

Level: Elementary – Intermediate (A1–B1)

Age: Teenagers

Time: This lesson can be divided up in various ways to suit the time you have with your students. Below are three time options that you can choose from depending on the length of your class. However, these are just suggestions and there are many other ways you could divide the lesson up.

90 minutes – Complete all activities in The wall and Fly on the wall.

60 minutes – Complete all activities in The wall and Fly on the wall but students design their walls for homework.

45 minutes – Complete all activities in The wall and Fly on the wall but without the idioms tasks, and students design their walls for homework.

Summary: This lesson is divided into two sections: The wall and Fly on the wall. Students will (depending on the length of the lesson):

- 1 identify styles of decoration;
- 2 look at examples of slogans;
- 3 design a bedroom;
- 4 complete a description of a room;
- 5 describe their own room;
- 6 learn some wall idioms;
- 7 practice active listening.

Key skills: Speaking, reading, listening

Subskills: Speculating and guessing, prepositions of place, idioms, phrases for active listening

Materials: One copy of The wall and Fly on the wall per student

THE WALL

1 Hand out The wall worksheet 1. Students complete the These four walls activity, matching each wall to its description.

2 Check the answers as a class. Take a quick survey to find out how many students prefer each style of decoration.

Key: 1 d; 2 c; 3 a; 4 b

3 Next, students are going to create a slogan for their bedroom walls. Tell them to look at the five examples in the Slogans activity and match each one to the corresponding description.

4 When they have finished, ask students to compare their answers in pairs. Then check the answers as a class.

Key: 1 *Don't worry Be happy*; 2 *Save the whales!*; 3 *mack2016*; 4 *I ♥ NY*; 5 *BOYS ONLY NO GIRLS ALLOWED*

5 Explain to students that they are now going to design their own walls. Hand out copies of The wall worksheet 2. Tell them that they can use the slogans and the pictures in the previous activities for ideas. Explain that they should decide on a decoration style and that they can use one of the styles in the pictures or invent their own style. Give students a time limit to draw and write on their walls.

6 When they have finished, ask them to compare their walls in pairs. Explain that they should try to guess what style their partner has chosen and figure out what any slogans mean. Direct students to the Phrasebook, which contains language used to make guesses and check for confirmation. Encourage them to use the phrases as they talk about each other's walls.

Alternatively, the wall can be used just for slogans. Ask students to write one slogan on the wall and then pass their copy of the wall on to the next student, who adds another slogan. The students keep passing the copies around until they arrive back at the original student, who should now have a wall covered in slogans created by

all the students in the class. They can then discuss the possible meanings of the slogans on their wall with a partner, using the speculating language in the Phrasebook.

FLY ON THE WALL

1 Students sit face-to-face with another student in the class. They ask the other student to describe the wall behind them without looking at it. They can give each other help, if needed. When they have finished, ask several pairs to say which person gave a more complete description.

2 Hand out copies of the Fly on the wall worksheets. Ask students to look at the drawing of Oliver's wall and use it to help them complete his description with the correct words.

3 Check the answers as a class. Then ask students to test each other in pairs. One student covers the words and the text on the worksheet; the other student reads the text, stopping every time there is a blank. The student's partner must try to remember the correct phrase to fill in the blank.

Key: 1 behind; 2 in the middle of; 3 above; 4 to the left of; 5 in the middle of; 6 to the right of; 7 in front of; 8 behind; 9 to the right of; 10 below

4 Ask the students to draw a picture of their own bedroom wall and write a description of it. Remind them to use the language from the previous activity to help them. When the description is complete, have them read it to a partner. The other student has to listen and draw the wall. When they have finished, students compare their drawings. Are there any major differences?

5 Explain to students what an idiom is (*an expression whose meaning is different from the meaning of the individual words*; e.g., "to have your feet on the ground" is an idiom meaning "to be practical"). Tell students that the next activity will introduce them to idioms containing the word *wall*. They must try to figure out the correct meaning.

6 Check the answers as a class and answer any questions the students may have about the meanings of the idioms.

Key: 1 a; 2 b; 3 a; 4 c; 5 b

7 Next, students will use each idiom in a different context. Tell them to complete the Wall idioms practice activity.

8 Let students compare their answers in pairs before checking the answers as a class.

Key: 1 his back's against the wall; 2 it's like talking to a brick wall; 3 a fly on the wall; 4 off-the-wall; 5 driving me up the wall; 6 the writing's on the wall

9 Direct students' attention to the Phrasebook, which gives them language for active listening. Go over the language with them. Ask students to respond to what you say using the language in the Phrasebook as you tell them about a time when you wished you could be a fly on the wall. Then tell them what really drives you up the wall and have them respond using the language again. Ask students to think of a time when they wished they could be a fly on the wall and then to tell their partner about it. Then, ask them to tell their partner what really drives them up the wall. They should respond using the language you practiced.

HOMEWORK TASK

Ask students to search the internet for teenage bedroom styles that they like. Suggest they use search terms such as "amazing teenage bedrooms" and "best bedroom styles." Students can choose the room they like best and write about it, describing it and saying why they like it. You may want to ask them to write a slogan that they think represents the style of the room.

