House and home

Teacher’s Pack

http://esol.britishcouncil.org/content/teachers/teaching-uk-life/one-to-one-tutoring
Introduction

About the house gives learners the language needed to be able to talk about where they live and address common problems. The main foci of the lessons in this pack are speaking, listening and vocabulary; there are also some opportunities to develop reading and writing skills. There are three units in this pack House and home (this unit), Household appliances and Household duties. These nine lessons complement each other, but can be used separately. Timings are approximate and may take more or less time than shown, depending on your learner.

Bearing in mind that some learners’ oral skills are in advance of their literacy skills, accessing the materials in this pack does not require strong reading and writing ability on the part of the learner. However, there are activities which aim to improve basic literacy.

Where real objects are available (realia) as a stimulus for activities it is good to use them. In the event of realia being unavailable pictures have been provided for all lessons.

Unit 1: house and home
1a: my home
1b: flat to rent
1c: finding out about a flat or house

Unit 2: household appliances
2a: household appliances
2b: cooker for sale
2c: selling a household appliance

Unit 3: household duties
3a: housework
3b: questions for a landlord
3c: reporting a problem

Level: QCF Entry 1/2, CEFR A1/A2, SQA Access 2/3
Lesson 1a: my home

Time: 60 minutes

Aims:

- To build the learner’s house and room topic vocabulary, and to develop the learner’s ability to say what is in a room or house. This session provides plenty of opportunity for the learner to talk about his or her own house and to, therefore, personalise the new vocabulary.

Objectives:

Your learner will be able to:

- name different types of housing (flat, terraced house, semi-detached house, cottage) and say what kind of house he or she lives in.
- name the different rooms and parts of a house (bedroom, kitchen, hall, study, attic, toilet, bathroom, dining room, living room).
- say what there is in a room (using there is and there are).

Preparation

You will need:

- a few large pieces of A3 paper for writing words and phrases on (which the learner can keep at the end of the lesson)
- a drawing or photograph of your own home
- a rough plan of your own home
- the property section of a newspaper
- Worksheet 1 types of houses
- Worksheet 2 rooms in a house with pictures cut up
- Worksheet 3 rooms in a house words cut up and shuffled
- Worksheet 4 prepositions worksheet cut up and shuffled.

Consider:

- The types of housing you discuss in this lesson should include housing which is relevant to your learner and the area he or she lives in. If this type of housing is not included on the resource sheets, add it to the lesson.
- This lesson assumes a certain degree of literacy on the part of the learner. If your learner is unable to read, introduce the new vocabulary orally using the images on the resource sheets and focus on helping your learner to recognise a few (rather than all) of the written words per session.
Introduction: (5 mins)

- Show (or draw) your learner a picture of your home and tell your learner a little about it, for example: ‘This is my house. It’s an old house and it’s cold in winter! There are two bedrooms’. Encourage your learner to tell you a little about his or her house. This will enable you to establish how much topic vocabulary he or she is already familiar with.
- Show your learner some pictures of houses/flats from the property pages of a local newspaper. Encourage your learner to tell you which he or she likes and to give reasons for his or her preferences, where possible.

Activity 1: different types of houses (10 mins)
- Focus your learner’s attention on the pictures of the houses on Worksheet 1.
- Read the names of the different types of houses aloud and ask your learner to repeat. Drill pronunciation, where necessary. If your learner lives in an area which has different types of housing, teach any additional, relevant vocabulary.
- Ask your learner which type of house is most like his or hers. If none of them are similar, establish what kind of house your learner lives in and write this down.
- Ask your learner if he or she can point out the doors, windows, roofs and garden on the worksheets. If your learner is unable to do this, try pointing to the parts of the house yourself and ask your learner to provide the words.
- Label the different parts of the houses (or ask your learner to do this if he or she is able to do so).

Activity 2: talking about rooms in a house (10 mins)
- Focus your learner’s attention on the plan of your home. Tell your learner what rooms you have in your house and then ask your learner: What rooms are there in your house?
- Put the room pictures from Worksheet 2 in front of your learner. Go through the room cards one by one, asking the learner to name the rooms in English. Drill correct pronunciation and sentence stress where necessary, ensuring that words which end in -room (such as bathroom) are stressed on the first part of the word.
Activity 3: matching activity (10 mins)

- Put the cut-up cards from Worksheet 3 in front of the learner. Ask him or her to match the words with the pictures of the rooms. Offer support wherever necessary, and drill the correct pronunciation.
- Play a game of matching pairs with your learner. Put all the cards face down on the table: the picture cards on one side and the word cards on the other. Take it in turns to lift two cards at a time. If you lift a picture card which corresponds with a word card (for example, the picture of the attic with the word attic) you get to keep the pair. If the cards don’t match then you do not win the pair. The player with the most pairs at the end of the game is the winner.

