

The proposed syllabus is a 'menu' for ESOL learners working towards Entry 1, 2 or 3. It is not exhaustive. Below is a suggested list of topics which could be studied under this section.

The items in bold are those which have teachers' notes and learners' activities associated.

- **Finding accommodation**
- **Types of accommodation**
- **Sharing a flat**
- Buying a property
- Council housing: local information about housing availability
- **Rented accommodation:** rights, deposit, rent (weekly or monthly), landlord's responsibilities, tenant's responsibilities
- Paying bills: electricity, TV licence, council tax, phone, water rates
- Home safety. Health and safety issues, gas fires and boilers, fire exits
- Housing benefits
- Sources of help and information, national Websites, local information



### Sources of the material used in this section

- Local newspaper/lettings section in Leicester and in Reading.

### Sources of other useful material

- Local newspapers' weekly housing sections.
- Local council housing offices.
- Local Citizens' Advice Bureau.
- *Skills for Life* learner materials pack ESOL, Entry 1, unit 7: 'Homes'.
- Details from local estate agents.

## Useful Websites

Website	Web address	Description
BBC	<a href="http://www.bbc.co.uk/a-z">www.bbc.co.uk/a-z</a> Search under 'h': – House Price Guide for the UK – <i>House Invaders</i> – <i>Houses Behaving Badly</i>	BBC site contains useful information under 'housing' in the A-Z index.
	<a href="http://www.bbc.co.uk/homes/property">www.bbc.co.uk/homes/property</a>	One-stop guide to buying, selling moving house.
	<a href="http://www.bbc.co.uk/radio1/onelife/housing/renting/check.shtml">www.bbc.co.uk/radio1/onelife/housing/renting/check.shtml</a>	Information with a basic checklist on renting accommodation.
The Big Issue	<a href="http://www.bigissue.co.uk">www.bigissue.co.uk</a>	The magazine sold by the homeless throughout the UK and also the world.
	<a href="http://www.bigissue.co.uk/johnsstory.html">www.bigissue.co.uk/johnsstory.html</a>	A short personal story in clear English.
CAB (Citizens Advice Bureau)	<a href="http://www.citizensadvice.org.uk/join-us">www.citizensadvice.org.uk/join-us</a>	Provides up to date independent advice around the clock in many different languages.
	<a href="http://www.adviceguide.org.uk/nw/index/family_parent/housing.htm">www.adviceguide.org.uk/nw/index/family_parent/housing.htm</a>	Advice on all questions related to housing with translations, for example into Urdu.
Find a room mate	<a href="http://www.findaroommate.com">www.findaroommate.com</a>	Home page.
	<a href="http://www.flatmateclick.co.uk/?rid=rmtc">www.flatmateclick.co.uk/?rid=rmtc</a>	Provides a room mate search engine.
History of Social Housing	<a href="http://www.members.tripod.com/tenant2U/socialhousing.html">www.members.tripod.com/tenant2U/socialhousing.html</a>	The evolution of social housing in personal story form – a useful resource for historic reference. This site shows the history of tenanted housing with interesting personal stories in simple English.
Homeless London	<a href="http://www.homelesslondon.org.uk">www.homelesslondon.org.uk</a>	Advice for homeless people in the London area on where to get help, daycentres, citizens advice and healthcare.
	<a href="http://www.homelesslondon.org.uk/services/service.asp">www.homelesslondon.org.uk/services/service.asp</a>	Advice for asylum seekers, refugees, ethnic minority groups.
	What service? = 'Specialist housing'	
Shelter	<a href="http://www.england.shelter.org.uk">www.england.shelter.org.uk</a>	A site dealing with the issues of overcrowding, poor accommodation, homelessness for children and adults.
	<a href="http://www.england.shelter.org.uk/advice/index.cfm">www.england.shelter.org.uk/advice/index.cfm</a>	Information on all aspects of finding accommodation, for example renting a room.
St Mungo's Homeless Association	<a href="http://www.mungos.org/source8/docs/home.htm">www.mungos.org/source8/docs/home.htm</a>	An online magazine written by people with experience of being homeless.

