

Title: Reality TV

Topic

Reality TV & drama

Aims

- Students learn and consolidate vocabulary items for emotions.
- Students write and deliver a dialogue between two characters likely to be in one of the reality TV shows.
- Students read about eight reality TV shows from the UK from the LearnEnglish Teens website and complete the self-access comprehension and grammar questions.

Age group

14 years-old +

Level

B1+

Time

One hour approximately

Materials

1. Worksheet 1: Quotes
2. Worksheet 2: List of adjectives of emotion
3. <http://learnenglishteens.britishcouncil.org/english-skills-practice/life-uk/reality-tv> The full text and exercises can be downloaded and printed off from the link.

Introduction

The aim of this lesson is to use the *Reality TV* resource from the '[Life in the UK](#)' section of the [LearnEnglish Teens](#) website as a springboard for producing a piece of drama.

Drama is a great way to motivate students in the EFL classroom, but it is important to 'prime' the class for it. The activity is based on the following three pieces of advice:

1. *Prepare students' language for drama.* Do they have the necessary language for the task?
2. *Prepare students' minds for drama.* Do you have a way to get students into the mindset of acting in front of the class?
3. *Prepare students' bodies for drama.* Do you have a short activity, such as miming, where students 'act' in front of their partners to prepare for delivering the final piece?

This lesson plan goes through all these stages to get the class ready to deliver their dialogues with confidence in the final stage.

Procedure

Lead-in	<p>Students discuss the following questions in pairs or groups and feedback to the class.</p> <ul style="list-style-type: none"> • <i>What reality TV programmes do you know?</i> • <i>Which ones do you watch?</i> • <i>Which ones do you really hate?</i> • <i>Which ones are popular and why do you think this is?</i>
Introduction of different reality TV programmes	<p>Write the following titles on the board and elicit from the students what they think the reality TV shows might be about as a whole class (if you're not sure, check the answers in the text here)</p> <p><i>Coppers</i> <i>Relocation relocation</i> <i>World's strictest parents</i></p>
Introduce dialogue specific to genre	<p>Either display the quotes in '<i>worksheet 1</i>' using an overhead projector or Interactive Whiteboard, or give out the quotes to pairs of students.</p> <p>Ask the students to match each quote to one of the reality TV show titles.</p>

<p>Focus on adjectives</p>	<p>Give students '<i>worksheet 2: adjectives</i>'. Ask them in pairs to draw a circle round each adjective they understand the meaning of and a line under the adjectives they don't know. Encourage students to help their partner.</p> <p>While students are looking at the worksheet, write each adjective on the board.</p> <p>Whole class feedback: read out definitions for some of the easier and more difficult adjectives and ask students to say which one you are defining. Draw a circle around the correct adjective. Continue until you have dealt with the 'difficult' adjectives (the ones you think very few of the students will know).</p> <p>This activity could be done as a running race, where members from 2 different teams have to run and circle the correct adjective according to the definition being read out.</p>
<p>Focus on adjectives (extension)</p>	<p>Ask students to read the article on Learn English Teens and then decide in small groups or pairs which TV show would bring out which emotions from the list in <i>worksheet 2</i>.</p> <p>Accept any answers as long as the students can justify their choices.</p>
<p>Reading comprehension</p>	<p>Ask students to read the text again and complete the activities that accompany it.</p> <p>If students are reading the text online, either individually or in pairs, they can do the activities online.</p> <p>If you are displaying the text as a whole class, you can either do the activities as a whole class, or download and print the worksheets for pairs to use.</p>
<p>Further practice with adjectives</p>	<p>Write <i>I'm so worried about my exam tomorrow</i> on the board. Ask students which adjective it represents (<i>nervous / stressed</i>).</p> <p>Ask students to each choose one or more adjectives and write a sentence that represents the emotion, but doesn't include the chosen adjective.</p> <p>Ask the students to work in groups of three or four. Each student reads out their sentence to their partners who guess which adjective it represents.</p>

Prepare students' minds for drama	<p>The teacher chooses an adjective from <i>worksheet 2: Adjectives</i> and says a simple sentence like 'I want to go home' mimicking the emotion on the card. Ask students to guess which adjective it is.</p> <p>Students continue to work in their groups of three or four. They choose adjectives and say a sentence like 'I want to go home' mimicking the emotion. Their partners guess which emotion it is.</p>
Prepare students' bodies for drama	<p>The teacher chooses another adjective and silently mimes the adjective to the students, who have to guess it.</p> <p>Choose a student to come up to the front and mime another adjective (if you know students will be comfortable doing this).</p> <p>Students work in their groups of three or four and take it in turns to pick up adjective cards and mime the emotions for the others to guess.</p>
Dialogue writing	<p>Read one of the quotes from <i>worksheet 1: Quotes</i>. Check with students they remember which show it is from.</p> <p>Put students in pairs or small groups.</p> <p>Ask them to prepare a dialogue that could take place in one of the reality TV shows they have read about.</p> <p>They should try to include some of the 'emotional' adjectives from the vocabulary exercise. Give them time to write it, and practice it.</p>
Acting out dialogues	<p>Students take it in turns to perform their dialogues in front of the class.</p> <p>The rest of the students have to guess the show that it comes from.</p>

Contributed by

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