Finding a Place to Live

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<td>• express non-comprehension by asking for clarification and repetition</td>
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<td>• agencies and publications for finding housing</td>
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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](http://www.chfc.ca)
- Government of Ontario: [http://www.gov.on.ca](http://www.gov.on.ca) (Municipal Affairs and Housing, Housing Info)
- Housing Again: [http://www.housingagain.web.net](http://www.housingagain.web.net)
- Ontario Non-Profit Housing Association: [http://www.onpha.on.ca](http://www.onpha.on.ca)
- Settlement.org: [http://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 Two*: Unit 3, “Housing”
- *A Conversation Book 1, Revised Third Edition*: Unit 5, “Homes”
- *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](http://www.doityourself.com)
- Home Repair at About.com: [http://homerepair.about.com](http://homerepair.about.com)
- Pest Control Canada: [http://www.pestcontrolcanada.com](http://www.pestcontrolcanada.com)
- Settlement.org: [http://www.settlement.org](http://www.settlement.org) (Housing)
- specific problem + household or housing (e.g., leaky faucet + household)
### 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/ (store, 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 1, Revised Third Edition*: Unit 5, “Homes”; Unit 7, “Community”
- *Canadian Crossroads 2*: Unit 2, “Housing”
- *Going Places 2*: Unit 5, “Where’s Susan Going?”
- *Interchange 1*: Unit 5, “Tell Me About Your Family”

* community association representative

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

* City of London Neighbourhood Watch: [http://www.city.london.on.ca/NeighbourhoodWatch](http://www.city.london.on.ca/NeighbourhoodWatch)

* specific community name (e.g., Windsor), Neighbourhood Ontario
### Topic Outcomes (CLB 2)

**Possible outcomes for this topic:**

- greet familiar and unfamiliar people; use and respond to courtesy formulas
- respond appropriately to introductions
- identify introductions and basic courtesy formulas
- identify details in a dialogue between neighbours: numbers, letters, time references, places, keywords, short expressions
- find information in a simplified map of neighbourhood
- get information from a short two- to three-sentence community service notice
- copy information from a poster about a neighbourhood event
- 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

### Language Focus

**Items to help learners achieve the outcomes:**

- vocabulary (garbage, bus stop, park, fence, snowplow, downtown, boulevard, avenue, expressway, road, highway)
- expressions for greeting and leave-taking (Good morning, How are you, See you tomorrow)
- modals for offers of assistance (can, could)
- prepositions of location
- wh- questions
- verb tenses: simple present, present continuous
- pronunciation: /p/ (park, stop, plow, people) and /b/ (curb, neighbour, bus, garbage)

### 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