Type of resource	Online or downloaded?	Level/adaptability
<i>Houses Behaving Badly</i> is generally <b>text</b> based; opportunity to share/search for tips using <b>online message board</b> .	<b>Online</b> interactive map to search for UK house price guides. Also <b>online</b> fact sheets and pictures in <i>House Invaders</i> .	E1+
<b>Text</b> is fairly simple.	<b>Online</b> checklists.	E1+
Simple <b>text</b> to browse. /housing/nightmares – three stories of sharing with others. Good colloquial language.	Better to use <b>online</b> so that the pictures and designs are as clear as possible.	High E1+
<b>Pictures</b> and historical information on styles from the 1920s to Gothic. Great for vocabulary practice.	Site most successful <b>online</b> .	E1+
Free and charged lists and checklists on homes, legal issues, and so on: www.bigissuelists.co.uk	Information to <b>download</b> .	Simple E1+
Very short <b>text</b> .	<b>Downloading</b> possible.	E1+
/aboutus – inside a bureau; <b>photos</b> and descriptions of a day in a CAB office.	<b>Online</b> tour of a CAB office.	E1+
/aboutus/factsheet – principles of CAB, facts about CAB, the top five problems dealt with.	Lots of information to <b>download</b> .	Very small print. Hard to read. E2+
Look at London apartments.	<b>Online</b> .	Teacher resource
Free preview search in the UK. Can select 'need a room' or 'have a room'.	<b>Online</b> . Select from appropriate drop-down menu.	Teacher resource
Purely <b>text</b> . Navigation can be fairly confusing.	Possible to <b>download</b> then adapt articles.	High E1+
Easy to follow the links and find information.	Searching for who to contact is easy <b>online</b> .	Text dense but simple E1+
<b>Fact sheets</b> available on problems associated with homelessness; mental health; refugees; alcohol and drugs. Information on day sheltered housing, and so on.	<b>Online</b> search through boroughs and services.	E2+
/adviceleaflets – approximately 20 pages with some <b>pictures</b> but mainly dense <b>text</b> .	Low cost and free publications to <b>download</b> or view <b>online</b> .	E1+ (needs adapting)
Information on squatting, emergency housing, and so on. Brief descriptions of finding a room. <b>Text</b> based.	Information to <b>download</b> .	High E1/E2
Mainly <b>text</b> , in the form of stories and poetry.	<b>Online</b> magazine.	Low E2+

# 9.1 Accommodation

Entry 1	Entry 2	Entry 3
Make statements about self. (Sc/E1.4a) Write simple sentences. (Ws/E1.1a)	Use as a basis for more extended writing. (Ws/E2.1a)	n/a

### Suggested procedure (Entry 1)

- Ask learners to talk about where they live and what type of accommodation it is.
- Show the diagram of the house and ask them to say which flat is which. Point out that in the UK, the first floor is not the ground floor.
- Ask learners to label the diagram (1).
- Ask learners to do the matching exercise (2), then talk about types of accommodation, for example how many rooms there normally are in a flat, what you normally expect to find if you rent a single room.
- Ask learners to read the text in 3 and 4, then encourage them to talk about their own situation if they wish, bearing in mind that some might find this a sensitive topic.
- Ask learners to either write about themselves or to make up some other sentences about where people live and what they are looking for.

### Differentiation

- *Make a gap-fill exercise, for example 'I live in a ...', if free writing is difficult. With learners at a very basic level of literacy, work on one 'language experience' sentence.*

### Language points

Integrate the following specific language points:

- all persons and singular and plural forms of verbs with the phrases 'I live' and 'I am looking for'.

### Extension activities

- Use catalogue pictures to talk about furniture. Move the 'furniture' around, practising talking about where it is, using prepositions of place.
- Draw up a diagram of the building where the class takes place, naming the floors and putting in the main rooms.
- Practise going to an agency and saying what they are looking for.

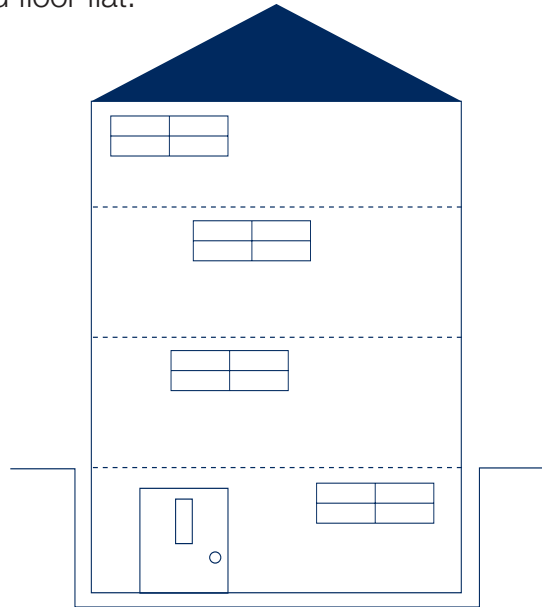
Answers to the matching exercise can be found in the answers section, p. 319.

