

Housing in the UK

Lesson plan**Topic:** Housing**Level:** E2 / Access 2 / A2**Time:** 90 minutes**Aims**

- To develop students' knowledge of vocabulary related to housing and filling in forms
- To give practise of asking and answering housing-related questions
- To develop students' ability to listen for detail
- To develop students' ability to complete a simple form and give extended answers

Introduction

This lesson is about housing in the UK and is based on the Housing materials found in the NIACE Citizenship materials for ESOL and those from the ESOL Nexus website. The lesson provides an overview of the types of accommodation available in the UK and provides practice of asking and answering questions, listening for detail and filling in a housing form.

Preparation before the lesson**Task 1:**

For each student, print page 221 of the NIACE Citizenship 'Housing' materials which can be accessed from: http://www.niace.org.uk/projects/esolcitizenship/docs/09_Housing.pdf or the NIACE Citizenship homepage at: <http://www.niace.org.uk/projects/esolcitizenship/Home-Eng.htm>

Task 4:

The online 'filling in a form' activity can be accessed from the ESOL Nexus website at: <http://esol.britishcouncil.org/build-your-writing-skills/filling-forms>

Find the 'instructions and downloads' tab and prepare one copy of each of the following for each student:

[Blank Form](#)
[Form-filling checklist \(for task 6\)](#)
[Maria's completed housing form \(for task 6\)](#)
[Paper version of activities](#)

Also prepare:

Resource A and D: one copy per pair

Resource B and C : one copy per student

Procedure**Warmer (5 mins)**

- Hand out one copy of **Resource A** ('homes from around the world') to each pair of students. Ask students to talk about what they see, using the prompt questions on the worksheet. Conduct brief feedback to establish the topic of housing.

Task 1 – Vocabulary (10 mins)

- Tell students they are now going to look at some pictures of homes in the UK and they will match the type of building to the picture and find different parts of a building. Hand out a copy of **Resource B** to each student. Point out the title of **Resource B** ('types of accommodation') and explain this means 'what sort of house'.
- Ask students to complete **Resource B**, then briefly check their work.
- Now hand out a copy of **p221 of NIACE materials** to each student and tell them to complete it. When they reach questions 3 and 4, check pronunciation by asking students to read the sentences aloud before you tell them to rewrite the sentences according to their own circumstances/wishes.
- You could provide a model on the whiteboard e.g. 'I live in a _____ with _____. I am looking for a _____.'
- Monitor as students work, check spelling and handwriting then conduct brief content-based feedback.

Task 2 – Questionnaire – to practise using housing vocabulary (20 mins)

- Ask students if any of the houses in **Resource B** are similar to where they live now and elicit general feedback from volunteers.
- Prepare students to take part in the class questionnaire (**Resource C**) by asking different students each question and eliciting responses. The purpose of this is so you can check understanding, pronunciation and intonation of the questions so all students feel confident enough to take part in the subsequent questionnaire.
- Hand out a copy of **Resource C** to each student. Tell them to interview a classmate, note down their answers and then repeat by interviewing other students. Set a 10 minute time limit and monitor, noting any errors you hear.
- Ask students to return to their seats, correct any errors you noted during the activity and conduct brief feedback about students' findings.

Extension

- To make results of the questionnaire very visual, you could prepare a survey before the lesson on Survey Monkey (<http://www.surveymonkey.com>) which students can fill in as a final stage of task 2. You could then display the results for students to view and discuss.

Task 3 – Dictation (15 mins)

- Tell students that they are now going to work on their listening skills, by doing the short dictation in **Resource D**. The dictation is based on a person describing where they live now and what type of accommodation they want to move to.
- Explain you will read the text phrase by phrase, then repeat it all the way through.
- Ask students to find a clean sheet of paper and a pen/pencil. Remind them that they should listen carefully and not talk while writing.
- Read the text from **Resource D** splitting the sentences into phrases. Speak with a natural rhythm and intonation, but slightly slower than normal speed. Leave a pause between each phrase to allow students time to write.
- Conduct feedback by asking a volunteer to come and write the sentences on the whiteboard. Encourage the class to help correct any mistakes. Alternatively, hand out a copy of **Resource D** to each pair and encourage them to check each other's writing.

Task 4 – Writing - ESOL Nexus resource - ‘Filling in a form’ (40 mins)

- Ask students what forms they have ever filled in and what they find difficult when doing so. Explain that they will now do some activities to help them learn how to fill in forms better.
- Hand out the paper-based version of the activities you downloaded from the ESOL Nexus website and tell students to work through the introduction, Tasks 1, 2, 3, 4 and 5. Students can pair check as they work. You could complete the online version of the tasks as a group, if you wish, when you elicit feedback of the answers.
- Hand out a copy of the blank form to each student (referred to as Task 6) and ask them to complete it individually.
- Tell them that they should use a pen, not a pencil. Point out the phrase ‘BLOCK CAPITALS’ and check understanding. Monitor to keep the activity on track but don’t correct at this stage.
- When students have completed the form, put students in pairs and hand out the ‘form-filling checklist’.
- Tell students to peer-edit each other’s work. Emphasise that peer-editing is about improving your own work, not criticising others’ work. Briefly go through the checklist to check understanding then monitor as students complete the activity, encouraging constructive peer feedback.
- Students can make corrections to their form for homework, following the advice from the checklist. Faster finishers can complete this in class.

Differentiation

- Students with Entry 1 level writing skills can concentrate on tasks 1 to 3, and complete as much as they are able of task 6.
- If there are computers available in the classroom, students can complete Tasks 1 to 5 online before doing Task 6, which needs to be handwritten on the blank form.

Cooler – ‘End to End’ vocabulary recall game (10 mins)

- Explain that you are going to play a circle-game to help practise the vocabulary learnt during the lesson.
- Arrange students into a circle, (or make the order of turns clear). The teacher starts by saying a word from the lesson, e.g. ‘accommodation’. The student on the teacher’s right must then give a piece of topical vocabulary beginning with the final letter of the teacher’s word - in this case ‘n’. This continues round the class, with the final letter of one word being the first letter of the next word. The game finishes when every student has contributed a word and the circle is complete.
- Encourage the class to adjudicate the appropriateness of the words given, asking students to defend their word’s relevance to the topic if the class questions it.

Extension activities / Homework

- Direct students to the ESOL Nexus webpage (Writing) and encourage them to do the activities online, if they haven’t already done so in class:
<http://esol.britishcouncil.org/build-your-writing-skills/filling-forms>

Answer key**Warmer**

Resource A: Pictures include – cave houses (Turkey), igloos, stilt houses on a lake, isolated farmhouse, mud hut (West Africa), Mongolian yurt, crowded city.

Task 1**Resource B:**

A – terraced house B – semi-detached house C – Bed and Breakfast D – block of flats

NIACE p221:

- 1. From top of the house to the bottom:**
the second floor flat, the first floor flat, the ground floor flat, the basement flat.
- 2. Hostel – A lot of people (often young people) living together**
Temporary accommodation – Where people live for a short time
Single room – One person living in one room
Double room – Two people sharing a room
Hotel – For holidays or for a short time.