

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...

- develop strategies for vocabulary learning, such as grouping content words into categories and guessing word meaning in context
- 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 Canadian Conversation Book, Book Two*: Unit 3, “Housing”
- 📖 *Canadian Concepts 3, Second Edition*: Unit 2, “Moving In”
- 📖 *Canadian Crossroads 3*: Unit 6, “Housing”
- 📖 *English for Living and Working in Canada*: Unit 5, “Housing”
- 📖 *Interchange 2*: Unit 3, “That’s outrageous”
- 📖 *LINC Classroom Activities, LINC 3*: “Housing”
- 📖 *Side by Side 2, Second Edition*: Unit 5, “My New Apartment is Larger”
- 📄 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 3, 4)

Possible outcomes for this topic:

- give a brief description of a room, apartment, or house
- express immediate and future needs, wants, and plans regarding a place to live
- express preference, satisfaction, and dissatisfaction when choosing a place to live
- follow two- to five-step directions presented in order
- identify specific factual details and implied meanings in a dialogue about looking for housing
- get information from rental ads
- use a standard map to locate an apartment or house
- fill out a simple 15- to 20-item rental application or real estate form
- describe a house or apartment in five to eight sentences

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*loft, duplex, condominium, lease, deposit, adult community, semi-detached, shared accommodation, major intersection*)
- abbreviations used in real estate listings (*3BR, A/C, 1st + Lst, +Utils*)
- adjectives: comparative, superlative, order (*A cozy dark green living room*)
- prepositions of location
- wh- questions
- *there is/there are*
- verbs: *like, need, want*
- pronunciation: linking consonants and vowels (*paint it, move out, set up*)

Sample Tasks

1. Imagine you and a partner are apartment hunting. Choose an apartment from housing listings by discussing your needs and preferences.
2. Listen to a conversation between a landlord and a potential tenant. Answer comprehension questions and decide if the applicant would make a good tenant.
3. Read housing listings and choose the best available home for a four-person family on a low income.
4. Fill out a rental application form.

Additional Tasks

- **Novice:** Open an instructor-made document containing a floor plan of a small apartment. Create and insert a description of the apartment or a classified ad for the apartment.
- **Experienced:** Word-process a description of your dream home. Use the drawing tools to create a floor plan. Preview and print your floor plan for display.
Skills: Open, Save As, Insert AutoShapes, Format Object, Insert Text Box, 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)
- ask for clarification or repetition when speaking in person or on the phone
- ask for information about home repairs at a building center
- 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 politeness, tone-of-voice, and persistence when dealing with contractors
- 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”
- 📖 *Interchange 2: Unit 7*, “What on earth is this?”
- 📖 *Ontario Reader 1999*: “Raccoons like city life,” “New rules for tenants”
- 📖 *Side by Side 2, Second Edition*: Unit 13
- 📖 *The Chicken Smells Good*: Unit 6, “Couples and Housing”
- 📖 *The Tenant’s Survival Guide*
- 📄 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 3, 4)

Possible outcomes for this topic:

- 🗨️ leave a short telephone message
- 🗨️ give a brief description of a housing problem
- 🔍 follow two- to five-step instructions for simple household repairs or maintenance
- 🔍 identify expressions used to ask for, offer, and accept assistance; ask for and give permission
- 📖 get information from a one- to two-paragraph letter to a landlord or a text about housing problems
- 📖 find specific information about service contractors in business brochures, flyers, telephone directory
- ✍️ write a short three- to five-sentence note to the landlord

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*temperature, cockroach, fumigate, operate, blown, cracked, unsafe*)
- idioms (*fall apart, break down, out of order*)
- imperatives
- modals: requests
- phrasal verbs (*turn on, turn off, put up, take down, clean out*)
- wh- questions (*When will it be fixed?*)
- verb tenses: simple present, past, future
- note and letter writing conventions
- pronunciation: vowels with “r” influence (*janitor, first, third, burn, work, heard, early, turn*)

Sample Tasks

1. With a partner, practice leaving telephone messages about a housing problem to a landlord.
2. Listen to spoken instructions for minor household repairs (e.g., changing a fuse, setting a mouse trap, replacing a battery) and sequence a set of scrambled instructions.
3. Use a telephone directory to locate contractors for a list of common housing problems. Record for future reference.
 - 📖 **Novice:** Open an instructor-made document with an empty table. Enter the data from Language Task 3 in the table. Print and keep for future reference.
 - 📖 **Experienced:** Create a new document and insert a table to organize the data in Language Task 3. Format the table by using the Table Toolbar to shade cells and change the line style on the cell and table borders. Print your list for future reference.

Skills: Insert Text (in Table Cells), Insert Table, Table Toolbar, Border and Shading, Print
4. Write a short note or letter to your landlord about a problem with your bathroom or kitchen.
 - 📖 **Novice:** Word-process Language Task 4. Insert the date and print your letter. Sign your name in the appropriate place.
 - 📖 **Experienced:** Use the Letter Wizard to create the letter and envelope for Language Task 4. Preview your letter, print, and work with a partner for peer editing.

Skills: Keyboarding, Insert Time/Date, Format Paragraph (Alignment), Letter Wizard, Print Preview, Print

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 about strategies for dealing with conflicts between neighbours
- 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”

📖 *Canadian Concepts 3*, Second Edition: Unit 4, “In Your Neighbourhood”

📖 *Canadian Crossroads 2*: Unit 2, “Housing”

📖 *English for Living and Working in Canada*: Unit 1, “Getting to Know Each Other”; Unit 3, “Getting

📖 *Interchange 2*: Unit 2, “I’m just passing through”

📖 *LINC Classroom Activities, LINC 3*: “Laws and Bylaws”
Around Town”

👤 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 3, 4)

Possible outcomes for this topic:

- 🗣️ greet, introduce self, and ask about the other person
- 🗣️ open, close, and respond to small talk with neighbours; take leave appropriately
- 🗣️ give short three- to four-step directions for locating neighbourhood services and facilities
- 👂 identify formal and informal styles, verbal and non-verbal details in greetings, introductions, and leave-taking
- 📖 get information from a neighbourhood flyer
- 📖 get information from a simple one-or two-paragraph story about a neighbourhood event
- ✍️ write a three- to five-sentence personal note to a neighbour or friend
- ✍️ describe an experience or event with a neighbour in five to eight sentences

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*neighbourhood watch, recycling, garage sale, bylaw, parking restrictions*)
- expressions for opening and closing small talk conversations (*How's it going? What's up? What's new?*)
- prepositions of location and time
- wh- questions
- sequence markers
- future tense with *going to*
- pronunciation: reductions with *could* and *would*

Sample Tasks

1. Work in a small group to generate a list of people you might meet in your neighbourhood. In pairs choose one person from the list. Create, practice, and present a dialogue between you and that person.
📖 **Experienced:** Word-process Language Task 1. Use colons and tabs to create common dialogue format. Bold the names of the speakers.
Skills: Keyboarding, Tabs, Font Style (Bold)
2. Listen to dialogues of social exchanges. Check whether they are formal or informal; then practice them using a script.
3. Read an announcement from a community newspaper and answer multiple-choice questions.
4. Describe an experience with a neighbour in Canada or own country.

Additional Tasks

- 🗣️ **All Levels:** ELLIS – Intro – Greetings, Introductions, and Goodbyes – Social Situations – Sections 1 – 4
Skills: Open/Close Application, Select and Navigate Through Options, Mouse Skills