English in my home – Someone at the door

Unit 1d – The neighbour
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Unit 1d

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Video
Introduction
This resource has been produced in two different formats:

- a self-access resource for learners with online activities
- this teacher’s pack, including teacher’s notes and worksheets to download

Overview
This resource, *Someone at the door – The neighbour* is part of Unit 1 of *English in my home*, which aims to give ESOL learners the confidence and the language to deal with situations they may encounter in their homes.

There are three units of *English in my home*:

**Unit 1 Someone at the door** aims to give learners confidence and equip them with the language necessary to deal with situations where unexpected callers (e.g. an electricity meter reader) arrive at the door.

**Unit 2 Someone on the phone** shows how to deal with incoming phone calls from a range of people. This includes unwanted calls (e.g. marketing cold calls).

**Unit 3 Something in the post** features some common types of mail that people receive (e.g. a utility bill), and enables learners to understand what the text means, and to know what to do in response.

**Level:** Entry 2 / Access 3 in Scotland / CEF A2. The materials are designed to be flexible in terms of differentiation, and are accessible to established E2 learners and at the same time relevant to E1, as, well as E3 and L1.
Structure, learning hours and delivery context

*English in my home* provides approximately 11 hours of learning in a classroom or self-access context through a series of three linked units. Each unit can be taught as a standalone. Here is an overview of the content of each unit. Each unit has four topics:

**Unit 1: Someone at the door** (includes films)
- Topic a: Electricity meter reading
- Topic b: Charity collection
- Topic c: Parcel delivery
- **Topic d: The neighbour (the focus of this set of resources)**

**Unit 2: Someone on the phone** (includes films)
- Topic a: Cold call
- Topic b: Wrong number
- Topic c: An emergency
- Topic d: Getting a plumber

**Unit 3: Something in the post**
- Topic a: Bank statement
- Topic b: Phone bill
- Topic c: Attempted delivery note
- Topic d: Note from a neighbour

Each of the four topics in *Someone at the door* and *Someone on the phone* features a short film. These films have been scripted specifically for the project, and involve actors. The two central characters are a married Indian couple, who have recently moved to the UK, and who are getting used to life here. Each film focuses on them in a specific scenario, such as dealing with a meter reader who arrives at their flat, or dealing with unwanted cold calls on the telephone. ESOL learners should be able to relate to the experiences of the couple.

The learner materials and teacher notes contain activities for use before, during and after watching the films. They enable the learners to notice, learn and use some of the functional language featured in the films.

*Something in the post*, uses semi-authentic material of the kinds that learners may receive in their home, and helps them to understand these and know what action is needed.

Most topics provide approximately 60 minutes of classroom time. Units 1 and 2 can last longer if teachers choose to use the transcripts, for example by getting the learners to act out sections of the dialogues.
Unit 1 Someone at the door: overview

The unit provides up to 4 hours of classroom time, and covers 4 topics. Each topic features a short film, commissioned by the British Council for the ESOL Nexus project, and filmed with professional actors. The films aim to show real-life situations in which ESOL learners may find themselves, and the accompanying classroom and self-study materials aim to give learners the language they need to deal with a range of household situations.

The 4 topics of Someone at the door are called Electricity meter reading, Charity collection, Parcel delivery and The Neighbour and can be used in any order.
Unit 1d Someone at the door: The neighbour

Time:
Approximately 60 minutes. Timings are flexible.

Aims
- to enable learners to feel more confident about chatting with their neighbours

Objectives
All learners will be able to:
- take part in a role-play in which neighbours meet for the first time and chat
- ask appropriate questions to their neighbours

Preparation
You will need:
- learner resources (pages 10-13 of this document) – one copy per learner
- additional resources for teachers:
  role cards (page 14) – one set of cut up cards for every 3 learners in the class
- data projector and internet connection to show the film The neighbour

Note – For Task 4, make enough space in the classroom for the learners to do a mingle activity.

Procedure
You could start by playing a game of hangman with the word ‘neighbour’, and explain that the lesson today is about neighbours. Then put the learners in groups and ask them to discuss the following questions. You could either write them on the board before class or dictate them during class.

- Who lives in the flat / house next to you?
- How often do you see your neighbours?
- How often do you talk to them? What do you talk to them about?

Explain that the learners are going to watch a short film, which features Sunita, a young woman from India, and Janet.
First viewing: gist understanding / What's the film about?

Hand out the learner resources (pages 10 - 13) and tell learners to think about the following questions as they watch the film. Once they have watched the film, encourage them to compare their answers in pairs before you elicit feedback.

- Who is Janet? (a neighbour)
- Is she friendly? (very friendly)
- Why does she come to Sunita's flat? (to get to know Sunita and invite her for coffee)

Also encourage the learners to share their impressions of Janet. Ask:

- Do you think Sunita likes her?
- Do you think Janet is easy to talk to?
- Do you have any neighbours like Janet?

