

Finding a Place to Live

Topic Development Ideas

Classes might want to learn more about...

- abbreviations and hidden meanings in housing listings (e.g., *cozy* might mean *very small*)
- agencies and publications for finding housing
- basic rights of tenant
- hidden housing costs (e.g., condo fees, parking, utilities, taxes)
- illegal fees (e.g., key money)
- last month and security deposits
- safety concerns when considering a new home
- subsidized housing
- Tenant Protection Act
- types of housing in Canada
- virtual tours of houses on real estate web sites
- what landlords look for in a tenant

Strategies for Learners

Learners find it useful to...

- express non-comprehension by asking for clarification and repetition
- get friends who speak English to help interpret language and hidden meanings in ads
- get help from friends and community agencies about housing matters
- use gesture, drawing, pointing, and pantomime, as necessary
- use pictures and dictionaries as learning aids

Resources for Developing and Teaching Topic

- 📖 *A Conversation Book 1*, Revised Third Edition: Unit 5, “Homes”
- 📖 *Basic Grammar in Action*: Unit 4, “At Home”; Unit 10, “Finding an Apartment”
- 📖 *Canadian Concepts 1, Second Edition*: Unit 7, “Where Do You Live?”
- 📖 *English Extra*: Unit 2, “There is no school on Saturday”; Unit 12, “What’s the problem?”
- 📖 *Foundations*: Unit 4, “Housing, Furniture”
- 📖 *Going Places 1*: Unit 10, “Where’s the Bedroom?”
- 📖 *New Interchange Intro*: Unit 7, “Does the apartment have a view?”
- 📖 *People Express*: Unit 17, “Amila Visits the Apartment”
- 📖 *The Basic Oxford Picture Dictionary*: Unit 4, “The Home”
- 📰 local newspaper classified ads and home rental publications
- 🏢 real estate and housing offices
- 🌐 ELLIS – Intro – Home and Family
- 🏠 Co-operative Housing Federation of Canada: <http://www.chfc.ca>
- 🏠 Government of Ontario: <http://www.gov.on.ca> (Municipal Affairs and Housing, Housing Info)
- 🏠 Housing Again: <http://www.housingagain.web.net>
- 🏠 Ontario Non-Profit Housing Association: <http://www.onpha.on.ca>
- 🏠 Settlement.org: <http://settlement.org> (Housing)
- 🔗 co-operative housing, housing Ontario

Finding a Place to Live

Topic Outcomes (CLB 1)

Possible outcomes for this topic:

- 🗣️ indicate communication problems
- 🗣️ give basic personal information to a landlord
- 👂 identify expressions used to ask for repetition and clarification
- 👂 identify details in a listening text: numbers, a few keywords, and short expressions
- 📖 use a simplified floor plan to locate rooms or furniture
- 📖 get information from a very basic text of up to five sentences
- ✍️ fill out a very basic rental application form with five to seven categories
- ✍️ describe personal housing situation by filling in blanks in a short three- to five-sentence guided text

Language Focus

Items to help learners achieve the outcomes:

- vocabulary for housing (*house, apartment, address, real estate agent, building, landlord, bedrooms*)
- vocabulary for furniture (*stove, fridge, table, bed, chair, dresser, sofa, windows*)
- numbers for money, telephone, and addresses
- prepositions of location
- *there is/there are*
- wh- questions
- verbs: *be, have*
- pronunciation: /v/ (*move, oven, van, very, stove*) and /w/ (*window, water, west, where, now*)

Sample Tasks

1. Work in pairs to ask and answer instructor-provided questions that a real estate agent or landlord might ask.
2. Dictation: Circle the addresses and telephone numbers you hear on a worksheet.
 - 📖 **Novice:** Open a document with an incomplete table of addresses and telephone numbers. Use information from Language Task 2 to complete the table.
 - 📖 **Experienced:** Format the table in the Novice activity by using Table AutoFormat.
Skills: Keyboarding, Table AutoFormat, Save, Print
3. Read simple sentences describing a room. Number the furniture and other items on a picture according to the statements
4. Fill out a simple instructor-made rental application form.
 - 📖 **Novice:** Open an instructor-made rental application form. Complete with personal information and print for evaluation.
Skills: Open, Insert Text, Print Preview, Print

Housing Problems

Topic Development Ideas

Classes might want to learn more about...

