



Learning goals
<p><b>Vocabulary</b> Home, Choices</p> <p><b>Grammar</b> Reported speech</p> <p><b>Practical English</b> Understanding informal, naturally paced speech</p> <p><b>Critical thinking</b> - Lifestyle choices and consequences - Defining needs and wants</p>

Length
<p>Face to face lesson plan</p> <p> 45 min</p> <p>Projects across 1-2 lessons</p>

## 1 BEFORE YOU WATCH

a. In pairs discuss the list below. Use the table to sort the list into categories of importance in the home. You can make your own additions to the categories.

heating - a TV - a fireplace - natural light - curtains - a stool - a plant - carpeted flooring - coasters - a computer - hot water - storage space - a kettle - running water - air conditioning - a bed - a pet - an exercise room

Basic necessities	Useful additions	Luxuries



### LANGUAGE FOCUS

**Vocabulary**  
Home: furniture, modern conveniences, appliances, etc.

### FURTHER GOALS

**Critical Thinking**  
Defining needs and wants

### Tip for the teacher

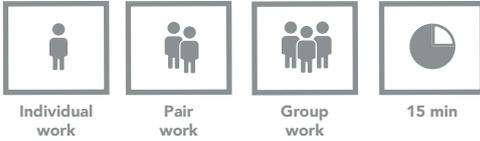
Students can compare their ideas to Hannah's choice after watching the video.

### Opportunity for blended learning

This activity can be done individually at home in preparation for the class: in this case, ask the student to rank the items in the list and prepare a 1 minute spoken explanation of their choices to share with the class.



## 2 WATCH THE VIDEO!



### LANGUAGE FOCUS

#### Grammar

Reported speech

#### Practical English

Understanding fast-paced informal speech

- Watch the video. Hannah is a student and lives on a low budget. In her situation, do you think you would choose to live like Hannah? Why? Why not? Discuss with a partner.
- Watch the video again and take notes on what Hannah says. She speaks quite fast so try to focus on the key aspects of what she is telling us. Use reported verbs and regular reported speech to write three sentences you managed to write down as accurately as possible. Discuss in groups and see if you can improve your sentences or add details.

### Examples

- She introduces herself as Hannah and says she lives in her van full-time.
- She explains how the worktop used to be a dresser in her mum's house and admits it's nice to have that little bit of home wherever she is.

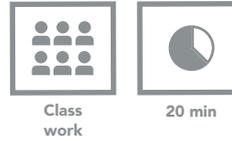


### Opportunity for blended learning

This activity can be done prior to covering reported speech in class: Ask students to watch the video at home and write down three of Hannah's sentences using their own words. They can look at the examples for help.

In class, play the video again. Pause it after every sentence and cover different possible ways of relaying Hannah's words based on the students' answers.

## 3 AFTER YOU WATCH



### LANGUAGE FOCUS

#### Vocabulary

Making choices, furniture and appliances

### FURTHER GOALS

#### Critical thinking

Lifestyle choices and consequences

#### Creativity

- In the video, Hannah mentions some life choices she has made. What are they? How have they affected her life? Now compare these to your own experience. Have you made any similar choices yourself?
- Hannah's bed is part of a multifunctional piece of furniture that includes storage space and a retractable table. Think of other possible items of furniture and appliances that can have multiple uses which can save space in small homes.
- Hannah has chosen the Welsh coast as her back garden. If anywhere in the world could be your back garden, where would it be? Why?



### Tips for the teacher

- Write the following expressions on the board and encourage the students to use them in their answers.  
*Think about, bear in mind, take into account, it's a hard/complicated/tricky decision to make, it isn't as easy/simple/straightforward*
- Remind the students they can suggest existing household elements (sofa-bed, washer-dryer) or make up new ones (a rubbish bin that doubles up as a stool).
- Give students 2 minutes to consider their options individually. They should consider: beautiful landscapes, comforts, things to do, distance from their families, etc. Get students to put their answers on the board and explain why they chose these locations.

**PROJECTS**

Activities 3b and 3c in the lesson plan can be expanded into full length projects. These language projects also encourage the development of 21st-century skills and integrated learning at secondary school level.

**Making the most of a small space**

Based on their responses to 3c), students are going to work in pairs to design a multifunctional piece of furniture and present it to the rest of the class. Their presentation should include:

- Name
- Draft blueprints of the design + sketch
- Functionalities
- Situations in which it would be useful

Encourage the rest of the students to ask questions and suggest possible problems.



Pair work



1-2 hour homework



3-minute class presentation

**LANGUAGE FOCUS**

**Vocabulary**  
Furniture and appliances

**CLIL**

Technical drawing  
Design

**21ST-CENTURY SKILLS**

Creativity  
Problem Solving

**Plan Hannah's route for a year**

**LANGUAGE FOCUS**

**Vocabulary**  
Travel, Weather

**CLIL**

Geography

**21ST-CENTURY SKILLS**

Communication  
Environmental Literacy



Group work



1-2 hour homework



Full lesson



Large poster paper, printer

Ask students to research possible destinations at home individually. They should take into account:

- Weather at different times of year
- Appropriate places to park the van
- Things to do and things to learn

Ask the students to work in groups and share their ideas for possible destinations. They should agree on at least five stops throughout the year. For each stop, they must fill in the following card:

NAME OF THE PLACE

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WEATHER
TRAVEL DATES

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MAIN FEATURES

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