Differentiation:

- If your learner is unable to read the words, say the names of the rooms aloud and ask your learner to point to the appropriate picture.
- Read two or three room words aloud and ask your learner to repeat after you.
- Focus your learner’s attention on the initial letter sounds and the shape of the word. Shuffle the two or three words you have chosen, show them to your learner individually and ask him or her to read them aloud.

Activity 4: saying what there is in a room (10 mins)

- Choose one of the room cards from Worksheet 2. Talk about it, using there is and there are, for example: In the bathroom there is a bath. There is a big window and there are some towels.
- Write the phrases there is and there are on your learner’s piece of paper. Explain that we use there is when we are talking about one item and there are when there is more than one. Write examples from the room card picture next to there is and there are to show examples of the singular and plural words.
- Ask your learner to tell you what there is in the room where you are teaching. Provide vocabulary support were necessary. Write there is/there are down in two separate columns and write down what your learner says in the appropriate columns (or ask your learner to write it down). Read it back together. Elicit the difference between there is and there are.
- Let your learner choose one of the room pictures. Ask him or her to talk about it, saying what there is in the room. Again, provide support with unknown words wherever necessary.

Learning check:

Assess whether your learner can use there is/there are well by asking him or her to tell you what there is in another of the room pictures on Worksheet 2.
Activity 5: drawing and talking about a plan (15 mins)

- Ask your learner to draw a plan of his or her house or flat. Demonstrate with the plan of your own house or flat from Activity 2. Ask your learner to draw the items that are in each room. Supply your learner with any extra vocabulary that he or she might need.
- Ask your learner to use the plan to talk about the house or flat from the plan, and to describe what is in each room in turn.
- If possible, use a phone, tablet or computer to record your learner’s description and listen back to the recording. Ask your learner to listen for the house vocabulary that he or she used. Record a second version and listen back to note any improvements.

Differentiation

Some learners may not want to or be able to draw a plan. An alternative procedure for this activity would be for you to draw the plan for your learner according to his or her instructions. This could then be used as the prompt for the speaking activity described above.

Learning check:

Monitor Activity 5 to assess how well your learner is able to use the language from the lessons. Pay particular attention to your learner’s use of:

- housing type vocabulary
- room vocabulary
- furniture/item vocabulary.
Lesson 1b: flat to rent.

Time: 60 minutes

Aims:

- To revise language learned from Lesson 1a. To give your learner practice in reading rental advertisements and comparing flats and houses.

Objectives:

Your learner will be able to:

- read and understand a simple flat advertisement
- understand commonly used abbreviations, such as: ns, DSS, pcm, etc
- describe houses and flats using the following adjectives: cheap, expensive, far (from the centre of town), near (the centre of town), big, small, good, bad, nice. etc.

Preparation

You will need:

- a large piece of paper for writing notes on (which the learner can keep at the end of the lesson.)
- Worksheet 2 (for introduction activity)
- Worksheet 4 set of 3 tenant cards (cut out)
- Worksheet 5 word cards (cut out)
- Worksheet 6 Rental advertisements. Texts and pictures cut up and shuffled.
- Worksheet 7 (Adjectives)
- picture of a house/flat you like (your dream house) sourced online or from property section of newspaper/magazine
- access to an online property search site, or the property section of a local newspaper. Alternatively, print a selection of suitable property adverts before the lesson (for use in Activity 6).

Consider:

- The rental advertisements (Worksheet 4) may introduce quite a bit of new language to your learner. With a lower ability learner, consider just reading one of the advertisements rather than all three (you can ask him or her to choose the house he or she would be most interested in finding out about).
Introduction: (5 mins)

- Begin this lesson by recapping language covered in Lesson 1a. Ask your learner to name as many house-related words as possible in a minute. Then choose one of the room pictures from Worksheet 2 and ask your learner to tell you what is in the room.

