

Mind-changing architecture

Language

Vocabulary connected with buildings; vocabulary extension and word-building

Level

Intermediate to upper intermediate (equivalent to CEF level B2/C1 and above)

Comment

This eLesson is about how architecture and buildings affect our moods.

How to use the lesson

- 1 Set the context of the reading 'How buildings can affect how we feel'. Some visuals of rooms and buildings would be useful here. Ask students to do exercise 1 before reading the text. Students discuss this in pairs or groups. Take class feedback, noting their ideas on the board.
- 2 Set exercise 2 – students read quickly to see which of their ideas were mentioned in the text. Give a brief time limit, eg 1–2 minutes depending on students' level, to encourage fast reading. When the time limit is up, students can discuss their answers in pairs if appropriate. Take feedback.
- 3 Exercise 3 gives students practice in reading for more detailed comprehension. If you feel your students might have problems with any of the words, you can refer them to the Glossary. Students could compare their answers in pairs. Take class feedback.
- 4 Exercise 4 focuses on vocabulary from the text. Students try to complete the sentences using the definitions in brackets. They can then look back at the text to check their answers. Take feedback. If appropriate for your students, you could highlight the first vowel sound in – urban /'z:bən/, the stress of *sophisticated*, *to go for something*, *as informal*, *to tell someone off* (phrasal verb – transitive and separable) *to pay attention to something* / *someone*, and the use of *to suggest* in academic papers.
- 5 Exercise 5 focuses on word formation. You could do the first example with students and they then complete the missing forms. Students discuss their answers in pairs. Take feedback. If appropriate, highlight the vowel in *choose* /tʃu:z/ versus *choice* /tʃɔ:ɪs/, *produce* /prə'dju:z/ versus *production* /prə'dʌkʃn/, the stress change in *prefer* /prɪ'fɜ:z/ and *preference* /'prefrəns/ and highlight a preference for something / a response to something.
- 6 Exercise 6 provides practice of the vocabulary from exercise 5. Students could work in pairs for this. Take class feedback.
- 7 Exercise 7 gives students personalised speaking practice about the text. Set the discussion task for small groups if appropriate. Take class feedback. If appropriate, students could redesign their classroom and choose the colour scheme, furniture and view from the window. Alternatively, you could ask students to work in groups to design a new school from scratch as a longer project. Each group could present their plans with their reasons for the choice of colour, etc. The best one could be displayed in the classroom.

Answer key

1, 2 Students' own ideas.

3

- 1 A high ceiling is associated with relaxation, thinking freely and creatively, low ceilings with detail and very low ceilings with stress.
- 2 Green spaces improve concentration and improve test scores.
- 3 People prefer curved objects as sharp-angled objects are more likely to be associated with danger in nature.
- 4 Blue has a calming effect, yellow makes you carefree, green reduces stress, orange is associated with enthusiasm, red can make you restless and blue can make you sad.
- 5 A stimulating environment can cause mice to grow new brain cells and this could be true for humans as they have similar brain structures.

4

- 1 urban
- 2 sophisticated
- 3 go for
- 4 told off / paying attention
- 5 suggested

5

verb	noun		verb	noun
choose	choice		prefer	preference
affect	effect		explain	explanation
produce	production		tend	tendency
respond	response		grow	growth

6

- 1 growth
- 2 preference
- 3 affect
- 4 choice
- 5 respond
- 6 produce
- 7 tends
- 8 explain

7 Students' own answers / ideas.

Related websites

The following websites might be useful for either you or your students.

<http://via-architecture.blogspot.com/2010/12/how-design-can-affect-your-mood.html>

<http://www.salk.edu/faculty/gage.html>.

<http://www.scientificamerican.com/article.cfm?id=building-around-the-mind>