notes and the four-step structure on p. 9. (2 min)
- 2 Put students in groups of three with different Event 2 choices.
- 3 Say: *"Three to four minutes each. Listeners, note one fact you didn't know and ask one question at the end."* Keep time and call each changeover. (14 min)
- 4 Monitor and note language for feedback, especially third conditional forms.
- 5 Close with a class vote: *"Which event had the greatest impact on London today?"* Take two reasons, then give brief feedback on language. (4 min)

Model answers for checking students' cards. Figures may differ slightly between sources, so accept reasonable variation.

Event 1: The East India Company (1600), compulsory

Date founded and by whom	31 December 1600. Elizabeth I granted a royal charter to a group of London merchants. The first governor was Sir Thomas Smythe.
Original purpose / aim	To win a share of the spice trade with the East Indies, then dominated by the Portuguese and Dutch. The charter gave a monopoly on English trade east of the Cape of Good Hope.
Key countries / regions	India (Surat, Madras, Bombay, Calcutta), the Spice Islands of modern Indonesia, and later China for tea.
How it changed London's economy	Imports of spices, cotton, silk, indigo and tea. East India House stood in Leadenhall Street and the East India Docks opened at Blackwall in 1806. As an early joint-stock company it helped establish share trading in the City.
Role in the British Empire	It moved from trading to ruling. After the Battle of Plassey in 1757 it controlled Bengal, and it governed much of India with its own army until 1858.
When and why it ended	It lost its trade monopolies in 1813 and 1833. After the Indian Rebellion of 1857, the Government of India Act 1858 passed its powers to the Crown. It was dissolved in 1874.
Possible surprising facts	Its private army reached about 260,000 soldiers in the early 1800s, roughly twice the size of the British Army. The tea thrown into Boston Harbor in 1773 was Company tea. It ran the opium trade into China.
Sample reflection	"If the East India Company hadn't been founded, Britain might not have gained control of India."

Option A: The Great Plague of London (1665)

What caused it / how it spread	Bubonic plague, caused by the bacterium <i>Yersinia pestis</i> and carried by fleas on rats. Overcrowded, dirty housing and a hot summer helped it spread.
How many died and areas affected	68,596 deaths were recorded; the real total is estimated at about 100,000, between a fifth and a quarter of Londoners. It began in St Giles-in-the-Fields and hit the poor parishes outside the walls hardest.
How the authorities responded	Infected houses were shut up for 40 days and marked with a red cross. Watchmen guarded the doors, the dead were collected at night for plague pits, and stray dogs and cats were killed. The king and court left London; the Lord Mayor stayed.
How it came to an end	Deaths peaked in September 1665 at over 7,000 in one week, then fell through the winter. Cases continued into 1666. The Great Fire is often credited, but the epidemic was already fading and the fire did not reach the worst-hit suburbs.
Long-term impact	It was the last major plague epidemic in England.
A key figure	Samuel Pepys, who recorded it in his diary. Also Daniel Defoe, author of <i>A Journal of the Plague Year</i> (1722), and the Lord Mayor, Sir John Lawrence.
Sample reflection	"If the Great Plague hadn't spread so rapidly, the authorities might have contained it in a few parishes."

Option B: The Great Fire of London (1666)

How and where it started	In the early hours of Sunday 2 September 1666 in Thomas Farriner's bakery on Pudding Lane. A dry summer, a strong east wind and closely packed timber houses spread it.
Scale of destruction	It burned for four days. About 13,200 houses, 87 parish churches, old St Paul's Cathedral, the Guildhall and the Royal Exchange were destroyed, around four-fifths of the walled City. Fewer than ten deaths were recorded.
What the rebuilding involved	Wren and others proposed grand new street plans, but these were rejected because owners wanted their plots back. The City was rebuilt mostly on the old street pattern, in brick and stone, over several decades.
New building regulations	The Rebuilding Act of 1667 required brick or stone walls, banned overhanging upper storeys, set standard house types and widened key streets.
Key figure in the rebuilding	Sir Christopher Wren, who designed the new St Paul's and 51 City churches. Robert Hooke surveyed the City and worked with him.
One lasting legacy today	St Paul's Cathedral (completed 1711); the Monument near Pudding Lane; fire insurance companies, which began in the 1680s; modern building regulations.
Sample reflection	"If the Great Fire hadn't destroyed so much of the city, Wren wouldn't have built the St Paul's we know today."