Activity 1: tenant's needs (10 mins)

- Give your learner the cut-up tenant cards from Worksheet 4. Highlight that the cards show each person's job, budget, transport and hobbies. Ask your learner to tell you as much as possible about each person. You may need to explain what pcm means (per calendar month).
- Ask your learner to say what kind of place he or she thinks would be a good place for each tenant to live in.
- Give your learner the cut-up word cards from Worksheet 5. Ask him or her to read each card and to decide which tenant each word should go with. Teach any new vocabulary such as DSS and Off-street parking (DSS is an acronym of 'Department of Social Security' and No DSS means that the landlord does not want tenants who are on benefits such as jobseeker’s allowance). You should also highlight that learners have to multiply the weekly rent figure by 4.33 to get the monthly figure.

Activity 2: reading rental advertisements (15 mins)

- Focus your learner's attention on the house/flat pictures from Worksheet 6. Ask your learner to tell you what types of houses he or she can see (semi-detached house, block of flats and cottage). Ask your learner to tell you which of the houses he or she prefers and encourage him or her to give reasons why.
- Focus your learner's attention on the rental advert texts in Worksheet 6. Elicit what for rent means and explain that these are rental advertisements.
- Ask your learner to read the texts aloud (or read them aloud to the learner yourself).
- Ask your learner to match the advertisements with the pictures of the house and teach any unknown vocabulary.
- Focus your learner on the abbreviations. Elicit the meaning of, No DSS and pcm (per calendar month). You may want to teach that ns stands for non-smoker.
- Ask your learner to match the people from Worksheet 4 to the property which is most suitable for them. Encourage your learner to explain why.

Differentiation:

Give learners with literacy needs any extra support they need. For example:

- ask your learner to read the text after you, sentence by sentence, if necessary
- read the text aloud together
- a less-confident reader could read one (rather than all three) of the advertisements.
Activity 3: adjectives to describe houses (10 mins)

- Go through the cut-up and shuffled adjectives on Worksheet 6. Elicit and/or explain the meaning of each adjective. Check your learner’s understanding by asking him or her to indicate things in the room where you are which match the adjectives.
- Ask your learner to read the adjectives aloud one by one. Alternatively, read the adjectives aloud and ask your learner to repeat them after you. Drill pronunciation, where necessary.
- Ask your learner to match the words with their opposite meaning. Then choose some adjectives, such as big, small, cheap and expensive and ask your learner to match the adjectives with the most suitable flat property on Worksheet 5.

Activity 5: describing a dream house (10 minutes)

- Show your learner a picture of your dream house (pick a house or flat that you like from the property section of a newspaper or find one online).
- Describe the house. Talk about the rooms, and say what there is in the house. Say why you like it, using as many of the target adjectives as you can.
- Ask your learner to find a picture of a house he or she likes and to tell you all about it. If your learner has a phone and internet access help him or her to find adverts for local properties, using websites such as Rightmove or local authority housing websites. If this is not possible, print a selection of genuine adverts to bring to the lesson.

Learning check:
Assess how well your learner can describe a property by monitoring Activity 5. Pay particular attention to how well the learner uses:
- there is… / there are…
- the adjectives presented in Activity 3.
Activity 6: finding suitable properties (10 minutes)

- Ask your learner to look at some genuine property adverts for your local area and identify a suitable property for each of the people from Worksheet 4. Support by clarifying any new vocabulary from the texts. You could either use an online property search, or from a selection of authentic adverts printed before the lesson.
- Ask your learner to justify his or her choices.

Learning check:
Assess how well your learner can read for key information from authentic rental adverts by monitoring his or her performance during Activity 6.
Lesson 1c: finding out about a flat or house

Time: 60 minutes

Aims:
- To revise language learned from lessons 1a and 1b and to support your learner in writing a short text about his or her own flat or house. To prepare the learner for enquiring about rental properties through taking part in a role play.

Objectives:
- Your learner will be able to:
  - write a short, simple rental advertisement describing his or her own flat or house
  - ask questions about a property: How much does it cost per month? When can I come and see it? Are bills included? Are pets allowed?

Preparation

You will need:
- a large piece of paper for writing notes on (which the learner can keep at the end of the lesson)
- property supplement from local newspaper
- Worksheet 5 (Rental advertisements)
- Worksheet 8 (Role play pictures)
- Worksheet 9 (Flat advertisement model text)
- Worksheet 10 (Writing frame)
- Worksheet 11 (Board game, two counters and a dice)

Consider:
- This lesson includes a writing activity which will present a challenge for a learner with literacy needs. Read the differentiation suggestions for Activity 4 before starting the lesson, if possible. Consider your learner’s literacy needs and decide which of the strategies you will follow.
Introduction: (5 mins)

- Revise adjectives from the previous lesson, by focusing on pictures of houses from the property supplement. Ask your learner to describe the houses using as many adjectives as possible.
- Ask your learner to tell you what he or she remembers about your dream house (from the Activity 5 in the previous lesson). Then tell your learner what you remember about his or her dream house.

