


Film and TV

TV / Home makeover series

Teacher's notes

It would then only be necessary to quickly correct these parts in class. The exercises which could be done as preparatory homework are marked with a symbol. 

Age: Teenagers/Adults

Level: Pre-intermediate (A2)

Time: 90+ minutes (plus an optional writing exercise for homework)

Activity: In this lesson, students will:

1. practise speaking about homes (buildings, furniture, design);
2. improve listening comprehension of real-life English by watching two video clips of a TV series from the UK;
3. focus on functional language for expressing opinion;
4. utilise new language from this lesson to negotiate and plan the design of a bedroom.

Language focus: speaking, listening, vocabulary

Materials: one copy of the worksheet per student, a PC or projector, an internet connection in the classroom

1. Vocabulary (5 minutes)

Aims: to create interest in the topic of the lesson, to provide students with vocabulary to describe parts of a home

Procedure: Students work in groups of three. Read aloud the task instructions from the student worksheet, then refer students to the two examples in the box. Students might not understand the word 'hallway' so make sure to elicit the correct meaning (this word will reappear in Task 6b so it is quite important that students understand it now).

Give students one minute to write words in the box. When the time is up, ask each group to provide one worksheet. Pass this worksheet to a different group for correction. Monitor the groups as they correct each other's suggested words and help them to resolve doubts. When everyone is finished, ask groups to add up the total number of correct words for the other group, and then choose the winning group. Finally, on the board, provide feedback on useful words to describe parts of a house.

Key (suggested answers):

hallway, living room, bathroom, bedroom, kitchen, dining room, garden, stairs/staircase, loft, basement/cellar, garage, nursery, study/office

2. Vocabulary (10 minutes)

Aims: to check vocabulary related to home and furniture that students may already know, to study new 'furniture' vocabulary that will help students to understand the videos in later tasks

Procedure: For Task 2a, students work in pairs. Ask them to look at Picture A and Picture B and simply to name the items of furniture that they are able to identify in English. Allow them about a minute or so to do this, monitoring them as they speak. When the time is up, write some of the words that they have suggested on the board.

Note: If you are teaching this as a flipped lesson, the students will already have seen vocabulary for the furniture in these pictures in Task 2b. In this case, Task 2a

Notes:

1. This lesson is aimed at lower-level learners (approximately A2). However, certain vocabulary from this lesson would typically belong at higher levels. This is because the videos referred to are authentic and therefore not graded for language learners. You may wish to let students know that a small number of words from the lesson (e.g. 'kitsch', 'functional') are from a higher level. Tell students that they shouldn't worry if they find the lesson challenging or if they hear certain words that they don't understand.
2. This lesson contains exercises which focus on listening, speaking, vocabulary and functional language. If you wish to maximise class time for listening and speaking, you could ask students to complete the reading and vocabulary exercises as preparatory homework before the lesson.

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will serve as a revision of the vocabulary that they've seen for homework.

Students work in the same pairs for Task 2b. Read the instructions from the worksheet aloud. Then focus on the first word, 'carpet', as an example. Elicit the answer that a carpet is only visible in Picture A and so students must write 'A' in the corresponding part of the table. Allow students a few minutes to complete the table. Monitor and help weaker students. Finally, elicit the correct answers, focusing on correct pronunciation.

Key:

Items in a house	Picture A, Picture B, or both pictures?
a carpet	A
a lamp	A
drawers	B
curtains	A
blinds	Both pictures
a cupboard	A
a plant	A
a mat	B
a cot	B
shelves	Both pictures
a desk	A
an armchair	Both pictures
floorboards	B

3. Speak (10 minutes)

Aims: to personalise and develop interest in the topic of the lesson (homes, buildings, design), to provide speaking practice, to identify target language related to homes that students might already know

Procedure: To stimulate conversation for this task, you may wish to first show some pictures of buildings on the board. These could be internationally-famous buildings or well-known buildings in the city/region where your students are currently living. Then ask students to discuss the questions from Task 3 in pairs. Monitor their responses. At the end of the activity give some feedback, drawing attention to good language that students used. Focus particularly on language used that will be useful for the lesson (related to rooms and furniture).