## Accommodation

## 9.1

1. Look at the diagram of a house. Mark:

- the first floor flat;
- the basement flat;
- the second floor flat;
- the ground floor flat.



2. Match the words with the description:

Hostel	Where people live for a short time.
Temporary accommodation	One person living in one room.
Single room	For holidays or for a short time.
Double room	A lot of people (often young people) living together.
Hotel	Two people sharing a room.

3. I live in a hostel at the moment.  
I am looking for a small flat or a large single room.
4. I live in a basement flat with my family.  
We are looking for a house with 3 bedrooms.

## 9.2 Renting

Entry 1	Entry 2	Entry 3
<p>Read common words connected with housing and match to abbreviations. (Rw/E1.1a)</p> <p>Ask simple questions, for example 'Is there...?', 'Has it got...?' (Sc/E1.3b)</p>	<p>Scan for information. (Rt/E2.1b)</p> <p>Ask for information. (Sc/E2.2d)</p>	<p>A range of question forms, including embedded questions. (Sc/E3/3b)</p>

### Suggested procedure (Entry 2)

- Ask learners to look at adverts in local newspapers, identifying abbreviations they know or can guess, and talk about why abbreviations are used.
- Ask learners to work in groups discussing the advert on p. 224, talking about the meaning of the words and phrases, then answering the questions relating to the advert on p. 225.

### Differentiation

- *If some learners need more time or more help, give faster learners the task of searching through real adverts for abbreviations, then preparing a small presentation on OHT about what various abbreviations mean. This can be presented to the whole group when the others have finished the task on p. 225.*
- As a whole class, ask learners to look at the advert and answer questions. They will quickly notice that the answers to all the questions are not there.
- Discuss the fact that it is at least as important to 'read between the lines' and notice what adverts do not tell you.
- Ask learners to work in pairs or groups to plan questions, based on what the advert does not tell them.
- Ask learners to practise asking these questions.
- Ask learners to work in pairs and devise their own advert, putting in some information and deliberately leaving out some. Encourage use of abbreviations, but also allow writing out in full. Check their writing as they do it.

- Ask learners to pass their advert to another pair, then work out what questions they need to ask. Make sure they don't ask questions to which the answer is already given.
- Ask learners to pair up with the people who wrote the advert they are looking at, then practise asking the questions.

### Differentiation

- *Make sure that, when working in pairs, there is a strong writer in each pair.*

### Language points

Integrate the following specific language points:

- The form of questions, for example 'Is/are there...?', 'What kind of...?' and the use of 'How much/many...?' and 'some' and 'any' in questions.
- Intonation when asking questions.

### Extension activities

- Practise phone calls, ringing about a flat or a dialogue in an accommodation agency.
- Ask learners to describe the features of their ideal flat, then to prioritise these features to discuss what they feel is essential or most important for them, and what they might consider a luxury.