Activity 1: preparing role play questions (10 mins)

- Focus the learner’s attention on Worksheet 6 pictures (the property rental advertisements). Ask your learner to imagine phoning and arranging to see the property. Ask him or her to think of any questions to ask.
- Write your learner's questions down and read them back together. Drill pronunciation, focusing on natural sounding intonation. Practise saying (rather than reading) the questions by breaking them into small chunks: say one word of the question first of all; then add a second word and a third word until the learner can say the whole question.

Activity 2: practising role play questions (10 mins)

- Focus your learner’s attention on the role play pictures on Worksheet 8. Explain that he or she is going to practise phoning up and arranging to see a flat.
- Go through the pictures one by one, eliciting the appropriate questions or statements for each picture and writing them down for example:

  Hello, my name is _ and I’m calling to find out more about your flat.
  When can I come and see it?
  What time?
  How much is the rent?
  Are bills included?
  Are pets allowed?

- Take time to drill the opening sentence and questions.
- If your learner thought of some different questions in Activity 1, include these here.

Differentiation:

Limit the number of questions that lower level learners have to work with in the role play. Try 3 questions to begin with.
Activity 3: role play (10 mins)

- Conduct the role play with your learner, using the pictures as prompts.
- If your learner copes well with the role play, try turning your chairs back to back to simulate a phone call. Alternatively, move to a different room and ask your learner to call you. You can also try swapping roles.
- If possible, use a phone, tablet or computer to record the role play and listen back to the recording. Ask your learner to listen for the questions that he or she asked. Record a second version and listen back to note any improvements.

Differentiation:
More confident learners could write down the answers they get to their questions in note form. Discuss your learner’s notes after the role play.

Learning check:
Monitor Activity 3 to assess whether your learner is able to ask appropriate questions to a landlord. Focus on whether your learner is able to communicate what he or she wants to find out.

Activity 4: writing an advertisement for a flat (15 mins)

- Tell your learner that he or she is going to write a short advertisement for his or her own flat or house.
- Ask your learner to read the model text from Worksheet 9 or read the text aloud, asking your learner to repeat after you. Elicit all the things the writer has included (cost, type of house, number of bedrooms, other rooms and whether bills are included etc.).
- How you approach this activity depends on your learner’s writing ability. If he or she seems fairly confident with writing, then allow the learner to work on writing his or her own advertisement. Alternatively, provide the learner with the writing frame from Worksheet 10.
Activity 5: practising questions (10 mins)

Play the board game with your learner. You will need two counters and a dice. Take it in turns to move around the board. Whoever lands on a square needs to read the question to his or her partner who should answer in a sentence. If a player lands on an adjective, he or she should read the word and name its opposite.

Differentiation

- If your learner has literacy needs, support him or her by reading the questions aloud.
- Encourage your learner to notice the initial letter sounds and the shapes/outlines of the adjectives in the game.

Learning check:
Use the text that your learner produces in Activity 4 to assess whether he or she is able to write a simple text describing where he or she lives.

Differentiation:

With learners who have writing difficulties you may need to use the language experience approach (see CPD module for more information).

- Ask your learner to tell you about his or her flat/house and write down what he or she says.
- Use the sentences your learner has dictated to help your learner’s reading and writing skills. Cut the sentences into strips and lay them out in random order. Read the sentences together (or ask your learner to read the sentences after you). Then ask your learner to order the sentences. Read the text aloud together (or ask your learner to read it).
- One by one, cut the sentences up into individual words and shuffle the words. Elicit the words from your learner, and ask him or her to order them to make sentences. Ask the learner to copy the words to make sentences.
# Answers

