



Name \_\_\_\_\_ Date \_\_\_\_\_



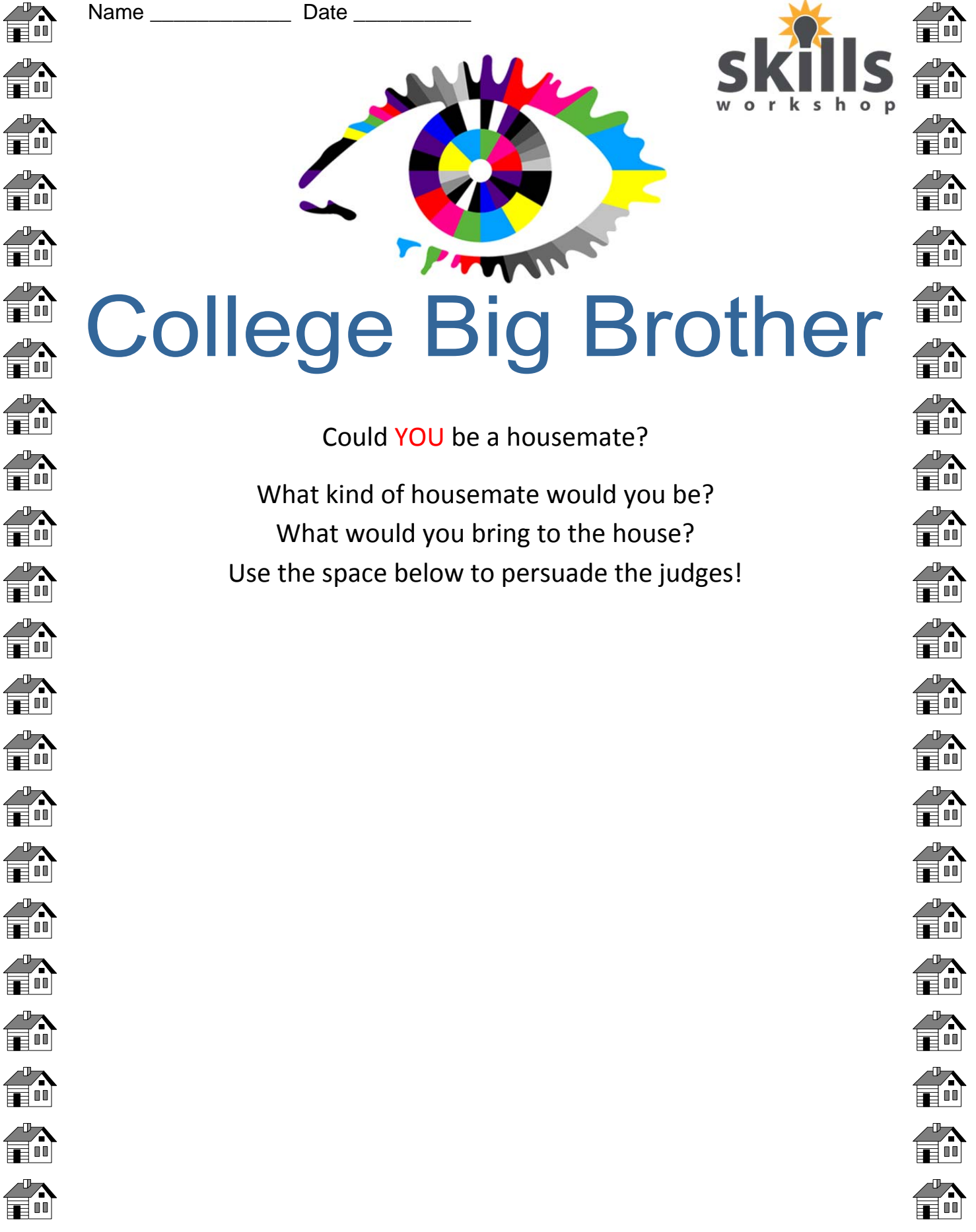
# College Big Brother

Could **YOU** be a housemate?

