**Teachers’ notes Level: B1.2**

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| Graphical user interface, Teams  Description automatically generated**Lesson outcomes**  By the end of the lesson students will have:   * noted the questions to ask tenants before renting a room or a flat. * practised asking those questions and follow up questions. * described a personal experience of living with other people. |

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| **Materials**  Handout for students  Appendices  PPT  All images taken from Pixabay.com |

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| **Time** | **Procedure** | **Materials** |
| **10 minutes** | **Activity 1:** Describe where you are living.   * Display lesson objectives. * Where are students currently living? * Ask them to describe to each other, in pairs (or breakout rooms online), the area they are living in at the moment, the flat or house they are in, how the building is divided and managed, how much space they have and who is living with them. * Bring everyone together and listen to some of the points mentioned. | **PPT** |
| **10**  **minutes**  **15 minutes**  **15 minutes** | **Activity 2:** Questions for the tenants.   * Ask students to imagine that they have found a room or flat to rent and spoken to the landlord. * They decide to speak to the other people living in the flat. Tell them to work out, in pairs, some questions to ask before deciding whether to accept the place.   **Eg. The exact rent per person, extra payments like condominium fees, cleaning, electricity and other bills. Are these costs split between them or are they a fixed monthly extra?**Tell them to continue*.*  *Suggested questions: When and how they have to pay; do they organise a “kitty” for comunal costs like coffee, sugar, cleaning products and so on, or does each person keep his own supplies separately? Do they have “house rules”? Is there a cleaning “schedule”? a curfew? Is use of the fridge for everyone, or does each person keep his corner for his things? How often does the landlord come round? What is the policy on pets? Noise? Visitors? Why is the room available? What do the other tenants do? Study? Work? If they work, do they work by day or at night? Are the others tidy or messy? Is this an issue for them? Do they keep the kitchen clean? And the bathroom? How often do they organise parties? Who stays up until very late? Who pays for damage? Did they sign an agreement? How much notice do people give before leaving? Does the landlord return the deposit?*  **Activity 3:** Writing questions.   * Is this situation formal or informal? Why? Tell them to look at the language box to see the way we ask questions, especially about “delicate” topics like finances or behaviour. * Students report back to the teacher the expressions they would use. * In pairs, students now write out the questions they would like to ask.   **Activity 4:** Meeting flatmates. Card game.   * Prepare sets of cards for each pair or group. The “tenants” take a card describing the situation in that house. The potential flatmate doesn’t look at the card. * Ask the groups to practise acting out the meeting in 2’s or 3’s. They can use the questions they wrote down, but the “tenants” must improvise the answers on the basis of what is on the card. * Listen to some examples of their work. * Ask students to regroup and repeat the activity concentrating on sounding informal, friendly but at the same time, polite. |  |
| **10 minutes** | **Reflection**   * It’s quite embarrassing for us to ask questions about money, salary and so on. That’s why we use more indirect language.   Ask students if it the same where they come from? Ask for examples.   * What other topics are difficult to speak about openly with the people we live with?   Eg. Meanness? Untidiness? Not washing regularly? *Not doing their share of the cleaning? Not doing their own washing up? Using other people’s food? Leaving the toilet and shower dirty?*  *Letting friends sleep free on the floor?* Why? Ask them to give examples from their experience. |  |

**Students’ handout**

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| **Graphical user interface, Teams  Description automatically generatedLesson Outcomes**    By the end of the lesson you will have:   * noted the questions to ask tenants before renting a room or a flat. * practised asking those questions and follow up questions. * described a personal experience of living with other people. |



**Activity 1:** Describe where you are living.

* Where are you currently living?
* Describe to each other, in pairs (or breakout rooms online), the area you are living in at the moment, the flat or house you are in, how the building is divided and managed, how much space you have and who is living with you.

Come together and talk about the points mentioned.

 **Activity 2:** Questions for the tenants.

* Imagine that you have found a room or flat to rent and already spoken to the landlord.
* You decide to speak to the other people living in the flat. Work out, in pairs, some questions to ask before deciding whether to accept the place.

***Eg. The exact rent per person, extra payments like condominium fees, cleaning, electricity and other bills. Are these costs split between them or are they a fixed monthly extra?***Now you continue*…..*

 **Activity 3:** Writing questions.

* Is this situation formal or informal? Why? Look at the language box to see the way we ask questions, especially about “delicate” topics like finances or behaviour.
* Students report back to the teacher the expressions they would use.
* In pairs, students now write out the questions they would like to ask.

 **Activity 4:** Meeting flatmates Card game.

* Each pair or group of 3 takes a set of cards and places them upside down in the centre of the table.
* The “tenant” takes a card describing the situation in that house. The potential flatmate doesn’t look at the card.
* Act out the meeting. Use the questions you wrote down, but the “tenants” must improvise the answers on the basis of what is on the card.
* Listen to examples of each other’s work.

Regroup and repeat the activity concentrating on sounding informal, friendly but polite.



**Activity X: Reflection**

* It’s quite embarrassing for us to ask questions about money, salary and so on. That’s why we use more indirect language.
* Is it the same where you come from? Give examples.
* What other topics are difficult to speak about openly with the people we live with?

*Eg. Meanness? Untidiness? Not washing regularly? Not doing their share of the cleaning? ……*

Why? give examples from your own experience.

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| **Language Box:**  **Asking delicate questions tactfully:**   * **Can I ask you …..?** * **Do you mind if I ask you ….?** * **I hope you don’t mind my asking you but ….?**   Eg. ***Can I ask you about*** cleaning? Have you got a rota or do you pay someone to come and clean?  ***Do you mind if I ask you about*** the kitchen? Have you got a kitty for buying things like milk, that everyone uses?  ***I hope you don’t mind my asking you,*** but does anyone work nights?  ***Can I ask you exactly why*** the room is available? |  |

**Appendix 1 Situation Cards**

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| You will share the room with a boy whose girlfriend has moved in but doesn’t pay. |  | 2 people in the flat work nights cleaning shops, and need to sleep in the morning. |
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| This is a very informal place. Everything is shared but no kitty has been started. |  | This is a rather disorganised, untidy flat. |
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| The tenants sometimes organise house parties. |  | 1 person in the flat never washes the dishes. |
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| The condominium fees are high but the area is beautiful. |  | This flat is in an old building. It’s very cold in winter even with heating. The walls are damp. There is mould in the bathroom |

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| The room is available because the previous tenant lost his job and can’t afford the rent. |  | The flatmates tell you the building is badly insulated and therefore very noisy, especially in the evening and at night. |
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| This is a mixed flat – 2 girls and 3 boys. The free room already has a girl sleeping in the other bed. |  | Five people are sharing one bathroom and kitchen. |
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| Your room mate is Muslim and always gets up in the night to pray, and to cook too, during Ramadan. |  | This place is perfect, clean, spacious, but there is a 20 minute walk to the bus stop in the centre. |
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| Buses in this area stop around 5 pm in the evening, so you really need a car. |  | The landlord has a key and often enters when everyone is out working. People feel uneasy about this. |