

## The Home Search Simulation



### Introduction

This simulation will put you in the role of buying or selling a house. It will test your team skills and your negotiating skills. It will also introduce you to useful terminology for home buying and to differences and similarities in houses in your country and the UK.

### Steps

- 1 **Terminology work**
- 2 **Team-building**
- 3 **One-on-one negotiating**

#### 1. Terminology work

What could the following mean: real estate agents, mortgages, commission rates? Find these words in your dictionary. Write your own definition in your diary. Compare with the terms and conditions listed in the materials.

Study the floor plans on pages 42–43 for additional specifications, terms, abbreviations, and conditions. Make a list of them and write your own definitions in your diary.

Look at the pictures of some houses and their interiors on pages 41–43. What can you see? What type of houses are shown? What are they called? Use your dictionary and the enclosed advertisements to label the pictures. Ask your classmates and teacher for unknown words.

#### 2. Team-building

The class is divided in half. One team should be real estate agents grouped into companies of two or three. The other half of the class will be buyers.

Now read the instructions and study the materials for buyers on pages 142–143 or for agents on pages 44–45. Read only your team's instructions!

Agents should decide within their companies which terms and conditions they will offer. They should decide what price they will accept and how much commission they want.

Buyers should decide individually which house best suits their tastes and needs. They should decide on how much they want to pay, terms they would like to have, when they can view the property.

#### 3. One-on-one negotiating

Both groups should read their additional information and instructions carefully. Buyers should shop around. Real estate agents should try to get as high a commission as possible. Both persons should be happy with the deal they negotiate.

This is an important and expensive decision, and one where the best team of real estate agents could make a lot of money from commissions!

### Follow-up activities

Make an advertisement in the newspaper for your house or apartment. Post it on the wall of your classroom and try to sell it to a perspective buyer.

### Tips for presentations

Keep your hands in front of you and above your waist. Use them for gestures to show your meaning, e.g., draw a square in the air when you talk about a frame.

### Vocabulary activity

List the adjectives that are used in the advertisements to describe the house and its grounds. Find the meaning of these words and list their opposites. Write all these words in your diary.

You can find explanations for a number of legal terms relating to house buying in the datafile for this module.







## Work, Work, and More Work? The Changing Face of Work

Use your local paper (in German) and scan the job classifieds.

- Which qualifications are sought?
- Which job profile would you be suited for?
- Which differences can you find in the German and English language want-ads?

What would you have to do to have the qualifications listed in these job ads? Will your school training be enough? Where can you get additional training?

Discuss these questions in groups of three to four colleagues.

### 4. Job fair

Using all of the information you have found with your partner, prepare a presentation discussing the best ways to prepare for your future jobs. Which jobs would you like to have? What kind of training and experience will you need?

Write your thoughts down on a piece of paper. Make a poster with key words and some symbols or pictures. You and your partner must be prepared to present all the requirements of your job, changes taking place, and future trends for your job. You will also have to think about designing your information booth.

You will have to staff your booth for 15 minutes and make a presentation to anyone who comes by and answer their questions. After 15 minutes, you may change and visit other booths. Do this until you have visited all the booths.

### 5. Debriefing

- Who had the best booth? Why?
- Who made the best presentation?
- Who was best at answering questions?
- What conclusions can you draw from what you have heard and seen?

Discuss these ideas in class.

### Follow-up activities

- Apply in writing for a job you found in the classifieds.
- Write a résumé for yourself in about five years from now.
- Role play the interview for the job of your choice.
- Plan your career. Go to the site *Mapping Your Future* at [mapping-your-future.org](http://mapping-your-future.org) and find out about your prospects and possibilities.
- Search for a job of your dreams at <http://hotjobs.yahoo.com> or <http://www.monster.com>
- What kinds of qualifications will you need? How can you get them? Where can you get the required training in your country? How long will it take for you to qualify for your dream job? Will you have to go abroad to realize your dream? Discuss your results with other classmates.

### Tips for presentations

Dressing for your presentation is a key factor in your success. It sends the message that you are confident and professional.

Dress appropriately for the event and audience. Be aware of too bright colors. People should remember your words, not your tie or socks!