Note: You may feel that some Banksy graffiti is not appropriate for your students, in which case point them towards less controversial examples of his work and ask students to write about one of those. Give them the following search terms so that they can search for the graffiti on Google Images: *Chalk Farm maid; follow your dreams cancelled; cave paintings removal; flower thrower.*

THESE FOUR WALLS

Match each of the walls to the correct description below.



A



C



B



D

Descriptions

- Favorite hobby.** Decorate your walls with posters, photos, and objects that reflect your main interests. Use any cool objects that represent the stuff you love!
- Practical.** Use your walls to store your stuff, especially big things. It saves closet and floor space and looks really awesome!
- Academic.** Do you have a favorite school subject? Decorate your wall with maps, travel posters, or pictures of famous people. Use whatever inspires you!
- Adaptable.** Turn your bedroom wall into a blackboard and use it to practice math formulas, draw amazing art, or track scores of your favorite team! The best thing is that you can erase it and start over!

SLOGANS

Express yourself and personalize your room with a slogan that says something about who you are or what is important to you. Match the slogans to the descriptions.

mack2016 SAVE THE WHALES!
 DON'T WORRY I ♥ NY
 BE HAPPY
 BOYS ONLY NO GIRLS ALLOWED

- Write a message.** Take a message from a song, a book, or a movie, or create your own!
- Support a cause.** If you support a cause, use a slogan that shows your support.
- Write your tag.** Make a sign with the tag or username you use for your favorite social media site.
- Declare your love.** This slogan was originally part of a campaign to attract tourists to New York City in the early 1970s. Now you can use it for any place, person, or thing.
- Defend your territory.** Your room is your castle. Defend it from invaders!

DESIGN YOUR OWN WALL



PHRASEBOOK

Making guesses

I think this is / means ...
I guess ... stands for ...
I think you used this design style because ...
Is this a ... / for your ... ?

Asking for confirmation

Is that right? / Am I right?
Am I far off?

Speculating

I wonder if you should ...
This might be for your ...
This looks like ...
I'm not sure, but maybe this means ...



DESCRIBING A WALL

Look at this drawing of Oliver's wall. Complete the description using the words below.



to the left of
to the right of

below
above

in the middle of
behind

to the right of
in front of

behind
in the middle of

I'm looking at it right now. It's the wall _____ (1) my computer. Right
 _____ (2) it, there's a bulletin board. There's not much on it at the moment – just a couple
 of notes reminding me to do things. _____ (3) the bulletin board, there's a long poster of
 the Himalayas with Mount Everest in the middle. I went to Nepal two years ago but it was the monsoon season and
 too cloudy to see the mountains, so I bought this poster instead! _____ (4) the bulletin
 board, there's a shelf. _____ (5) the shelf there are some books. _____
 (6) the bulletin board, there's a really beautiful painting from Indonesia. On the painting, there's a woman sitting
 _____ (7) a very small house with a tree _____ (8) it.
 _____ (9) the painting, there's a poster from Machu Picchu in Peru. On the poster you can
 see some of the Incan ruins and some big mountains. And, _____ (10) the shelf, there are
 some vacation photos.

WALL IDIOMS MEANING

Choose the best definition for each wall idiom. The idioms are in bold.

- 1 Callum's inviting Emily to dinner tonight. He's going to ask her to marry him. I wish I could **be a fly on the wall!**
 - a. be there and not be seen
 - b. stop it from happening
 - c. be there and make them feel uncomfortable

- 2 He always plays techno music when he's at home. **It drives me up the wall.**
 - a. It makes me want to get up and dance.
 - b. It really annoys me.
 - c. I have to go upstairs so I can't hear it.

- 3 Chloe? She's the one who wears really **off-the-wall** clothes.
 - a. strange
 - b. horrible
 - c. standard and boring

- 4 I've tried to convince her not to start boxing, but **it's like talking to a brick wall.**
 - a. You can't understand what she says.
 - b. She can't hear what I say.
 - c. She won't listen.

- 5 I know I said I'd help you, but I can't right now. There's a serious problem at work, and **my back's against the wall.**
 - a. I have a bad back.
 - b. I'm in a very difficult situation.
 - c. I'm really worried.



WALL IDIOMS PRACTICE

Complete the sentences with the idioms below.

it's like talking to a brick wall

driving me up the wall

a fly on the wall

the writing's on the wall

his back's against the wall

off-the-wall

- 1 The soccer coach was really popular, but _____ after all those terrible results.
- 2 I keep telling her to clean up her room, but _____.
- 3 I'd love to be _____ when John goes to see the school director!
- 4 She has these really _____ ideas. I don't know whether she's joking or being serious.
- 5 Hey! Will you stop sniffing? It's _____.
- 6 Some people think _____ for the printed page and that books will disappear now that people have e-readers and tablets.

Think of a time that you wished you could be a fly on the wall. Then tell your partner about it.

Now tell your partner what really drives you up the wall.

Use the phrases in the box below to show you are listening and encourage your partner to continue talking.

PHRASEBOOK

Reacting to what your partner is saying

Yes, that would be fascinating.

Wow!

Yes, that would drive *me* up the wall too.

I can see why that annoys you.

Oh, how annoying!

Showing you are listening

Ah, OK.

I see.

Encouraging your partner to say more

Really?

So what happened next?

Tell me a bit more about that.