

# 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
- write out and rehearse questions in advance

## Resources for Developing and Teaching Topic

- 📖 *A Conversation Book 1, Revised Third Edition*: Unit 5, “Homes”
- 📖 *Canadian Concepts 2, Second Edition*: Unit 8, “At Home”
- 📖 *Going Places 2*: Unit 8, “How Many Rooms Are There In The Apartment?”
- 📖 *LINC Classroom Activities, LINC 2*: “Housing”
- 📄 local newspaper classified ads and home rental publications
- 🏠 real estate and housing offices
- 🌐 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 2)

### Possible outcomes for this topic:

- make and respond to simple requests about location and cost
- give a basic description of a room, apartment, or house
- identify details in a dialogue between a landlord and a potential tenant: numbers, time references, keywords and short expressions
- find information in a building directory to locate offices or people
- get information from a very basic housing ad
- copy addresses and telephone numbers of rental units from housing ads
- fill out a simple eight- to 12-item rental application form
- describe personal housing situation by answering five to six simple questions in writing

## Language Focus

### Items to help learners achieve the outcomes:

- vocabulary (*basement, bedroom, laundry room, lobby, storage room, driveway, first floor, high-rise, bungalow, bachelor, low-rise, detached, semi-detached, townhouse, condo*)
- abbreviations used in real estate listings (*BR, K, LR, Bath*)
- adjectives
- prepositions of location
- *there is/there are*
- wh- questions
- pronunciation: identify the number of syllables in housing words and mark stressed syllables

## Sample Tasks

1. Work with a partner. Take turns asking and answering questions about the location of rooms or objects in a picture.
2. Listen to a dialogue between a landlord and a potential tenant. Circle details (e.g., address, descriptions of rental unit, price) on a worksheet.
3. Read simplified housing ads and match abbreviations with a list of meanings.
4. Write a simple description of your home by answering a short list of instructor-made questions.
  - **Novice:** Open an instructor-made file containing the questions from Language Task 4. Insert answers to the questions, preview, and print.
  - **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
- obtain written estimate or statement of planned repairs, maintenance, or service
- 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 Canadian Conversation Book, Book Two*: Unit 3, “Housing”
- 📖 *A Conversation Book 1, Revised Third Edition*: Unit 5, “Homes”
- 📖 *Canadian Concepts 2, Second Edition*: Unit 8, “At Home”
- 📖 *English Extra*: Unit 12, “What’s the Problem?”
- 📖 *Going Places 2*: Unit 9, “What’s Wrong with the Refrigerator?”
- 📖 *Side by Side 2, Second Edition*: Unit 13
- 📄 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 2)

### Possible outcomes for this topic:

- 🗣️ make and respond to simple requests to solve housing problems
- 🗣️ give and respond to warnings (e.g., *Don't use the elevator*)
- 🗣️ give a basic description of a housing problem
- 🗣️ identify expressions used to request and respond to requests for assistance with housing problems
- 📖 get information from a short two- to three-sentence notice in an apartment building (e.g., building maintenance, water shut-off)
- 📖 get information about a housing problem from a very basic text of up to seven sentences
- ✂️ copy a list of contractor names and telephone numbers from the telephone book
- ✂️ describe a personal housing problem by filling in the blanks in a short five- to six-sentence guided text

## Language Focus

### Items to help learners achieve the outcomes:

- vocabulary (*problem, heat, power, broken, damaged, leaking, hot water, bugs, plugged, doesn't work, isn't working*)
- expressions for requests (*Can you fix my sink this week? Could you come right away?*)
- expressions for responding to requests (*I'll take care of it right away*)
- imperatives, including negatives
- wh- questions
- *there is/ there are*
- verbs: *be, need, want*
- pronunciation: /f/ (*phone, floor, roof, fix*) and /v/ (*stove, television, very, volt, give*)

## Sample Tasks

1. Work with a partner. Take turns requesting help with housing problems and responding to the requests.
2. Listen to a dialogue between a contractor and a homeowner. Circle expressions used for requests on a worksheet.
3. Read a text about household problems and who to call for repairs. Match a list of problems with the appropriate trades people.
  - 📄 **Novice:** Open an instructor-made file containing an incomplete text about trades people and a list of the missing vocabulary. Cut the words and paste in blanks. Preview, print, and compare with a partner.
  - Skills:** Open, Cut, Paste, Print Preview, Print
4. Look at a picture of an apartment and make a list of obvious housing problems.

# 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 centres)
- 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 Two*: Unit 3, “Housing”
- 📖 *A Conversation Book I, Revised Third Edition*: Unit 5, “Homes”; Unit 7, “Community”
- 📖 *Canadian Concepts 2, Second Edition*: Unit 1, “Nice to Meet You”; Unit 2, “People and Places”
- 📖 *Canadian Crossroads 2*: Unit 2, “Housing”
- 📖 *Going Places 2*: Unit 5, “Where’s Susan Going?”
- 📖 *Interchange 1*: Unit 5, “Tell Me About Your Family”
- 📖 *Side by Side 2, Second Edition*: Unit 7, “Directions”
- 👤 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 2)	Language Focus
<p><b>Possible outcomes for this topic:</b></p> <ul style="list-style-type: none"> <li>👂 greet familiar and unfamiliar people; use and respond to courtesy formulas</li> <li>👂 respond appropriately to introductions</li> <li>👂 identify introductions and basic courtesy formulas</li> <li>👂 identify details in a dialogue between neighbours: numbers, letters, time references, places, keywords, short expressions</li> <li>📖 find information in a simplified map of neighbourhood</li> <li>📖 get information from a short two- to three-sentence community service notice</li> <li>✂️ copy information from a poster about a neighbourhood event</li> <li>✂️ give a basic description of own neighbourhood by filling in blanks in a short five- to six-sentence guided text or by answering five to six simple sentences</li> </ul>	<p><b>Items to help learners achieve the outcomes:</b></p> <ul style="list-style-type: none"> <li>● vocabulary (<i>garbage, bus stop, park, fence, snowplow, downtown, boulevard, avenue, expressway, road, highway</i>)</li> <li>● expressions for greeting and leave-taking (<i>Good morning, How are you, See you tomorrow</i>)</li> <li>● modals for offers of assistance (<i>can, could</i>)</li> <li>● prepositions of location</li> <li>● wh- questions</li> <li>● verb tenses: simple present, present continuous</li> <li>● pronunciation: /p/ (<i>park, stop, plow, people</i>) and /b/ (<i>curb, neighbour, bus, garbage</i>)</li> </ul>

## Sample Tasks

1. Practice exchanging a variety of greetings with other members of the class, using titles with last names and first names with no titles.
2. Listen to a dialogue between two neighbours about a community event (e.g. bake sale, school fundraiser, fair). Circle the correct information that you hear.
  - 📄 **Novice:** Work in a group to create a flyer for a neighbourhood yard sale or other event and then word-process. Print for display.
  - Skills:** Format (Centre, Bold, Size), Insert Picture (Clip Art), Borders and Shading (Page), Print Preview, Print
3. Read a garbage and recycling collection schedule. Note the dates and times on a calendar.
4. Write about own neighbourhood by answering five to six simple questions.

## Additional Tasks

- 👂 **All Levels:** ELLIS – Intro – **Greetings, Introductions, and Goodbyes – Sections 1 – 4.** Complete a fill-in-the-blanks exercise using the greetings you heard.
  - Skills:** Open/Close Application, Select And Navigate Through Options, Mouse Skills