4. Vocabulary, listen and speak (25 minutes)

Aims: to study adjectives that will help students to understand a short video, to practise listening to and understanding a TV clip, to provide speaking practice on topics related to homes and design

Procedure: Ask students to work in pairs. Give them a few minutes to complete the vocabulary task, 4a. Monitor as they do this and help weaker students. Finally, elicit the correct answers and focus on pronunciation of new words.

Key:

Adjectives to describe a house	Definition
1. beautiful	(4) colourful design which is funny but not classic
2. bright	(3) related to a feeling of love
3. romantic	(1) very pretty; very attractive
4. kitsch	(5) typical of a child
5. childish	(2) full of light; not dark

Read aloud the worksheet instructions for Task 4b. Elicit the meaning of the words 'amateur' and 'redecorate' to ensure that students have understood the basic idea of the TV show. Then ask students to read the five True/False sentences. They should do this in pairs and help each other to understand the sentences. Play the video ('Cartoon room – Your Home In Their Hands: Episode 6 – BBC One' www.youtube.com/watch?v=AaOqbzpPv5A) and ask students to briefly compare answers to the five questions. Play it again and let students decide their final answers. Finally, elicit the correct answers.

Key:

- a. False – the woman thinks it looks bigger but the man thinks it looks smaller
- b. True – the man says that he likes the bed, the carpet and the lamp
- c. False – she says that the room is much brighter now
- d. True – the woman tells her daughter that none of her friends have a room like this one
- e. False – the daughter says that the room is not what she wanted at all

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Ask students to discuss the questions in Task 4c in pairs. Give feedback. Focus on language that students have used which will be relevant to the following activity (expressing likes/dislikes).

5. Functional language (5 minutes)

Aims: to focus on language related to expressing like/dislike, to study expressions that will help students to understand the video for the next task, to provide expressions that students can use to talk about their opinions in later speaking tasks

Procedure: Students work in pairs. Tell them that they are going to focus on useful expressions for talking about their opinions. All the expressions have been taken from the two videos for this lesson. As an example, elicit the correct answer to the first gap. Then allow students a minute or two to complete the task. Finally, elicit the correct answers. Focus on natural-sounding intonation for the expressions.

Key:

<i>I like it</i> 	<i>50/50</i> 	<i>I don't like it</i>
<ul style="list-style-type: none"> • <i>I love it.</i> • <i>That's nice.</i> • <i>I quite like it.</i> 	<ul style="list-style-type: none"> • <i>I'm undecided about it.</i> • <i>I don't know.</i> • <i>I'm not sure about it.</i> • <i>I don't dislike it.</i> • <i>I don't mind it.</i> • <i>I can live with it.</i> 	<ul style="list-style-type: none"> • <i>I hate it.</i> • <i>I'm not a big fan of it.</i> • <i>It's not what I wanted.</i> • <i>Oh dear!</i> • <i>I don't really like it.</i>

6. Vocabulary, listen and speak (25 minutes)

Aims: to study adjectives that will help students to understand a short video, to practise listening to and understanding a TV clip, to provide speaking practice on topics related to homes, furniture and design

Procedure: Ask students to work in pairs. Give them a few minutes to complete the vocabulary task, 6a. Monitor as they do this and help weaker students. Finally, elicit the correct answers and focus on pronunciation of new words.

Key:

Words to describe a house	Definition
1. <i>feminine</i>	(5) <i>designed to do a specific task (but not always designed to look attractive)</i>
2. <i>a nightmare</i>	(3) <i>very different to the old version</i>
3. <i>radical</i>	(4) <i>easy to use</i>
4. <i>practical</i>	(1) <i>typical of a woman/girl</i>
5. <i>functional</i>	(2) <i>terrible, like a bad dream</i>

Ask students to read the six True/False sentences in Task 6b. They should do this in pairs and help each other to understand the sentences. Play the video ('The Baileys' makeover reaction – Your Home In Their Hands: Series 1 Episode 2 – BBC One' www.youtube.com/watch?v=qCtTLGKjShc) and ask students to briefly compare answers to the questions. Play it again and let students decide their final answers. Finally, elicit the correct answers.