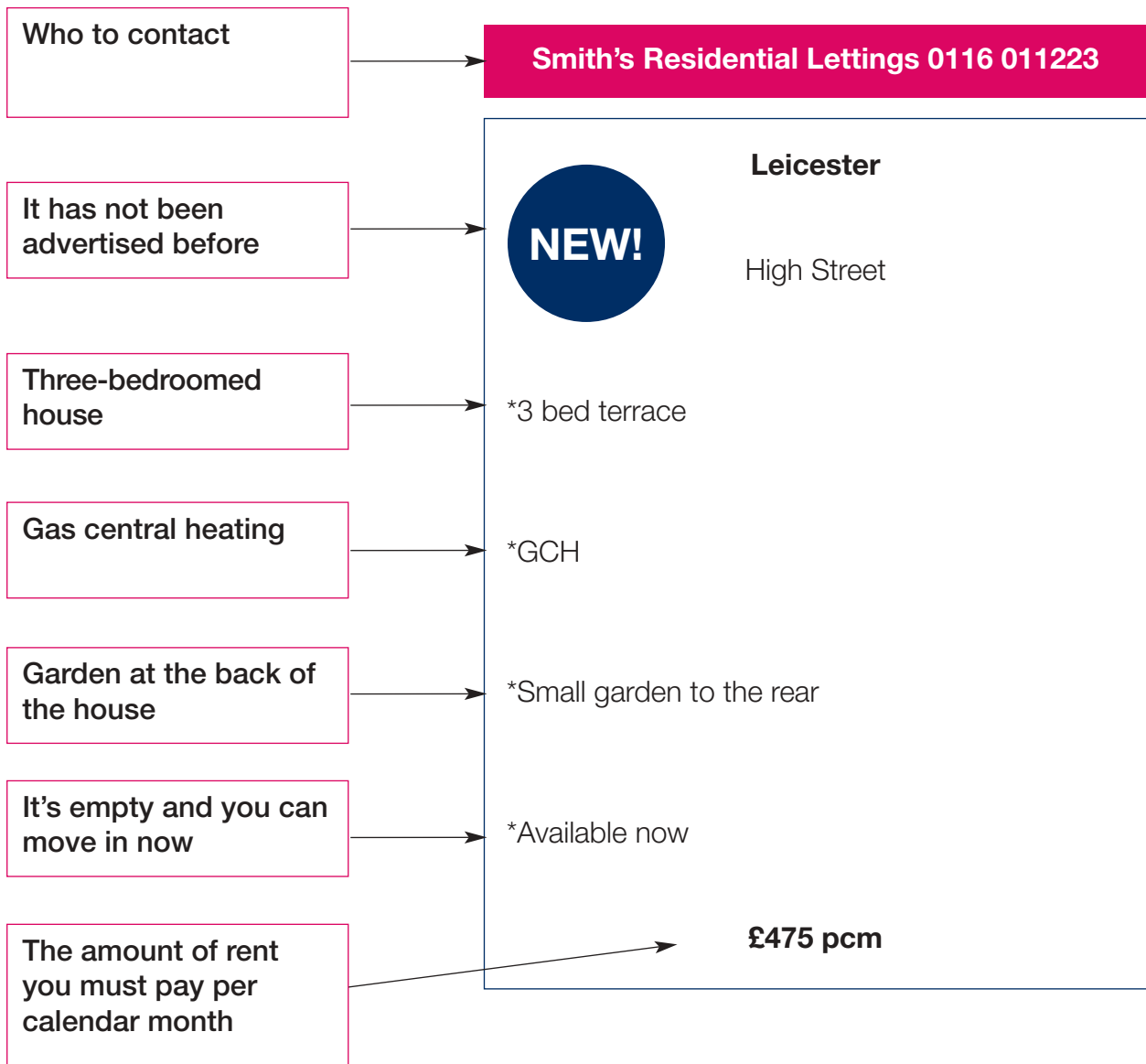
### Additional materials needed

- Accommodation adverts from local newspapers.

# Renting

## 9.2

### Terms and what they mean



## 9.2 Renting

In your groups decide what the following abbreviations and descriptions mean and answer the questions.

### Jones' Estates & Lettings Agency 070 444888

#### Kettering

\*1 bedrm first floor flat in good condition

\*lounge

\*kitchen

\*dble bedrm

\*bthrm with shower

\*elec. storage heating

\*unfurnished

\*Students and DSS welcome

**£310 pcm**

1. How many rooms does it have?
2. How many bedrooms does it have and how big are they?
3. Does it have a bath?
4. How is the house heated?
5. Would you have to decorate it or buy any furniture?
6. How much do you have to pay each month?
7. Can you rent it if you are on Income Support?
8. Who do you need to contact if you want to rent it?

## Renting

## 9.2

£700 per month

---

2 bed flat, k & b,  
available now,  
£650 pcm

---

Flat to rent

Answer the questions. If you don't know the answer, say "I don't know."

1. How many bedrooms has it got?
2. Has it got a bathroom?
3. What kind of heating has it got?
4. Are the bedrooms double or single?
5. What is included with the rent?

When you read an advert, it is important to notice what the advert tells you. It is also very important to notice what the advert doesn't tell you, so you can ask questions.

Practise asking questions 3–5 above.

Prepare questions about:

- furniture;
- garden;
- type of building (for example terraced house, tower block);
- anything else you can think of.

Make your own advert. Make sure you give some information and leave out some information.

Ask questions about someone else's advert. Make sure the questions are about information that is not in the advert.

