

The man living in the last house standing

Lesson plan



This lesson gives the opportunity for students to broaden their vocabulary related to urban problems, have practice listening for gist and detail, and practise giving opinions and taking part in a discussion/debate around the topic of urban regeneration.

The lesson also aims to promote empathy and understanding by asking learners to consider the personal qualities and motivation of the main character in the video.

Learners are encouraged to develop digital skills by conducting online research as a follow-up task.

1. **Intro:** Show learners the picture of the house (in the **PPT**) and have learners discuss these questions in pairs for a few minutes:
 - a. What can you see?
 - b. What does the picture make you think?
 - c. What questions do you have about the picture?
2. Group feedback – use the board to list any useful language.
3. Tell students they are going to watch a short video about the person who lives in the house (you could ask learners what type of person they think lives there). Play the BBC video at <https://www.bbc.co.uk/news/av/uk-england-26155079> and then ask students to discuss in pairs if their predictions were right.
4. Hand out or display the listening for specific information questions and ask learners to discuss in pairs if they can remember any of the answers. Play the video again for learners to listen/check their answers, before clarifying in group feedback.
5. Display the post-viewing questions on the PPT and ask students to think about their answers for a minute and make a few notes, before asking them to discuss the questions in pairs/small groups. Listen and note down any useful language/common errors for feedback. Collect ideas on the board from learners.
6. **Intensive listening/Decoding:** Tell students they are going to hear the first part of the video again, and ask them to complete the missing words on the worksheet. You can play this as many times as students need. Students often have difficulty identifying the first word (“Well...”) as a discourse marker, so this is useful to highlight. In feedback, focus on any other features of connected speech.
7. **Group discussion task/Role play:** Explain to the learners that the local council wants to develop the area where Charlie lives and are looking for proposals. Before moving on to the discussion tasks below, ask students to come up with possible uses for the land. Record suggestions on the board. There are two variations below on the discussion task to allow for adaptation.
 - a. **Role play discussion:** Tell students they are all part of a local council committee. You could give each student a role to play (some suggestions: local MP, asylum seeker, local business person, a single mother of three children who lives nearby, an OAP, a nurse, a student etc.). Group the learners into teams of four and give each a role with the Discussion card A. Learners perform the task and report back to the whole class what they agreed on during whole class feedback. This task would provide good practice for ESOL speaking exam discussion tasks.

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- b. Jigsaw reading/role play:** This method provides more scaffolding. Organise learners into groups of four, and give one proposal to each to read (**proposal cards**). Give learners a few minutes to read their proposal and then ask them to tell their group what the proposal involves. Learners can either play the role of the person, or have a group discussion and aim to come to an agreement (as per **discussion card**).
- c. (Optional task - Listening model):** This is an optional listening activity which gives learners the opportunity to notice useful language for expressing opinions and preferences. Ask the learners to listen to the recording of 'Chris' giving his opinion on which proposal he thinks is best, and note down what he chooses and why. You could then hand out the script and ask learners to listen and read again, then underline any useful language Chris uses to express preference (e.g. *'by far the best proposal is/there's a need for'* etc.).
- d. Discussion:** In small groups/as a whole class, students discuss and try to agree on which proposal is the best for the community. Encourage students to give reasons and note down examples of useful language for giving opinions/reasons/stating preferences.
- e. Follow up/homework task:** Tell students that the local council has since built on the land and ask them what they think is now there. Following this, you could:
 - i.** Ask students to search online for 'Charlie Wright Birkenhead' and find out what has happened since the video was made.
 - ii.** Read out the 'What happened next' article for students to find out. Alternatively have students read the article.
 - iii.** For homework, they could write a news report about what has happened to Charlie. Alternatively, they could write a short biography or article about his experience.

The following ten resource files are available on www.skillsworkshop.org:

- This lesson plan, with answers to the reading and listening worksheets (see next page).
- Introductory PPT
- Listening worksheet based on the BBC video (see sections 5 and 6 on previous page).
- Proposal and role play cards (see section 7a on previous page).
- Discussion role play cards (see section 7b above).
- Transcript of the BBC video (see 7c above).
- Chris's opinion - audio file (zipped m4a file) and transcript (see 7c above). *2 files*
- Homework sheet (based on a later 'What Happened Next' text). Covers vocabulary and recognising the passive voice (see section 7e above).
- 'Useful language for discussions' handout.

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Answers



Answers for listening worksheet:

Task A

1. 62
2. 600
3. a. manufacturing, b. ship-building
4. A ship
5. Cricket
6. Working class
7. He was made redundant
8. Round the corner
9. Any two from: feeding the foxes, washing his car, making sure his flag is flying, doing his garden, asking for help

Task B

Charlie: *'Well I've been here sixty two years. I was born in this house. Me mam got it just after the war. Me mam brought ten of us up in here, and I'm the last one, and I'm staying here. This was one of the best estates ever. We had everything, and now we've got nothing, not a thing. Not even neighbours.'*

Answers for homework sheet (Part B only)

Word/phrase	Definition
demolished	Destroyed, knocked down.
derelict	Empty/unused
vowed	promised
felling	Cutting down
wasteland	Grown wild/without being planted
lodger	A person who lives in your house with you and pays you some rent
adamant	Convinced/certain
close-knit community	Everyone in an area knows and cares for each other