

Be My Flatmate (video lesson)

level: upper-intermediate (B2) +
time: 60 min

class: group
skills: speaking, listening, vocabulary

Warm up

1. Explain that the topic of today's lesson are 'people you live with'. Begin the lesson with an open discussion of the whole group: '*How many people have you lived with in your life? How many of them were not your family? How was sharing a flat with someone different from living with your family? Who has been your best flatmate? What made them so exceptional?*'

The best flatmate ever

2. Divide your students in pairs and ask them to discuss what an *ideal flatmate* is like and what kind of flatmate they wouldn't like to have. Give each pair of students four blank cards (or more, depending on the number of students in your class). They should write two personal characteristics of a great flatmate and two of a terrible flatmate.
3. Put all the good characteristics into one group and all the bad characteristics into another. If you like, you can add some of your own to make sure this activity broadens your students' vocabulary (e.g. considerate, laid-back, a chatterbox, a clean freak, ...). Then have a *group discussion* to decide which three characteristics are the best in a flatmate and which three are the worst.

Sheldon meets Leonard

4. Ask the group: '*How would you choose a flatmate? What questions would you ask them?*' Brainstorm and write the questions on the board.
5. Listen to 0:00 – 0:52 of this video <https://www.youtube.com/watch?v=B0uYcgdvUXw> with the picture off and compare the questions asked to those on the board.
6. Finally, ask if your students know what series the extract comes from (*The Big Bang Theory*) and watch again, this time with the picture on.
7. Ask your students to describe the *two main characters*, Sheldon and Leonard, either based on the video they have just seen or their knowledge of the series.
8. Watch the full extract and ask your students to *describe both guys* using some of the characteristics from the previous card activity. Remember to ask for evidence to encourage speaking fluency.
9. Then watch the extract again and *sum up the 3 barriers/sets of questions* Sheldon prepares for Leonard.
10. Divide the students into pairs again, find the following *still pictures* from the video: 0:06, 1:20, 3:18 and 4:08 and ask them to reconstruct what the characters are saying in those particular

moments. Accept any reasonable answers here, the aim of this activity is to support fluency, not to test their memory.

11. As a group, take turns to tell the story of Sheldon and Leonard's first encounter again *from Leonard's point of view*. Encourage your students to add emotions and make Leonard's description as vivid as possible.

Be my flatmate

12. Distribute *character cards from worksheet 1* and first of all, ask your students to complete all the missing information about their character.
13. Then, allow them to *go around the room* and talk to everyone (perhaps using some questions from the board they had previously come up with?). Allow a time limit of two minutes for each conversation – play some music in the background, every time you pause it, the students must find a new partner to talk to.
14. As feedback, ask everyone who they'd like to have as a flatmate and *why*.

Cooler

15. A student says a sentence with or a definition of one of the characteristics from the card activity, but instead of the word, they *knock* on the desk. The other students have to guess which characteristic it is.

Homework

16. Students watch the video again (remember to send them the link!) and try and catch at least 4 *new words*. They should look up the meaning themselves or ask you on your next lesson if they can't find it.

<p style="text-align: center;">Naomi</p>  <p>a marketing student gets up: 8am goes to sleep: 1am likes: listening to music other hobbies: _____</p>	<p style="text-align: center;">Thom</p>  <p>a graphic design student gets up: 11am goes to sleep: 3am likes: socialising other hobbies: _____</p>
<p style="text-align: center;">Trevor</p> <p>a free-lance accountant (works from home) gets up: 6am goes to sleep: 10pm likes: reading other hobbies: _____</p> 	<p style="text-align: center;">Stacy</p> <p>an executive assistant gets up: 7am goes to sleep: 11pm likes: shopping other hobbies: _____</p> 
<p style="text-align: center;">Peter</p>  <p>an IT specialist gets up: 8.30am goes to sleep: 12am likes: playing the cello other hobbies: _____</p>	<p style="text-align: center;">Mindy</p> <p>a maths teacher gets up: 7am goes to sleep: 10pm likes: housework other hobbies: _____</p> 