## 9.3 Types of accommodation

Entry 1	Entry 2	Entry 3
Use the pictures for vocabulary work and for expressing likes and dislikes. (Sd/E1.1c)	Describe and compare. (Sc/E2.3f) Express likes, dislikes and wishes. (Sd/E2.1c)	Describe, compare and contrast. (Sc/E2.4f) Discussion skills. (Sd/E3.1d, Sd/E3.1g, Sd/E3.2a, Lr/E3.7c)

### Suggested procedure (Entry 3)

- Show pictures of buildings and discuss what type of building they are. Check the vocabulary, for example 'terraced house', 'tower block'.
- Ask learners to talk about the places where they live.
- Elicit or present the vocabulary for describing other types of home, for example 'detached house'.
- Ask learners to work in groups describing the homes in the countries they come from and comparing them with homes in the UK.
- Ask learners to write a paragraph comparing homes in the UK and in other countries they know.

### Differentiation

- *If possible, ask learners to work in first language groups, speaking their own language initially, then explaining in English. Stronger learners can help others to express themselves.*
- Ask learners to read the statements on p. 228 and answer the questions below.
- When checking answers, clarify types of housing, for example housing association, and check relevant vocabulary, for example 'landlord', 'share facilities', 'mortgage'.

- Encourage learners to find equivalents in their own language and keep a vocabulary list.
- Ask learners to choose one of the topics for discussion and to work in groups discussing their topic.
- Ask them to report back their opinions to the whole class.

### Differentiation

- *Less confident speakers might be encouraged to work in a group on discussion topic 3, which is likely to be the easiest topic.*

### Language points

Integrate the following specific language points:

- language for comparing and contrasting;
- language for discussion, giving opinions, agreeing and disagreeing.

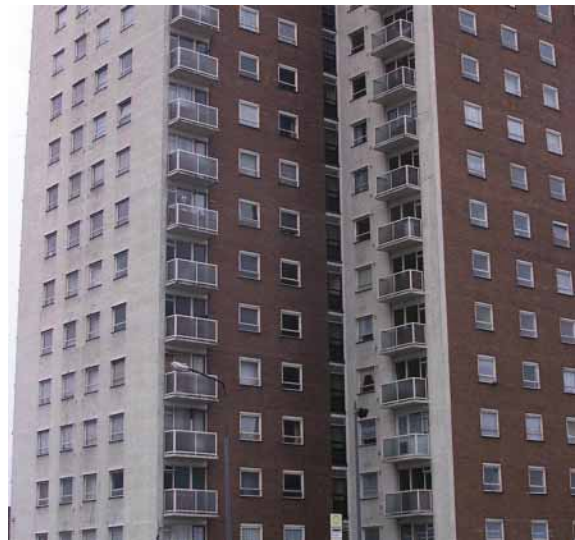
### Extension activities

- Research the area where they live, find out what the main types of accommodation, local prices, and so on, are.
- Read leaflets from local estate agents.
- Interview other people about their housing and write about their findings.

Answers to the questions can be found in the answers section, p. 319.

## Types of accommodation

## 9.3



Photographs © EMPICS

- What type of buildings are these?
- Is one of them similar to the place where you live now?
- Are they similar to or different from the homes in the country you come from?

## 9.3 Types of accommodation

A I live in a hostel.

E We are living in bed and breakfast accommodation until we can find somewhere permanent to live.

B We live in a flat on a council estate. It's self-contained.

F We are buying our house freehold.

C I live in privately rented accommodation. It's a bedsitter with a sink and cooker in the room, but I also have my own

G We are buying our flat. The lease is 99 years.

D I have a room in a private house. I use the family's kitchen and bathroom.

H Our flat is owned by the Housing Association.

Read the statements by the people above.

1. Which person lives in temporary accommodation?
  2. Which people do you think pay rent?
  3. Which people probably have a mortgage?
  4. Which people do you think share facilities in their home?
  5. Which person has a landlord or landlady?
- What is the difference between a lodger and a tenant? Look at C and D above. Which one is a lodger and which one is a tenant?
  - What is the difference between freehold and leasehold? Which one means you own the building *and* the land? Which one means you own a building or part of it for a specific length of time, but pay ground rent to someone who owns the land?

## Types of accommodation

### 9.3

1. Look at these types of accommodation:

- Privately rented
- Council housing
- Private ownership
- Hostel

Which are easiest to find? Which are cheapest? What are the advantages and disadvantages of each one?

2. How does the system of housing in the UK compare with other countries you know?

- In other countries, do people normally buy or rent?
- If people buy, what age are they normally?
- Do people usually live with families or not?
- Is housing as expensive as it is in the UK?