- common household problems and possible solutions (e.g., household pests, plumbing, electricity)
- information on do-it-yourself repairs
- rules and regulations in apartment buildings
- safety issues when performing own repairs or maintenance
- ways to discourage household pests
- what to do when housing maintenance or repairs are required


Strategies for Learners


Learners find it useful to...


- ask family member or friend for help when speaking to independent contractors (e.g., plumber, carpenter, pest control agency)
- learn vocabulary associated with common housing problems
- make a list of repairs before speaking to landlord
- practice using appropriate politeness, tone-of-voice, or persistence when requesting service
- use dictionaries, including bilingual dictionaries, as learning aids
- use retail catalogues to learn names of tools, appliances

Resources for Developing and Teaching Topic

 *A Canadian Conversation Book, Book One*: Unit 3, “Homes”

 *A Conversation Book I, Revised Third Edition*: Unit 5, “Homes”

 *Basic Grammar in Action*: Unit 10, “Finding an Apartment”


 *English Extra*: Unit 12, “What’s the Problem?”

 *People Express*: Unit 18, “My Family Fixes Up the House”


 *The Basic Oxford Picture Dictionary*: Unit 4, “The Home”


 brochures and pamphlets from service contractors


 local newspapers and Yellow Pages for service contractors


 community housing agencies


 *CLB Listening/ Speaking Resource*: Stage I, Housing dialogues 49 – 53

 Do It Yourself: <http://www.doityourself.com>

 Home Repair at About.com: <http://homerepair.about.com>

 Pest Control Canada: <http://www.pestcontrolcanada.com>

 Settlement.org: <http://www.settlement.org> (Housing)

 specific problem + household or housing (e.g., **leaky faucet + household**)

Housing Problems

Topic Outcomes (CLB 1)

Possible outcomes for this topic:

- 👂 attract attention
- 👂 request assistance with housing problems
- 👂 identify expressions used to request assistance
- 👂 identify details in a listening text about housing problems: numbers, letters, a few keywords and short expressions
- 📖 understand simple signs in apartment buildings (e.g., out of order, wet paint)
- 📖 understand symbols on household product containers
- 📖 get information from a very basic text of up to five sentences about housing problems
- ✂️ copy contact information from a contractor flyer (e.g., name, address, phone number)
- ✂️ describe a housing problem by filling in blanks in a short, three- to five-sentence guided text

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*window, water, heat, paint, hole, broken, leaking, noisy, plumber, electrician, carpenter*)
- expressions for requests (*Excuse me, can you help me?*)
- verbs: *be, need*
- pronunciation: /h/ (*hot, heat, here, house, hole*)

Sample Tasks

1. Request assistance with some common housing problems illustrated in pictures.
2. Listen to a list of housing problems and match with corresponding illustrations on a worksheet.
3. Read a simple story about a housing problem and sequence a series of pictures.
4. Look at pictures and identify the problems by filling in blanks on a worksheet.

Additional Tasks

- 📄 **Novice:** Open an instructor-made document with misspelled vocabulary for housing problems and solutions. Locate and identify the mistakes by changing the font colour. Correct the words by selecting them and typing the correct spelling. Print for evaluation.

Skills: Open, Font Color, Select, Type to Replace

Neighbours & Neighbourhoods

Topic Development Ideas

Classes might want to learn more about...

