Alternative Housing

Plan

This is additional material for Unit 4 on the topic "Describing Houses and Homes" from Solutions Intermediate, 3rd Edition.

Aims:

- To introduce and practise vocabulary related to different types of housing (e.g. bungalow, cottage, terraced house).
- To develop communication skills by discussing and justifying housing preferences in English.
- To encourage critical thinking by analysing housing features and matching them to a given lifestyle profile.
- To improve listening comprehension through an audio task focused on identifying key information.
- To foster collaboration and argumentation through **group work**, sharing ideas, negotiating choices, and presenting collective decisions.

Target Group: intermediate English learners (CEFR B1–B2, e.g. 9th–10th grade), class size ~12–15 students.

Objectives: by the end of the lesson, students will be able to:

1. Identify and describe different types of housing and their key features using appropriate vocabulary.
2. Analyse a lifestyle profile (Emma and Thomas) and justify their group's housing choice in English.
3. Demonstrate listening comprehension and reflection skills by completing a listening task and evaluating their learning experience.

Developed Competencies: during the lesson, students develop **communication** competence by speaking and listening in English in group discussions, presentations, and listening tasks. Through structured group work, they strengthen **collaboration**, **argumentation**, and **critical thinking** by analysing information, justifying housing choices using given criteria, and evaluating how different housing options meet specific lifestyle needs.

Methods: a communicative, task-based approach is used, focusing on group work, guided discussion, and listening comprehension tasks. Students analyse information and justify their choices based on given criteria, while an audio recording supports listening practice and discussion in English.

Assessment: formative assessment is applied throughout the lesson. The teacher observes students' engagement, provides ongoing oral feedback, and evaluates their ability to justify choices, participate in discussions, and reflect on their learning process.

Procedure

Warm-up (5 min): Greeting; presenting the topic and aims of the lesson. *The teacher shows an image of an unusual house and asks guiding questions to introduce the topic of alternative housing.*

Stage 1 – Practice (35 min):

Task 1 – Group Task: Choose a Home

Students read Emma and Thomas's lifestyle profile and, working in groups, choose ONE housing that suits them best. They discuss lifestyle priorities, matching housing features, possible compromises, and why the chosen home could "feel right." Groups prepare a short explanation for class presentation.

Task 2 – Listening: "Who Lives Where?"

Students listen to four speakers describing their homes.

Part 1: Match each speaker to the correct type of home and complete the table.

Part 2: Listen again and decide whether the given statements are True (T) or False (F), focusing on specific details.

Task 3 – Discussion: Unusual Houses Around the World

Students read three short texts about unusual houses. Guided by discussion questions, they express opinions, compare houses, and justify their answers during a whole-class discussion.

Stage 2 Reflection (5 min):

Lesson reflection using guided questions.

Made-up by the teacher- methodologist

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