**Lesson 1b – Activity 1 & 2**

<table>
<thead>
<tr>
<th>Location</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Garden, No DSS, £346pw Off street parking</td>
<td>1 Bedroom</td>
</tr>
<tr>
<td>Near city centre, DSS, £207pw near bus stop/near public transport</td>
<td>1 Bedroom</td>
</tr>
<tr>
<td>Near park and leisure centre</td>
<td>No DSS, £230pw near bus stop/near public transport</td>
</tr>
</tbody>
</table>
Lesson 1a. Worksheet 1

semi-detached house

block of flats

terraced house
<table>
<thead>
<tr>
<th>study</th>
<th>bedroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>living room</td>
<td>kitchen</td>
</tr>
<tr>
<td>dining room</td>
<td>toilet</td>
</tr>
<tr>
<td>hall</td>
<td>attic</td>
</tr>
</tbody>
</table>
Lesson 1b. Worksheet 4

Max: £1500 pcm

Max: £900 pcm

Max: £1000 pcm
# Lesson 1b. Worksheet 5

<table>
<thead>
<tr>
<th>Garden</th>
<th>Near city centre</th>
<th>Near park and leisure centre</th>
</tr>
</thead>
<tbody>
<tr>
<td>No DSS</td>
<td>No DSS</td>
<td>DSS</td>
</tr>
<tr>
<td>£230pw</td>
<td>£207pw</td>
<td>£346pw</td>
</tr>
<tr>
<td>Off-street parking</td>
<td>near bus stops</td>
<td>near public transport</td>
</tr>
<tr>
<td>3 bedrooms</td>
<td>1 bedroom</td>
<td>1 bedroom</td>
</tr>
</tbody>
</table>
Lesson 1b. Worksheet 6


3 bedrooms (1 double and 2 single). Fully fitted kitchen/diner. 1 large fridge freezer. 1 washing machine. 1 tumble dryer.

1 bathroom and 1 toilet.

Rent: £1000 pcm. Includes bills.

1 bedroom flat to rent on fifth floor of modern apartment block.

The flat contains: cosy and fully furnished double bedroom, 1 kitchen/living room with all necessary appliances (fridge/freezer, washing machine, microwave etc.), one bathroom and one guest toilet.

15 minute walk and 5 minute bus ride from city centre. Bus stop near flat

Rent: £200 per week, including all bills (council tax, gas, water, electricity and internet).

Small cottage for rent in quiet and peaceful area.

40 minute bus ride from city centre.

1 kitchen/dining room, 1 bedroom and bathroom.

Garden in front of house. Off-street parking.

Rent: £300 per week. Bills not included. No DSS
<table>
<thead>
<tr>
<th>cheap</th>
<th>expensive</th>
</tr>
</thead>
<tbody>
<tr>
<td>far</td>
<td>near</td>
</tr>
<tr>
<td>big</td>
<td>small</td>
</tr>
<tr>
<td>old</td>
<td>modern</td>
</tr>
</tbody>
</table>
Lesson 1c. Worksheet 8
**Terraced house to rent!**

Only 30 minutes to city centre by bus.

3 bedrooms. Kitchen with dining room. 1 toilet, 1 bathroom.

Small garden behind the house.

**Rent: £900 pcm. Bills not included.**
to rent!

Only ______ minutes to city centre ______.

______ bedrooms. Kitchen with ______.
______ toilet, ______ bathroom.

Rent: ______. Bills ______.
### Lesson 1c. Worksheet 11

<table>
<thead>
<tr>
<th>START</th>
<th>1</th>
<th>What does p.c.m mean?</th>
<th>GO FORWARD 3 SPACES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>6</td>
<td>Modern</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>Modern</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>HAVE ANOTHER TURN</td>
<td>13</td>
<td>What rooms are there in your house?</td>
</tr>
<tr>
<td>14</td>
<td>17</td>
<td>Expensive</td>
<td>19</td>
</tr>
<tr>
<td>20</td>
<td>18</td>
<td>Expensive</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>19</td>
<td>Expensive</td>
<td>23</td>
</tr>
<tr>
<td>25</td>
<td>24</td>
<td>Expensive</td>
<td>26</td>
</tr>
<tr>
<td>26</td>
<td>27</td>
<td>Expensive</td>
<td>27</td>
</tr>
<tr>
<td>27</td>
<td>28</td>
<td>Expensive</td>
<td>28</td>
</tr>
<tr>
<td>28</td>
<td>29</td>
<td>Expensive</td>
<td>29</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>Expensive</td>
<td>30</td>
</tr>
</tbody>
</table>

**Instructions:**
- Start at the top left and move right, answering each question as you go.
- Use the spaces provided to write down your answers.

**Topics:**
- Localization
- Furniture
- Room descriptions
- Personal belongings