3. What do you prefer?

- What sort of home do you live in now? What do you like about it and what do you find problematic?
- What do you hope to find in the future?

## 9.4 Sharing a flat

Entry 1	Entry 2	Entry 3
Use the adverts to develop basic scanning skills. (Rt/E1.1b)	Discuss who learners would or wouldn't like to share with. (Sd/E2.1d)	Make suggestions and plan with another person. (Sd/E3.1e, Sd/E3.1f) Express opinions. (Sd/E3.1d) Plan and draft an advert. (Wt/E3.1a)

### Suggested procedure (Entry 3)

- Read the captions next to the pictures on p. 231 and check vocabulary, for example 'allergic to' and the concept of 'doesn't mind' as opposed to 'doesn't like'.
- Take one of the people as an example and consider the other people as possible flatmates, discussing whether they would get on. Ask learners to say whether they 'might', 'would probably', or 'definitely would not' get on, in their opinion.
- Ask learners to work in pairs, taking one person each and doing the same again. Ask them to report back to the class on their 'person'.
- Ask them finally to suggest a possible flatmate for each person.
- Show the adverts on p. 232 and ask learners to consider which of the people on p. 231 might consider which advert.
- Ask pairs to choose one of the people on p. 231 and decide which adverts he or she should ignore, and what questions still need to be asked about the other ones.

### Differentiation

- *Pair weaker learners with stronger learners for this activity.*
- Ask learners to work in pairs, encouraging them as much as possible to work with someone they know well and get on with. Ask them to do the questionnaire and compare results.

- Ask learners to imagine they are looking for a flatmate and to discuss what kind of person they want.
- Ask learners to write an advert, based on the adverts on p. 232.
- Ask learners to put the adverts on one table, then circulate, choosing an advert to 'reply to'.
- They then interview other learners who have chosen their advert.

### Differentiation

- *The important thing is that learners should be paired with someone who has similar interests. If they seem to be mis-matched when they do the questionnaire, they may need to change places with someone else.*

### Language points

Integrate the following specific language points:

- modal verbs and other ways of expressing possibility, probability and certainty;
- use of 'would' to express hypothetical meaning.

### Extension activities

- Find and read flat-sharing adverts from local papers.
- Role play a 'house meeting' where people decide who should do which jobs, or plan a meal together.

### Additional materials needed

- Local newspapers.

## Sharing a flat

## 9.4

### Flat mates



**Jane** is a vegetarian, but she doesn't mind living with meat-eaters. However, she hates cigarette smoke.



**Abraham** is allergic to cats. He has his own car and is concerned about having a place to park it.



**Carla** is extremely clean and tidy. She doesn't smoke or drink and is an 'early morning' person.



**Sonia** works in a bar. She normally works until 2 in the morning and comes home about 5 a.m.



**David** loves animals. He is a vegetarian.



**Jason** smokes and likes to stay out late. He is not very tidy.

Choose one person, and consider each of the others as possible flat mates for him or her. Decide if you think they would possibly, probably or definitely not get on if they lived in the same house. Give your opinion, for example:

'**David** and **Abraham** *might* get on together'.

## 9.4 Sharing a flat

---

House share.  
Professional person required  
to share house with owner.  
Must like pets. Well-decorated  
house, beautiful garden.

---

Double room in shared house.  
10 minutes walk to town  
centre. Female preferred.

---

Available now. Comfortable  
rooms in shared house  
for non-smokers.

---

Wanted. Male or female  
to share house with  
4 vegetarians. Own room.

---

Room to let in very clean  
detached house with  
off-road parking.

---

Unfurnished room in  
friendly house. No pets,  
no smokers

---

- Choose one of the people on p. 231 and decide which adverts they could investigate further and which they should not consider.

# Sharing a flat

## 9.4

### Questionnaire

People who:	Like	Don't like	Don't mind (no strong feelings)
Smoke			
Drink alcohol			
Eat meat			
Get up early and go to bed early			
Come home late at night			
Play loud music			
Have the TV on all the time			

Talk about yourself:

- What kind of music do you like?
- What kind of TV programmes do you like?
- What kind of food do you like to eat at home?
- Are you a tidy person?

Work with a friend. Imagine you share a flat and there is a room for a third person. Discuss what kind of person you are looking for. What is important to you in choosing this person?

Write your own advert.

Interview people who reply to your advert.