Option C: The Signing of the Magna Carta (1215)

Why it was created	King John's failed and costly wars in France, heavy and arbitrary taxes, and his quarrel with the Pope. Rebel barons seized London in May 1215 and forced him to negotiate.
Main contents / key rights	63 clauses. The king is subject to the law. No free man may be imprisoned without lawful judgement. Justice may not be sold, denied or delayed. No new taxes without common consent. The liberties of the City of London are confirmed.
Who was involved	King John, the rebel barons led by Robert Fitzwalter, and Archbishop Stephen Langton as mediator, at Runnymede on 15 June 1215. John sealed the charter; he did not sign it.
Immediate impact	It failed at first. The Pope annulled it within ten weeks and civil war followed. It was reissued in 1216, 1217 and 1225.
Influence on modern law / democracy	It shaped habeas corpus, the Petition of Right (1628), the US Constitution and Bill of Rights, and the Universal Declaration of Human Rights. Three clauses remain in English law.
Where you can see a copy	Four originals from 1215 survive: two in the British Library, one at Lincoln Castle and one at Salisbury Cathedral.
Sample reflection	"If the barons hadn't forced King John to sign the Magna Carta, the principle that the king must obey the law might have taken far longer to develop."

Option D: The Norman Conquest (1066)

Causes of the invasion	Edward the Confessor died childless in January 1066 and Harold Godwinson was crowned. William of Normandy claimed Edward had promised him the throne. Harald Hardrada of Norway also invaded.
What happened at Hastings	14 October 1066. Harold's army had just marched south from the Battle of Stamford Bridge. Norman cavalry and archers broke the English shield wall after a day-long battle, and Harold was killed.
Changes William made to London	He was crowned in Westminster Abbey on Christmas Day 1066, issued a charter confirming Londoners' rights, and built fortresses to control the city.
Impact on the English language	French became the language of court, law and government for about 300 years. Thousands of French words entered English, such as <i>justice</i> , <i>parliament</i> , <i>beef</i> and <i>pork</i> .
Buildings commissioned after 1066	The White Tower at the Tower of London (begun about 1078), Westminster Hall (1097, under William II), and castles and cathedrals across England.
Legacy that survives today	The Tower of London, the Domesday Book (1086), a French-influenced vocabulary, and a system of land ownership and aristocracy.
Sample reflection	"If the Normans hadn't invaded in 1066, English would have remained a far more Germanic language."

7 ANTICIPATED PROBLEMS AND DIFFERENTIATION

Problem	Solution
<i>Would have</i> in the if-clause: "If the Romans would have chosen..."	Board the two clauses in different colours and ask: "Which clause has <i>would</i> ?"
"Would of" in writing	Write <i>would've</i> on the board and show that 've is <i>have</i> .
Passive forms in Task 7, sentences 3–5	Ask: "Who founded it? Do we say?" Then elicit <i>be</i> + past participle.
Little knowledge of British history	Accept guesses in Task 1 and pair stronger and weaker students.
Attention drops during a 24-minute video	Keep the mid-point pause. Tell students in advance that the ten events are spread across the whole video.
Students miss a Task 6 answer	Replay only the section the class disagrees on, with subtitles on.
Copying whole sentences in the research	Point to the two-line boxes: notes only, in their own words, with the source recorded.

STRETCH FOR STRONGER STUDENTS

Introduce inversion: "Had the Normans not invaded, English would have developed differently." Add mixed conditionals for present results: "If the Romans hadn't founded Londinium, London wouldn't be the capital today."

SUPPORT FOR WEAKER STUDENTS

Give the frame "If + subject + hadn't + past participle, subject + wouldn't have + past participle" on a slip to keep during Section E.