



Centre for
Canadian Language
Benchmarks

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Finding a Place to Live

A CLB 1L-2L Module
with Teaching Materials

Classroom-ready Literacy resources that include:

- ✓ Module plan adjusted for two levels
- ✓ Assessment tasks at two levels
- ✓ Skill-building activities
- ✓ Skill-using tasks
- ✓ Needs assessment and learner reflection tools
- ✓ Reference list of additional resources

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The module is based on a similar module designed for non-literacy CLB 1-2 learners, titled *Finding a Place to Live*.

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How to Use the Module Package

This module includes activities for a unit on finding a place to live for CLB levels 1L and 2L. There are suggestions for introducing the topic, and handouts for goal setting and end-of-module learning reflections. In addition, the package includes a series of skill-building activities and skill-using tasks for Listening, Speaking, Reading, and Writing. It also includes two-level assessment tasks for each of the four skills. This package has been specifically developed for use with **ESL literacy learners**. Audio files supporting this module are included and posted separately.

Some Notes about this Module Package:

1. This module is organized using the whole-part-whole instructional approach, in which instructors begin by presenting a task or text in its entirety and as a whole, then focus on individual components of the task or discrete parts of language, then return to whole again.
2. The module is laid out sequentially, but can be adapted and supplemented. The *Additional Instructor Resources* section includes page references to a sample of published resources with activities to support this module.
3. Each learner activity/task is identified in the upper right corner as a skill-building activity, a skill-using activity, or an assessment task. These symbols can help learners identify which handouts (skill-using and assessment tasks) should be filed in their portfolios



Skill-Building Activity



Skill-Using Task



Assessment Task

4. Learner handouts are marked with the icons below to help literacy learners identify the appropriate section of their portfolios in which to file handouts.



Listening



Speaking



Reading



Writing

5. The skill-building and skill-using activities in this module are not differentiated by level. They can be used with learners at both CLB 1L and CLB 2L by making accommodations as required, depending on the needs of learners in the class.

6. Assessment is embedded into all the activities and incorporates a range of assessment strategies, including:
- **In-class contingent assessment:** the very informal and spontaneous feedback you give learners while they are doing a task
 - **Planned integrated assessment:** informal but planned assessment, such as giving descriptive feedback to learners on skill-using activities, focusing on what they are doing well and what they need to do to improve.
 - **Formal assessment of learning:** assessment that gives learners feedback on task success related to CLB criteria.

For a fuller discussion of assessment strategies, see the current *PBLA Practice Guidelines: Portfolios: Feedback and Assessment* and *Integrating CLB Assessment*, Chapter 2, Planning for Assessment.

Your feedback:

CCLB values your feedback to help guide the future development of these multi-level modules. You can help by:

- Piloting all or some of the activities in this module in your classroom, and
- Providing your feedback via an online survey at:
<https://www.surveymonkey.com/r/modulefeedback1>

Learners with Literacy Needs

Many language learners in Canada also have literacy needs (ESL Literacy learners). ESL literacy learners have not fully developed literacy in **any** language. They are developing literacy skills at the same time as they are learning English. Literacy learners have unique strengths and challenges that they bring to their learning.

Learners with literacy needs are diverse. They can come from any country, culture, first language, or faith; they can be any age or gender identity or expression. They have literacy needs for a variety of reasons, such as:

- They have not attended school at any time in their lives.
- They have had fewer than 10 years of formal education.
- They have had an interrupted formal education.
- They have experienced trauma or injury that has impacted their learning, abilities or memory.

Literacy learners may also have other needs in addition to the development of literacy, such as:

- They may have numeracy (math) needs.
- They may have digital literacy (technology) needs.
- They may have needs related to their experience of trauma, which can have a lasting impact on learning.
- They may have needs related to a range of other challenges.

Instructors should be mindful of these needs when working with literacy learners.

During assessment, it is important to be aware of the particular skill that is being assessed, and the limitations and underlying assumptions of the assessment tool. For example, many listening assessments require that learners read questions and demonstrate their listening comprehension through writing. For a learner who is developing literacy, this can lead to an inaccurate representation of the learner's listening ability.

Literacy learners have varying levels of literacy skills and abilities, along a continuum from foundational learners who may be forming letters for the first time, to learners who have some decoding ability, but may be working to develop greater reading comprehension skills. Literacy learners benefit from direct, effective, supported instruction in literacy skills and strategies.

This module is designed specifically for literacy learners. It is a partner module to a similar module designed for non-literacy CLB 1-2 learners. This module is designed to include many opportunities for learners to work on their literacy development; instructors can also integrate their own literacy instruction into this module.

An Introduction to the Whole-Part-Whole Approach

This module follows the whole-part-whole instructional approach. In this approach, instructors begin by presenting a task or text in its entirety, then focus on individual parts of language and discrete skill development, and then return to whole language and texts again. With this approach, learners can see the broader context and purpose of language use before focusing on its individual elements.