Then you could briefly ask the learners if / how often they speak to their neighbours.

Task 1: true or false?

Tell learners to read the statements in Task 1, answer the questions and discuss in pairs. Play the film again and encourage learners to discuss their answers again. For feedback, you could invite one learner to the front of the room to play the role of teacher, and write T (true) or F (false) on the board. Encourage the learners to give reasons for their answers.

Task 2: questions from the film

Ask the learners to put the words in order to make the questions. Conduct feedback, and model and drill the pronunciation and intonation. Check understanding of Have you just moved in? Have you met any of the neighbours yet? and come round.

Put skeleton questions on the board for the learners to practise in pairs: What … name? Where … from? etc.

The questions Sunita and Janet ask are all suitable getting-to-know-you questions; you could point this out to learners, and ask what other questions you might ask to a neighbour who you've just met. Do not spend too long on this though, as this is the subject of Task 3.

Task 3: good questions to ask your neighbours

Explain that people often ask questions when they meet a new person, and want to get to know them better. This task considers which questions are good ice-breakers, and which may not be so appropriate. The learners' own opinions on the appropriateness of some of the questions may vary according to their background (as might your own). Ask the learners to do the task in pairs, then conduct feedback. Note – there is no set answer key for this exercise. Elicit and drill the most useful questions, especially those which will be useful for the role-play.

Differentiation – this is a challenging task, so you may wish to allocate one or more strong learner for each group to act as chairperson, to try and keep the group talking.
**Task 4: role-play**

This task provides an opportunity for the learners to practise using the language that they identified as useful in Task 3.

Explain that the learners are going to imagine that they all live in the same block of flats as Janet and Sunita. It is Friday morning, and Janet has invited them all to go round for coffee to get to know each other better.

Distribute the blank role cards (see Additional resources for teachers: role cards below on page 14), and explain that the learners need to fill this in with information, which they can invent, (so that they’re playing the role of a made-up person). Alternatively, they can just be themselves, if you feel that this is more suitable for your learners.

As an example, you could fill in one of the cards with the information that Sunita (from the film) might add, and get the learners to practise the questions they will ask each other before they carry out the role-play.

<table>
<thead>
<tr>
<th>Your name:</th>
<th>…Sunita Chowdry…………………………</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your country of birth</td>
<td>……India…………………………………</td>
</tr>
<tr>
<td>Year when you moved to the UK</td>
<td>…2013…………………………</td>
</tr>
<tr>
<td>Year when you moved to Bewick Court</td>
<td>…2013…………………………</td>
</tr>
<tr>
<td>Your address: flat number</td>
<td>…30…………………………, Bewick Court</td>
</tr>
<tr>
<td>Family details:</td>
<td>……..I have a husband (Arjun) and a son. He’s 6……</td>
</tr>
<tr>
<td>Your job</td>
<td>……housewife / mother…………………………………</td>
</tr>
<tr>
<td>Other interesting information about yourself:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>………I have 11 brothers and sisters. They all live in India………………</td>
</tr>
<tr>
<td></td>
<td>…………………………………………………………………</td>
</tr>
</tbody>
</table>

Set up the room for a mingle activity, so that the learners can easily move round the room.

Suggestion – you yourself could play the role of Janet / Janet’s husband, and act the part of congenial host, making sure that everyone is talking to each other, and that no-one is being left out.

During the role-play, note down any useful errors you hear during the activity, especially with the target language (questions and answers) and encourage learners to try to correct the errors in groups. Elicit corrections and ask learners to repeat the phrases correctly.

After the role-play, conduct feedback by asking some of the learners to briefly tell you about the people they met at Janet’s coffee morning.
Extension

Following on from the film and Janet’s invitation to Sunita, you could brainstorm other ways of making invitations, and accepting or declining them.

You could also use the transcript to practise reading the dialogue aloud.

If you feel it is appropriate, you could encourage the learners to introduce themselves to a (real) neighbour of their own when they get back to their home after the lesson, and then report back to the class on what they talked about, and found out about their neighbour.

On the subject of communication with neighbours, you may also wish to use the following materials from English in my Home:

- **Something in the post unit 3d: Note from a neighbour**

Finally, refer learners to the online versions of these ESOL Nexus activities about The Neighbour: [http://esol.britishcouncil.org/english-my-home/someone-door-neighbour](http://esol.britishcouncil.org/english-my-home/someone-door-neighbour)
Someone at the door – The neighbour – Teacher’s Pack

Unit 1d Someone at the door: The neighbour – learner resources

What’s the film about?

Watch the film.

- Who is Janet?
- Is she friendly?
- Why does she come to Sunita’s flat?

Task 1: true or false?

Are the sentences true or false?