- appropriate ways to greet neighbours cultural differences in relating to neighbours in Canada and other countries
- cultural expectations regarding privacy, noise, pets, children
- municipal laws that affect neighbourhood life (e.g., pet care, parking, outdoor fires, speed limits)
- neighbourhood services (e.g., garbage pickup, recycling, recreation centers)
- neighbourhood watch programs
- personal titles (e.g., Mr., Mrs., Ms., Miss, Officer, Doctor) and when to use them
- safety issues around the neighbourhood
- sources of conflict between neighbours
- taboo subjects for conversation with neighbours

Strategies for Learners

Learners find it useful to...

- ask for interpretation or translation of notices and flyers
- learn non-verbal indicators of comfort levels, mood, and intentions of others
- observe actions of neighbours relating to each other and ask questions
- practice starting and responding to small talk with classmates

Resources for Developing and Teaching Topic

📖 *A Canadian Conversation Book*, Book One: Unit 3, “Homes”

📖 *A Conversation Book 1, Revised Third Edition*: Unit 5, “Homes”

📖 *Canadian Concepts 1, Second Edition*: Unit 1, “Nice to Meet You”; Unit 2, “People and Places”

📖 *Going Places 1*: Unit 9, “Is There a Post Office in Your Neighbourhood?”

📖 *Interchange 1*: Unit 5, “Tell me about your family”

📖 *New Interchange Intro*: Unit 1, “It’s nice to meet you”; Unit 13, “Can you help me please?”

👤 community association representative

🌐 ELLIS – Intro – Greetings, Introductions, and Goodbyes – Social Situations

🏠 City of London Neighbourhood Watch: <http://www.city.london.on.ca/NeighbourhoodWatch>

📍 specific community name (e.g., **Windsor**), **Neighbourhood Ontario**

Neighbours & Neighbourhoods

Topic Outcomes (CLB 1)

Possible outcomes for this topic:

- 🗣️ use and respond to a few basic courtesy formulas
- 🗣️ give basic two to three-word everyday instructions (e.g., *Please come in, Please sit down*)
- 🗣️ request assistance from a neighbour
- 🗣️ give basic personal information
- 👂 identify greetings and other goodwill expressions in a dialogue between neighbours
- 👂 identify details in a listening text about a neighbourhood: numbers, letters, a few keywords and short phrases
- 📖 use a simplified map of a neighbourhood
- 📖 understand common signs and symbols
- ✍️ copy names and phone numbers for personal use
- ✍️ describe own neighbours or neighbourhood by filling in blanks in a short three- to five-sentence guided text

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*live, family, safe, child, children, neighbour, sidewalk, street, street names, library, mall, park, community centre, swimming pool, store, school, church, north, south, east, west*)
- vocabulary for personal information (*name, address, phone number*)
- abbreviations used in addresses (*Rd., St., Ave., RR #, ON*)
- expressions for greeting and taking leave of neighbours (*How are you? Hello, Goodbye, Good morning, Good afternoon*)
- prepositions of location
- *there is/there are*
- verb *be*
- wh- questions
- pronunciation: letters and numbers for postal codes

Sample Tasks

1. Interview classmates to complete a table with the headings: Name, House or Apartment, Address. Ask questions: *What is your name? Do you live in a house or an apartment? What is your address?*
2. Listen to a description of a neighbourhood and answer questions by circling correct words or filling in blanks.
3. Match common neighbourhood symbols or signs to words and phrases (e.g., *School Crossing, Canada Post, Dogs Must Be Leashed*).
4. Write about your neighbourhood by filling in blanks (e.g., *I live in an apartment. My address is 1080 Main Street. My apartment number is 905. My subway station is Kennedy*).
 - 📖 **Novice:** Word-process Language Task 4. Underline the words in blanks. Number the sentences using the numbering button. Print for peer editing.
 - 📖 **Experienced:** Add a title to Novice Task document by inserting WordArt. Follow instructions to edit or format the WordArt.

Skills: Keyboarding, Underline, Insert Bullets and Numbering, Insert/Format WordArt, Save, Print