### Vocabulary activity

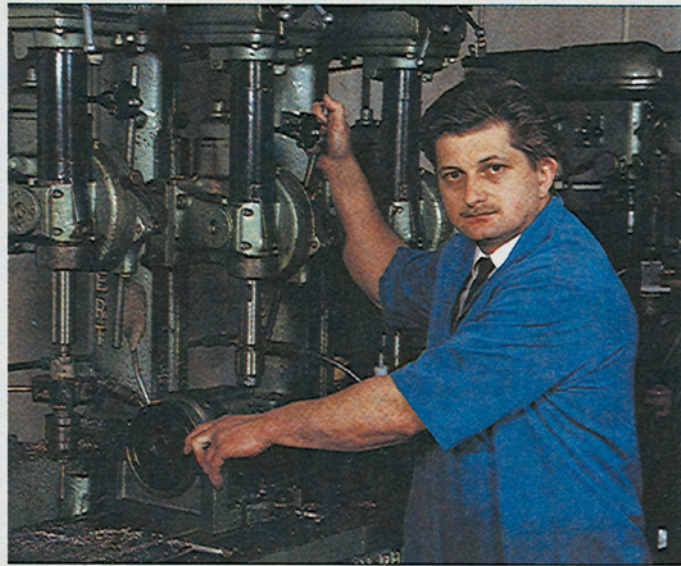
Scan the classified ads for abbreviations and short forms of words. Using your dictionary, find out what they could mean. This is also a good guessing activity to see which English words you know that will fit the text.



## Using Their Hands—And Still Having to Think

**R**oy Horsman is rushing around the floor of his parts factory, shouting instructions over the roaring machinery. Workers in blue coveralls munch sandwiches amid piles of metal shavings and puddles of fluorescent coolant. But these are no ordinary factory workers. Instead of performing tedious repetitive tasks, they are busy programming computers to turn out the polished metal valves and motor shafts that will go into everything from Rolls-Royce airplane engines to Hoover vacuum cleaners. This Computer Numerical Control (CNC) technology lets Horsman make parts faster and more accurately than ever. His eight employees, who include a former bricklayer and an Asian immigrant with limited English, either learned the skills from Horsman or took outside training classes at his expense. "I believe the way forward is to train the youth, to teach them and invest in them and keep them moving nonstop," says Horsman, who is 39. "If anybody in there says they want to go to college to learn something, I'll send them."

Born and raised in Birmingham in Britain's West Midlands, once known as the "workshop of the world," Horsman himself dropped out of high school when he was 14; at



15, he took a job sweeping floors at a local parts factory, W.H. Doherty. Over the next 21 years, he worked his way up, to machine operator to designer to engineering manager. At that stage he began attending technological conferences around Europe. "I just got so excited by it," he says. "I could see all the places where we were going wrong and they were going right. I said to myself, 'If we're going to keep up with these people, we've got to change.'" So he started taking classes in pneumatics and electronics, read up on new technol-

ogies and traveled as much as possible to see what other companies were doing. His firm purchased several CNC machines and put Horsman in charge of training employees to use them.

Then, three years ago, Horsman decided to give up his salary and company car and make a go of it on his own. "People kept telling me to get out and do it myself, and do it before I was 40," he says. He bought two machines and started AFT Precision Turned Parts with a partner, with whom he is now breaking up. He owns seven

CNC machines and manufactures 520 different parts, mostly out of specialty materials like titanium and stainless steel, for 31 customers. Horsman attributes his success to the 14-hour days he and his admittedly underpaid staff put in, and the fact that each worker can do every job in the factory. "One thing everyone must be is multiskilled," he says. "I insist that all my people write their own programs, and they must be able to set each machine. I lead by example. Anyone will do anything I ask them to because they see me doing it."

When Horsman wanted to expand his staff last January, he turned to the Advanced Manufacturing Centre, one of the hundreds of high-tech training institutes that have sprung up in the Birmingham area in recent years. They sent him Roger Clymer, a 49-year-old worker who was laid off in March 1992 after 32 years with a machine-parts company. At the AMC, Clymer had taken a semester's worth of classes on computer programming before Horsman hired him. Though he works longer hours and earns less than he used to, Clymer is happy to have a job. "It's nice to make something with your hands again," he says, "but still have to think."

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