

TEXT	'THE SUNDAY MARKETS' from <i>LONDON LABOUR AND THE LONDON POOR</i> (1865)
AUTHOR	Henry Mayhew
THEMES	Routines, food (unit 2), special days (unit 4), history (unit 5), London (unit 5), jobs (unit 6), buying things (unit 10), towns (unit 14)
VOCABULARY	Movement, activity, city life, food, buying and selling
WRITING	Students create a poster for a market.
SPEAKING	Role play buying and selling in a market

BACKGROUND INFORMATION

Henry Mayhew (1812–1887) was a British writer and social reformer who documented the lives, jobs, living conditions and communities of working people in London in the Victorian era. Though far less famous than his contemporary Charles Dickens, Mayhew wrote what is now considered some of the best historical descriptive prose in English literature. Mayhew was closer to contemporary investigative journalism than to Victorian fiction. He uses a *camera eye* technique to describe what he sees in great detail. He is not judgmental but his descriptions often have the effect of showing the pain and suffering poor Londoners experienced on the dark side of industrial and economic progress. Mayhew was one of a number of socially-concerned Victorians who tried to improve living conditions for the poor. In the extract, he comments on how men were often paid in the pubs as a way of forcing them to buy drinks for their bosses. This practice, and many others, were made illegal due to the influence of writers like Mayhew.

WARMER

Online (on YouTube for example), find audio for 'busy market sound effects/white noise/ambient sounds'. You will find lots of examples. Choose one to use in class. Before giving out the worksheet, tell students to close their eyes and listen to the audio. They should try and imagine the scene as they listen. Play about two minutes of the audio, then ask them to tell each other what they 'saw'.

ABOUT YOU

Use the discussion questions to elicit information about markets students have seen, at home or in other towns or countries. Build up a list of different suggestions – fruit markets, clothes, antiques, fish, etc. If there is a well-known market nearby, ask students if they have been there, what it looks like, etc.

Read the introduction and ask students what they think life was probably like for poor people in London at that time. There are a lot of striking photographs of, for example, child labour from that time. You could show one or two of these and ask students to imagine how the children lived.

1 The warm-up activity and questions prepare students for the extract. After reading the text, ask students to tell each other how they picture the market.

- 2**
- 1 People are buying their Sunday lunch because some don't get paid until Saturday night.
 - 2 Meat, vegetables, breakfast, dinner (*bread* is also possible if we assume the customers surrounding the baker are buying bread).
 - 3 Less traffic – the streets are quiet and empty, shops are closed, people wear shiny clothes, you can walk safely in the road, it's a rest day.
 - 4 Because it tells us that people are moving very quickly to do their shopping – they are very active.

VOCABULARY

3

Answers

- 1 shiny
- 2 crowded
- 3 paid
- 4 pavement
- 5 surrounded

4 Suggested activity: word race

Put students in teams. Tell them to write three shiny things on a piece of paper for the first task. Each group has a 'runner' who brings the paper to you. If the words are correct, they go onto the next one. If there is a mistake, underline the wrong word. The runner takes the paper back to their group and returns with a new word. The first group to finish is the winner.

MIXED ABILITY

This exercise can be done in harder and easier ways. Stronger groups have to think of as many words as they can for each question (perhaps with a time limit) whereas weaker groups only have to find three.

WRITING

- 5** If you can find any examples of adverts for markets, look at them with the whole class and discuss what they show and say. Establish that an effective poster should combine written text and images/graphics. Explain that groups should answer all the questions as written information on their poster, but they can invent any market they want. It might be in another country, another time or even be something fantastic. Depending on how much time they have, the visuals could be drawn, or be pictures stuck on the poster.

SPEAKING

- 6 Elicit and suggest language for buying and selling in preparation for this role play: *How much is x? Have you got y? I want to buy z. I'm looking for x of course! How about this one? This is very cheap. This is the best, etc.*

MIXED ABILITY

Weaker students work together practising short, simple buying and selling conversations. Stronger students haggle. Model language that they can use like 'I'll give you 10'. 'That's worth 20!' 'OK, how about 12?' '12?' 'It costs me 12. But you can have it for 19', etc. Students haggle, then change partners to see who can get the lowest or highest price.