Key:

- False – the man says, 'Oh dear!' and the woman says that she is shocked*
- True – she says that she is not sure about the carpet*
- True – she says that she is worried about where they can put their clothes*
- False – he says that he doesn't mind the colour pink and that he can live with it*
- False – she says that entering the hallway was a nightmare*
- True – he says that he sees things in a practical, functional way*

Ask students in pairs to discuss the questions in Task 6c. Give feedback. Focus especially on the final question as this is connected to the following task in which students need to imagine that they are designers.



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7. Project: Design a room (10 minutes)

Aims: to consolidate new language from the lesson, to provide spoken practice of language related to homes and expressing opinions

Procedure: Students work in pairs. Tell them that they are going to work as designers for this task. Read aloud Step 1 and Step 2 from the worksheet.

Refer students to the photo of the bedroom on the worksheet. Then allow a minute or so for them to read the information about Peter or Sofia. Monitor as they read and help them to understand the ideas. This information doesn't need to be kept secret, so it's fine if Student A finds out information about Peter or Student B about Sofia.

Read aloud Step 3 and Step 4 from the worksheet. Make sure that all students have understood the task (they might have questions at this stage). Allow five minutes for students to speak and decide how to design the room. Monitor as they do so.

At the end of the task, provide feedback. Try to decide which pair has come up with the best compromise for Sofia and Peter's redecorating tastes.

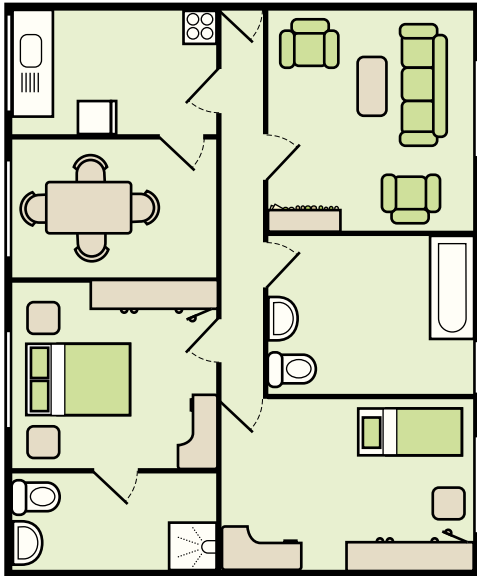
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Worksheet

1. Vocabulary

Work in groups. In the box, write down areas in a house. You have one minute.



Areas in a house

A house has a ...

hallway

living room

2a. Vocabulary

Work in pairs. Look at the pictures below. How many items of furniture can you name in each picture?

Picture A:



Picture B:





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Worksheet

2b. Vocabulary

Look at the photos in Task 2a. Which pictures show which items? (Some are in both pictures.)

Items in a house	Picture A, Picture B, or both pictures?
a carpet	
a lamp	
drawers	
curtains	
blinds	
a cupboard	
a plant	
a mat	
a cot	
shelves	
an armchair	
floorboards	

3. Speak

Discuss the questions below with your classmate.

- Describe your house or flat. You should mention the different areas and the furniture. Do you like living there? Why/Why not?
- What is the most spectacular building you have seen? Describe it.
- Describe a building that you don't like.
- Imagine you were extremely rich. Describe your perfect house.

4a. Vocabulary

In the next task, you will watch a short video about a house in the UK. To help you to understand the video, first match the adjectives to the definitions.

Adjectives to describe a house	Definition
1. beautiful	(4) colourful design which is funny but not classic
2. bright	() related to a feeling of love
3. romantic	() very pretty; very attractive
4. kitsch	() typical of a child
5. childish	() full of light; not dark

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Worksheet

4b. Listen

Watch this clip from the UK TV series *Your Home In Their Hands* (BBC). In this series, amateur designers redecorate a house. The people who live in the house then return to see if they like the new design.

www.youtube.com/watch?v=AaOqbzpPv5A

Listen carefully. Decide if the sentences below are True or False.

