

A total makeover (teacher's notes)

1. Warm-up (Activity 1) 5 mins

Aims: to break the ice and foster a safe environment for learning.

Procedure: introduce the topic. Ask students if they would like to get a total makeover. Details are not important at this point.

2. Vocabulary work (Activity 2) 5 mins

Aims: to revise the vocabulary of the lesson

Procedure: Ask students to look at the pictures and use their vocabulary list to describe them.

Key:

1. to trim nails
2. to apply make up
3. groomed hair
4. to pluck eyebrows
5. polished shoes
6. to moisturize skin
7. to flatter your figure
8. ironed clothes

3. Discussion (Activity 3) 10 mins

Aims: to raise students' interest in the topic, provide free speaking practice and apply new vocabulary in the discussion

Procedure: Ask students to discuss the questions in pairs. Have a short group feedback in the end.

4. Who got the best makeover (Activity 4) 10 mins

Aims: to provide student(s) with speaking/writing practice, practice in making comparisons and apply lesson vocabulary in practice

Procedure: ask the student(s) to look at three pictures of makeovers and choose the one which they think is the best. Ask the students to explain their decision either in speaking form or in writing.

5. TV glam squad (Activity 5) 10 mins

Aims: to provide student(s) with speaking practice, practice in making comparisons and apply lesson vocabulary in practice

Procedure: elicit from the student(s) what a “glam squad” is and does.

Key:

A glam squad is a group of beauty experts (hair-dressers, make-up artists, fashion stylists) who work on a person's image.

Tell the students they will need to work in pairs and write down a makeover plan for the candidate on the picture.

6. The result (Activity 5) 10 mins

Aims: to provide student(s) with listening practice, practice in making comparisons and apply lesson vocabulary in practice

Procedure: Play the video.

<https://drive.google.com/open?id=0B6MletNnEhdRUU5qbnpvTm5PY0E>
or <https://www.youtube.com/watch?v=NYFvkncnguc> (until 1:44).

After watching the video, ask the student(s) to briefly compare the actual makeover to the plan they had made. Ask the student(s) what they think about the result.

7. Makeover in films (Activity 6) 10 mins

Aim: to give the students further speaking practice using the vocabulary of the lesson

Procedure: asks the participants to answer the questions on the activity. If none of the students have watched the films, do this exercise in the same way as the previous one and have the student(s).

Possible answers:

1. Toula from "My Big Fat Greek Wedding" decided to get a makeover because she fell in love with a man she saw at her family's restaurant. After she got her new look, the man noticed her, they started dating and then got married.
2. Mia from "Princess Diaries" had to get a makeover when she found out she was a princess of a small European country. As a result, she became more popular at school but also angered her best friend, who said that Mia now looked like the mean popular girls at their school.
3. Sandy from "Grease" got a makeover in order to appear more attractive to her boyfriend. He was completely stunned.

8. Sum up 5 mins

Put errors on the board or whiteboard and let student(s) correct them.
Summarise the lesson and tell student(s) what results they have achieved (Now you can ... After our speaking lesson you will be able to....)
Ask them if they have any questions.