**Teachers’ notes Level B1.2**

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| A picture containing metalware, wall, indoor, lock  Description automatically generated**Lesson outcomes**By the end of the lesson students will have: * noted the questions to ask a landlord before renting a room or a flat.
* practised asking those questions and follow up questions.
* listened to a similar telephone conversation.
* spoken about a personal experience of finding somewhere to live.
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| **Materials**Handout for studentsPPTAll 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****10 minutes****20 minutes** |  **Activity 2:** Questions for the landlord.* Ask students to imagine that they have found an advert for a room or flat to rent. (www.gumtree.com is a good site to find places).
* In pairs, ask them to imagine the questions they would ask the landlord in an initial telephone call.

*Eg. The exact location of the flat, availability of public transport, when exactly the room is free from, the monthly rent, the deposit, whether the room is for one person or if it is a shared room, how many people there are in the flat. Ask for an appointment to meet the landlord.* **Activity 3a:** Writing questions.* Is this situation formal or informal? Why? Tell them to look at the language box to see the way we ask questions formally.
* Students report back to the teacher the expressions they would use when asking formal questions.
* In pairs, students now write out the questions to ask the landlord.

**Activity 3b:** A telephone call* Ask them to practise acting out the telephone call including the introduction and the conclusion. They can use the questions they wrote down, but must improvise the answers.
* Listen to some examples of their work.
* Ask them to listen to two people acting out a similar call.
* What are the differences, if any? What about pronunciation and especially intonation?
* Give out the transcript and play the call again.
* Ask students to repeat the activity concentrating on sounding friendly but polite.
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| **10 minutes** | **Reflection*** How did students get the home they have now? Through friends? An advert in a paper? A website like Gumtree.com? An association or group that helps young people to find accommodation? A different way? How easy or difficult is it to find somewhere at the right price? Has anyone any special experience, good or bad, about places they have lived?
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**Students’ handout**

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* practised asking those questions and follow up questions.
* listened to a similar telephone conversation.
* spoken about a personal experience of finding somewhere to live.
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 **Activity 1:** Describe where you are living.

* Where are you living at the moment?
* Describe the place to each other, in pairs (or breakout rooms online), the area you are living in, 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.
* The teacher will ask some of you to say something to the whole class.



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

* Imagine that you have found an advert for a room or flat to rent. (gumtree.com is a good site to find places).
* In pairs, think about the questions you would ask the landlord in an initial telephone call.

***Eg. The exact location of the flat, availability of public transport ….***

 **Activity 3a:** Writing questions.

Is this situation formal or informal? Why? Look at the language box to see the ways we ask questions formally.

* Now tell the teacher the expressions we use when asking formal questions.
* In pairs, write out the questions to ask the landlord.

 **Activity 3b:** A telephone call

Now practise the telephone call, including the introduction and the conclusion. Use the questions you wrote down, but improvise the answers.

* Listen to some examples of each other’s work.
* Listen to two people acting out a similar call.
* What are the differences, if any? What about pronunciation and especially intonation?
* Give out the transcript and play the call again.
* Ask students to repeat the activity concentrating on sounding friendly but polite.

**Reflection**

* How did you get the home you have now? Through friends? An advert in a paper? A website like Gumtree.com? An association or group that helps young people to find accommodation? A different way?
* How easy or difficult is it to find somewhere at the right price?
* Have you had any special experience, good or bad, about places you have lived in?

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| **Language Box:****Starting a telephone call:**Introduce yourself and why you are calling:* Eg. Good morning/afternoon/evening. **This is** (John Smith). **I’m calling about** an advert for a flat I saw yesterday in the Daily Gazette ….

**Questions and clarification:*** **Could I ask you** where exactly the flat is?

How close is it to the trains and buses?* **I wanted to ask you** about the rent. How much **would I** pay monthly? Does that include all utility bills?
* How **would you prefer** the rent to be paid, and when?
* **Can I ask you about** the deposit?
* **Do you mind me asking** who is responsible for damages?
* **Could you possibly tell me** when the room is free from? **Does that mean I could** move in from that date?
* **Could we possibly** meet there, maybe tomorrow?

**Concluding a telephone call:**Summarise the information and thank the person.* Eg. So, tomorrow evening at 8pm, at the flat in Thornberry close. Would you like me to bring a document? Thank you very much and see you tomorrow evening.
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**Glossary:**

**To rent a room/flat/house** = to pay someone regularly for the use of their property, or part of their property.

**To pay rent** = to pay a fixed amount of money … weekly/monthly agreed by contract … to have the right to use the property of another person.

**To pay cash/direct debit** = to pay using money/ to authorise someone to collect money from your bank account at regular intervals.

**To pay a deposit** = to pay money to use as security against damage or non-payment of (rent). This should be refunded on termination of your contract with the landlord.

**To sign a tenancy agreement** = to sign a contract between you and your landlord.

**Utilities** = examples of utilities are gas, electricity and water.

**Damage** = to harm something which reduces its value or normal function.

**Appendix 1**

 **Questions for the Landlord**

**A telephone call**

A: Good evening, this is Roger Cartwright. I’m calling about the advert for a flat I saw yesterday in the post office. Is it still free? Could I ask you where exactly the flat is?

B: The flat is close to Islington Green, in Tolpuddle Street, behind the Sainsbury’s supermarket.

A: How close is it to a bus stop?

B: Very close. There’s a bus stop outside the supermarket. Islington tube is just five minutes walk.

A: I wanted to ask you about the rent. How much would I pay monthly?

B: It works out at about 300 pounds a month.

A: Does that include utility bills?

B: No. There are gas and electricity meters. It includes council tax.

A: How would you prefer the rent to be paid?

B: I’ll give the bank details of the agency.

A: Can I ask you about the deposit?

B: We normally ask three months rent in advance which is repaid when you leave.

A: Do you mind me asking when the room is free from?

B: From the beginning of next month.

A: Could we possibly meet at the flat, maybe tomorrow evening?

B: Yes, of course. How about seven thirty outside the house?

A: So, the flat is in Islington, in Tolpuddle Street. The rent is £300 a month payable to you and the room is free from the beginning of next month.

B: No, the rent is payable to the agency that manages the flat.

A: Thank you very much, see you tomorrow!