- The man and woman think that the bedroom looks bigger now.
- The man likes the lamp.
- The woman thinks that the room needs more light.
- The woman thinks that her daughter's bedroom is very original.
- The daughter says that maybe she will start to like her bedroom in the future.

4c. Speak

Discuss with your classmate:

How does the man in the video feel? How does the woman feel? How does the daughter feel?

Do you like the house's new design? Explain.

There are many TV shows about giving houses a new design. Why do you think these shows are popular?




Do you like DIY*? Explain.

(*DIY = 'Do It Yourself', the hobby of repairing parts of your house and making simple furniture)

5. Functional language

The table below shows expressions for saying that you like or dislike something. Complete the expressions with the words from the box.

live / what / love / hate / sure / dear / nice

<p>I like it</p> 	<p>50/50</p> 	<p>I don't like it.</p> 
<ul style="list-style-type: none"> I _____ it. That's _____ . I quite like it. 	<ul style="list-style-type: none"> I'm undecided about it. I don't know. I'm not _____ about it. I don't dislike it. I don't mind it. I can _____ with it. 	<ul style="list-style-type: none"> I _____ it. I'm not a big fan of it. It's not _____ I wanted. Oh _____ ! I don't really like it.



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Worksheet

6a. Vocabulary

In the next task, you will watch another short video about a house. To help you to understand the video, first match the words to the definitions.

Words to describe a house	Definition
1. feminine	(5) designed to do a specific task (but not always designed to look attractive)
2. a nightmare	() very different to the old version
3. radical	() easy to use
4. practical	() typical of a woman/girl
5. functional	() terrible, like a bad dream

6b. Listen

Now watch another clip from *Your Home In Their Hands* (BBC).

www.youtube.com/watch?v=qCtTLGKjShc

Listen carefully. Decide if the sentences below are True or False.

- When they first enter the house, the man and woman like it.
- The woman says that she doesn't know if she likes the carpet.
- The woman says that the bedroom is not very practical.
- The man hates the colour of the bedroom.
- The presenter says that she loves the hallway.
- The man says that he doesn't usually think about attractive designs.

6c. Speak

Discuss with your classmate:

How does the man in the video feel? How does the woman feel?

Do you like the house's new design? Explain.

When you buy furniture (or clothes), do you prefer items which are practical or attractive?

Would you like to work as a designer? Explain.

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Worksheet

7. Project: Design a room

Sofia and Peter want to redecorate their bedroom. They have £1000 to spend. Work in pairs. You are the designers!

Step 1: Look at the photo of the bedroom as it is now.

Step 2: Student A, read the information about Sofia. Student B, read the information about Peter.

Step 3: Look at the Price List for furniture and other items.

Step 4: You have five minutes to talk together and decide the best way to redecorate the bedroom for £1000.

Good luck!

The bedroom as it is now:



Price List:

(remember, you have £1000 in total)

- £400 – simple wooden floorboards
- £200 – big, beautiful, gold lamp
- £400 – bright carpet with flower design
- £300 – very big cupboards
- £200 – very big chest of drawers
- £100 – bright yellow curtains
- £100 – simple, red blinds
- £200 – seven big plants
- £100 – comfortable, grey armchair
- £100 – bright mat with flower design
- £200 – fish tank with five tropical fish
- £100 – shelves

Information about Sofia:

Sofia wants the room to be practical. She wants to have a lot of space to put clothes and shoes (in drawers and cupboards). She likes simple, dark colours. She wants the room to be functional but also natural – with plants or perhaps wooden floorboards.

Information about Peter:

Peter wants the room to be very colourful and comfortable. He likes bright colours (like yellow and orange) and flower designs. He wants the room to look beautiful and romantic, with gold furniture and perhaps some plants.