What kind of housemate would you be?

What would you bring to the house?

Use the space below to persuade the judges!





Name \_\_\_\_\_ Date \_\_\_\_\_



## Who will the new housemates be? You decide!



1. I like fashion and I like to look feminine. I'm laid back and easy going. I get on with most people. Vote for me!



2. I'm quiet and it takes me a while to get to know people. I find it easier to talk behind people's backs than to their faces.



3. I'd give myself 10/10 for looks, but I only like hanging out with other beautiful people.



4. I'm open minded and I've had lots of interesting experiences. I'm always up for something new!



5. I'd be a good asset to the house because I'm a good cook and I don't mind cleaning. I'll look after you all.



6. I like hanging out with my mates and drinking but I can be a bit aggro if anyone gives me grief.



7. If I get in I'll spend most of my time sunbathing in the garden and doing exercises. I like to take care of my body.



8. I want to put Northampton on the map. There aren't that many famous people from round here. Go Northampton!



9. I could be the house eye candy. But I'm also a bit of a practical joker so I'll keep you all smiling in the house.



10. Don't really know what to say about myself. I'm not sure, erm, vote me in please!



11. I like to chill out, but I can be a bit bad tempered. I might get a bit paranoid in the house and with nominations.



12. I like hanging out my mates and drinking. I get on well with lads and lasses.



13. I'm fun and I live life on the edge. I've got no time for authority and just want to do my own thing.



14. I'm a peacemaker. I'm good at getting on with people and can calm situations down. I'm always cheerful.



15. I've got loads of energy and I'll keep the house lively. Vote for me and we'll have 24hr parties! Yay!



16. I've just finished uni and I want a fresh challenge. I want to go in to learn more about myself.



17. I'm football mad!! I love having a kick about in the park and go and watch my team whenever I can.



18. I love the girls! I want to go in and meet some hot girls and maybe spark a bit of romance.



19. I want to be a model, so if I get in it'll help my career. I'm also looking for romance with a nice lad.



20. I'd be really good at the tasks, because I never give up. We'd have luxury shopping budgets every week. I'm a DJ and love dance music.



# Big Brother

## Mapping and teaching notes

### Teaching Notes

This was used as practice for the written and spoken part of Functional Skills exams. Learners need to begin by discussing TV shows and hopefully someone will mention BB. Then they have to write about 150 words about what sort of housemate they would be in the house.

Next they have to read through the 20 housemate descriptions and choose 10 of them to join them. This needs to be a team decision.

Then they are shown pictures of the people they have chosen which creates discussion about prejudices / preconceptions.

Teachers may choose their own pictures depending on the equality / diversity issues they want to raise with their learners. As an example I have a transsexual for picture 1 and an elderly lady for picture 4.

## Level 1 & 2 Functional Skills English: speaking, listening and communication mapping

Coverage and range statements provide an indication of the type of content candidates are expected to apply in functional contexts. Relevant content can also be drawn from equivalent (school) National Curriculum levels and the Adult Literacy standards. ✓ indicates the main coverage and range skills that are (or can be) covered in this resource. However, these will vary with the student group and how the resource is used by the teacher. **Reference:** Ofqual (2009), *Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2*. <http://www.ofqual.gov.uk/>

**Level 1 skill standard:** Take full part in formal and informal discussions and exchanges that include unfamiliar subjects

Make relevant and extended contributions to discussions, allowing for and responding to others' input ✓

Prepare for and contribute to the formal discussion of ideas and opinions ✓

Make different kinds of contributions to discussions ✓

Present information / points of view clearly and in appropriate language ✓

**Level 2 skill standard:** Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations

Consider complex information and give a relevant, cogent response in appropriate language ✓

Present information and ideas clearly and persuasively to others ✓

Adapt contributions to suit audience, purpose and situation

Make significant contributions to discussions, taking a range of roles and helping to move discussion forward