Dutch couple become Europe's first inhabitants of a 3D-printed house

Level: Intermediate – Teacher's notes

Article summary: The article describes how the first 3D-printed house in Europe was built.

Time: 45 – 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Vocabulary

Materials needed: One copy of the worksheet per student

---

1. Warmer

a. The purpose of this activity is to introduce the topic of accommodation and get students thinking about the advantages and disadvantages of different types of accommodation. Put students in pairs and ask them to come up with the words to describe these houses. Make sure you check as a class that they got the right vocabulary (detached house, chalet, bout house, high rise / block of flats, old stone house, terraced house)

b. Ask students to put the accommodation types into order from their favourite to the one they like least and to think about their reasons for choosing that order. Point out that a terraced house is one that is part of a row of buildings, so it has a building on either side of it without any space between it and them.

c. Ask students to think of other types of houses. Encourage them to think of the homes that are typical for their country. Then, have them work in groups and discuss which house type they'd prefer for themselves and their family.

2. Key words

a. Ask students to do the exercise individually and then compare their answers in pairs or small groups. Point out that a nozzle can also be found on their home printers and is also the term used for the part of a petrol pump that drivers insert into their petrol tank when filling their car with fuel. Highlight the fact that a tenant is someone who lives in a rented property. People who live in properties they own themselves are owner-occupiers. Point out that 'finishing touch' is usually used in the plural, as in 'The artist was just applying the finishing touches to the painting'.

Key:
1. *tenant*
2. *plot*
3. *habitable*
4. *nozzle*
5. *squirt*
6. *bricklayer*
7. *foundation*
8. *finishing touch*
9. *fairytale*
10. *affordable*

3. Comprehension check

a. The answers *given* are only suggested answers and students may correctly answer the questions in different ways, e.g. in #1 they may say 'It is a two-bedroom bungalow' or similar.

Key:
1. *False. It has two bedrooms.*
2. *False. There are 3D properties in France and the USA.*
3. *True.*
4. *True.*
5. *False. They were printed at a plant in Eindhoven.*
6. *True.*
7. *False. It took 120 hours.*
8. *False. They are paying half the market rent.*
9. *False. He expects to make money on the other four.*
10. *True.*

---

4. Key language

a. Students could be asked to do this exercise individually and then compare their answers in pairs. Ask students to refer back to the text to check their answers.

Key:
1. *on*
2. *upon*
3. *of*
4. *of*
5. *by*
6. *in*
7. *for*
8. *over*

5. Discussion

a. Allow students time to note down their ideas about each statement and encourage them to say why they agree or disagree with each one.

6. In your own words

a. Students should find some basic information about another product that can be made using 3D-printing. Encourage them to use the guidelines given but they may, of course, introduce other information if they wish to. Both the preparation and the writing could be done as homework activities.