1. Sunita and Janet know each other very well.
2. Janet has an Indian friend.
3. Sunita and Janet both have a son.
4. Janet moved to the block of flats recently.
5. Janet says that Sunita’s English isn’t very good.
6. Sunita is going to go to Janet’s flat on Friday.
7. Sunita is going to make some food for her next meeting with Janet.
Task 2: questions from the film

Put the words in order to make the questions.

1. Have just moved you in?
2. your name What’s?
3. you from Where are?
4. children Have got any you?
5. did move you here When?
6. Have met any you of neighbours the yet?
7. you to come want Do?
8. I What should time round come?

Task 3: good questions to ask your neighbours?

Is it OK to ask a neighbour these questions when you first meet them?

Write Y (= yes), N (= no), or ? (= maybe).

1. Do you like living in this area?
2. How much does your flat cost?
3. Have you got any health problems?
4. Do you own the flat, or are you renting it?
5. Would you like to come round to my flat for coffee some time?
6. When did you move to this block of flats?
7. What’s your job?
8. How much do you earn? / How much does your husband (wife) earn?
9. Have you got family in the area?
10. Are you married?
11. Have you got a girlfriend (boyfriend)?
12. Would you like to come round to my flat tonight?
13. What religion are you?
14. Where were you born?
15. When did you come to the UK?

Task 4: role-play

Janet has also invited you to her flat for coffee on Friday morning. Your teacher will give you a card. Complete this with information about yourself. (You can invent the details!) Then go to the coffee morning and introduce yourself, and get to know your neighbours.
Transcript

Wife  Hello?
Janet  Hello, have you just moved in? I think I saw you on the street.
Wife  Yes, actually. We just moved here last month.
Janet  Well, I just wanted to come round and say hello. I’m your neighbour. I live upstairs, on the second floor.
Wife  Oh, that’s very nice. Come in. It’s good to meet you.
Janet  You too *(they shake hands)*. What’s your name?
Wife  I’m Sunita.
Janet  Oh. That’s an unusual name. Where are you from? Are you from… Sri Lanka?
Wife  No, actually, we’re from India.
Janet  Oh I’ve got a friend from India.
Wife  Oh right. So, what about you? What’s your name?
Janet  I’m Janet. And you’ve got… one son, is that right?
Wife  Yes, he’s six years old. Have you got any children?
Janet  Yes, I’ve got a son too. Same age.
Wife  Oh that’s great. Perhaps they can play together some time?
Janet  Yes, that’s a good idea. Let’s do that.
Wife  Mmm. So, when did you move here?
Janet  Me? I was born here. I’ve lived in this building all my life!
Wife  Oh, so you probably know everyone then.
Janet  Well, not everyone.. but a lot of people. What about you? Have you met any of the neighbours yet?
Wife  No, not really. It’s quite difficult, because my English isn’t very good.
Janet  What?! Your English is fine! Anyway, lots of people are from lots of different countries here.
Wife  Oh right.
Janet: I know! Two of the neighbours are coming round to my flat for coffee on Friday morning. Do you want to come? You can meet them.

Wife: OK, that would be nice. Where do you live?

Janet: Number 33.

Wife: OK. What time should I come round?

Janet: About 10.30. Is that OK?

Wife: Yes, that sounds nice, thank you. Oh –I'll make a cake from my country. It's called 'mava' cake. I'm sure you'll like it!

Janet: Alright. That's great. See you Friday then Sunita.

Wife: Thank you Janet. See you.
Additional resources for teachers: role cards

Your name: ..................................................
Your country of birth .................................
Year when you moved to the UK .................
Year when you moved to Bewick Court .........
Your address: flat number ....................... Bewick Court
Family details: ........................................
Your job ..................................................
Other interesting information about yourself:
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........................................................................
........................................................................

Your name: ..................................................
Your country of birth .................................
Year when you moved to the UK .................
Year when you moved to Bewick Court .........
Your address: flat number ....................... Bewick Court
Family details: ........................................
Your job ..................................................
Other interesting information about yourself:
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Your name: ..................................................
Your country of birth .................................
Year when you moved to the UK .................
Year when you moved to Bewick Court .........
Your address: flat number ....................... Bewick Court
Family details: ........................................
Your job ..................................................
Other interesting information about yourself:
........................................................................
........................................................................
........................................................................
Unit 1d Someone at the door: The neighbour – answers

Task 1: true or false?

1. false
2. true
3. true
4. false
5. false
6. true
7. true

Task 2: questions from the film

1. Have you just moved in?
2. What’s your name?
3. Where are you from?
4. Have you got any children?
5. When did you move here?
6. Have you met any of the neighbours yet?
7. Do you want to come?
8. What time should I come round?
Unit 1d Someone at the door: ‘The neighbour’ video

The video that accompanies the activities for ‘Unit 1d Someone at the door: The neighbour’ is available to watch on the ESOL Nexus website.