

Being a Reality TV Judge

A controversial lesson plan by Erica Lederman

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Teacher's Notes and Procedure

Level:	Intermediate+
Time:	50 minutes
Lesson Aims:	By the end of the lesson students will have had practice speaking for fluency in the context of reality TV competition shows. They will also have had practice using functional expressions for praising and critiquing.
Teacher's Notes:	You can swap out the pictures or videos included with any of your choice, perhaps some that are more culturally relevant to your teaching context. You might also have the students perform for each other instead of watching videos!
Materials:	Vid 1: https://www.youtube.com/watch?v=OksfiG1howI [Dance Moms: Group Dance: Don't Fence Me In (S5, E28)] Lifetime) 1:53 Vid 2: https://www.youtube.com/watch?v=-Ft0RjJmTS0 [IMPOSSIBLE Magic Trick] 2:05 Vid 3: https://www.youtube.com/watch?v=GSbBHXWkYxU [Josiah Siska's cover of "I walk the line" (Short version)] :53 Attached handouts (x2)

PROCEDURE:

(6 min) Lead in: to introduce context of reality show judges | T-S / S-S

Chest handout 1 and indicate the questions at the top – Do you watch reality competition shows? Why/Why not? Do you recognize any of these judges, and if so, what do you think of them? Give ss handout and have them discuss in pairs for 3-4 min. WCFB.

Pictured on the handout are: Simon Cowell, the X-Factor / American Idol / Britain's Got Talent; Padma Lakshmi, Top Chef; Tyra Banks, America's Next Top Model; Michael Kors, Project Runway; Ronan Keating, The Voice (Australia); Donald Trump, The Apprentice

(8 min) Language input: To help students produce more accurate language and to clarify MFP of functional exponents | S-S / T-S

Cut up the list of phrases (handout 2a) and have students in pairs categorize into positive, neutral, and negative expressions. Feedback with complete handout 2a as answer key, folded so sts cannot see 2b. Drill pronunciation and clarify relevant features of form.

(6 min) Controlled practice: To practice using the TL in a controlled way | S / S-S / T-S

Ss individually complete the gap fill on 2b with the handout still folded so they cannot see the list of phrases on 2a. Pair check and WCFB. Re-clarify language as necessary.

(10 min) Preparation time: To allow sts to prepare for the speaking task and to encourage more language output. | S / S-S / T-S

(3 min) Tell ss they are all judges of a reality show competition. They are going to watch 3 videos of contestants performing different acts. Tell them to look at the list of phrases and choose which ones they might want to use. Instruct them to add at least 1 new phrase to each category. Pair check and WCFB – clarify new phrases if necessary.

(7 min) Play the three videos and after each one the students use one of the phrases to give their opinion, imaging the contestant(s) are standing in front of them.

(15 min) Speaking Stage: To have students practice speaking for fluency | S-S-S / T-S

In groups of 3, students must decide who should win the talent competition. Tell them to decide on at least 2 reasons why that act should win. WCFB. Alternative for large groups – assign each group of students an act to advocate for one of the three acts. Each group must decide on 2 reasons why their act is the best. Then, the whole class has a debate to decide on the winning act.

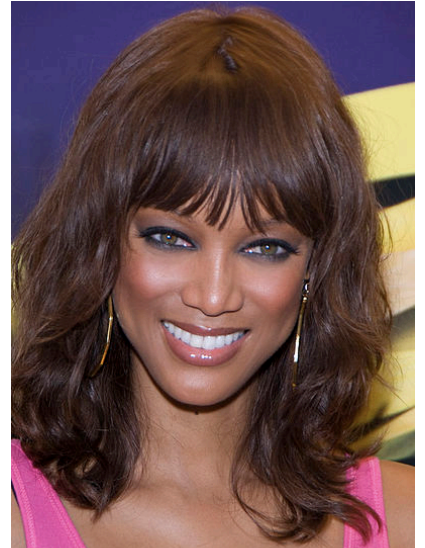
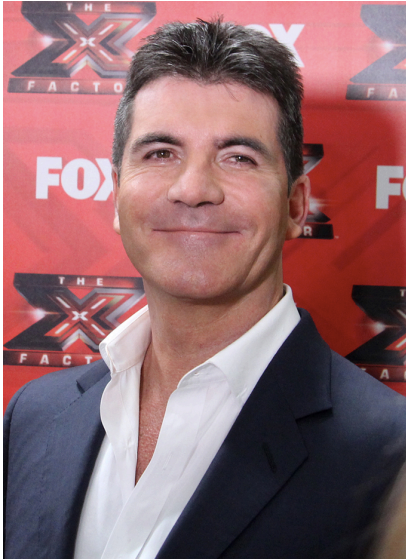
(5 min) Error correction: To focus on accuracy and improve sts' knowledge of language | T-S / S-S

Board errors heard during the speaking stage and have sts correct them in pairs. WCFB.

Handout 1
(all images from Wikimedia Commons)

I. Do you ever watch reality competition shows? Why / Why not?

II. Do you recognize any of the reality show judges below? If so, what do you think of them?



Handout 2a

Negative	Neutral	Positive
I'm sorry, that was just really awful.	You have some talent, sure.	That was absolutely fantastic, thank you.
It started off nice but I got quite bored by the end.	I can see you're very passionate about what you do.	I couldn't take my eyes off you.
That was the worst performance I've ever seen.	It's just not my thing.	Stunning, that was just stunning.

(fold)

Handout 2b

Complete the phrases with the words in the box. Do not look at the completed phrases for help!

off	see	eyes	worst
just	absolutely	about	couldn't
some	that	really	by

- I'm sorry, that was just _____ awful.
- It started _____ nice but I got quite bored _____ the end.
- That was the _____ performance I've ever seen.
- You have _____ talent, sure.
- I can _____ you're very passionate _____ what you do.
- It's _____ not my thing.
- That was _____ fantastic, thank you.
- I _____ take my _____ off you.
- Stunning, _____ was just stunning.