The activities in this module are organized into four parts:

1. Whole: Developing Context

In this portion of the module, the core text is introduced. This provides an opportunity to establish context for the tasks and activities learners will practise throughout the module. Learners engage in activities to activate their prior knowledge, develop an awareness of key concepts related to the topic, and acquire the vocabulary needed to complete the activities. The core reading text presents these concepts and language items within a meaningful and relevant context. Learners practise pre-reading strategies, such as skimming, predicting what the text is about, looking at the pictures to facilitate comprehension, and accessing background knowledge within the context of the whole text.

2. Part: Developing Skills

In the central portion of the module, the focus is on the **parts** of language and texts. Learners engage in various skill-building activities that will help them develop their Speaking and Listening skills. They also re-read the core text and work on some of the skills and strategies that facilitate literacy development: reading and writing strategies, vocabulary development, as well as any individual skills needed for the assessment tasks.

3. Whole: Practising Skills (SU tasks)

In this part of the module, learners return to **whole** language and texts again. This section provides an opportunity for learners to consolidate the skills and strategies they practised in the previous portion of the module, as they engage in skill-using tasks for Listening, Speaking, Reading, and Writing.

4. Assessment

In the assessment portion of the module, learners demonstrate their learning through the independent performance of specific assessment tasks for the four skills.

Module Plan

Theme: Housing

Topic: Finding a Place to Live

Listening CLB Level: 1-2		Speaking CLB Level: 1-2	Reading CLB Level: 1L-2L	Writing CLB Level: 1L-2L
Real-World Task Goal(s)	CLB 1-2: Understand simple information about rental housing.	CLB 1-2: Ask and answer simple questions about a rental unit.	CLB 1L-2L: Understand information in a simplified housing advertisement.	CLB 1L-2L: Write a simple description of own home.
Context/ Background Information	Types of housing (house, apartment, basement); renting versus owning; landlords and tenants; what is included in rental units (e.g. refrigerator and stove); additional items that may not be included in the rent (e.g. electricity or heat); other amenities, such as laundry facilities, parking, and balcony; knowing where to find housing ads.			
CLB Competency Area(s) and Statements	Comprehending Information Understand information about highly familiar, concrete topics.	Getting Things Done Make and respond to simple requests related to immediate personal needs.	Getting Things Done Get information from simple formatted texts.	Sharing Information Write a few words to complete a short, guided text or answer simple questions to describe a personal situation. <ul style="list-style-type: none"> • CLB 1: 3 to 5 sentences. • CLB 2: 5 to 7 sentences.

	Listening	Speaking	Reading	Writing
Language Focus	<ul style="list-style-type: none"> Words to describe types of housing relevant to community where learner lives (apartment, duplex, townhouse, condo, house, basement apartment). Vocabulary for rooms in a unit (bedroom, bathroom, kitchen); amenities (appliances, parking, pets, smoking, laundry, balcony); vocabulary related to the rental process (landlord, tenant, rent, heat, water, electricity). Numbers: rental costs and addresses. Identifying numbers Yes/no questions using the simple present (<i>Does it have...?</i>) Wh-questions using the simple present (How much, how many...) 	<ul style="list-style-type: none"> Yes/no questions using the simple present (<i>Does it have...?</i>) Wh-questions using the simple present (How much, how many...) Expressions for making polite requests Pronunciation of key vocabulary 	<ul style="list-style-type: none"> Scan for, read, and comprehend key housing words 	<ul style="list-style-type: none"> Use writing conventions for address Spelling conventions Punctuation: Capitals, periods, hyphens for compound adjectives (e.g., three-bedroom apartment)
Language and Learning Strategies	<ul style="list-style-type: none"> Strategies for identifying key words Clarification strategies: asking for repetition and asking someone to speak more slowly 	<ul style="list-style-type: none"> Memorizing common formulaic expressions/phrases Clarification strategies: asking for repetition and asking someone to speak more slowly 	<ul style="list-style-type: none"> Using the format of a housing ad to find key information Scanning to locate specific information Reading several times to build comprehension Self-monitoring for comprehension Using the first letter to aid in identifying a word 	<ul style="list-style-type: none"> Checking writing against the original to ensure accuracy

Module Plan, *continued*

	Listening	Speaking	Reading	Writing
Literacy Skills and Strategies	<ul style="list-style-type: none"> • Listening to the initial sounds of words • Using clapping to identify syllables in a word 	<ul style="list-style-type: none"> • Using speaking to assist with writing. Recognizing that writing is the same as speech on paper. • Saying things orally first to determine what to write • Pronouncing words slowly and clearly to aid with spelling and accuracy 	<ul style="list-style-type: none"> • Decoding letters, words, and numbers. Tracking words and sentences from left to right • Using knowledge of sight words to decode simplified housing advertisements • Recognizing format of a housing advertisement • Recognizing numbers as costs or addresses • Using pictures to help with comprehension 	<ul style="list-style-type: none"> • Copying accurately • Forming letters and numbers; spacing words • Printing legibly • Identifying where to write and adjusting writing to fit the space • Using finger spacing
Assessment Tasks	Listen to a short description of rental housing and identify key information.	Role-play asking questions about a rental unit. <ul style="list-style-type: none"> • CLB 1: 3-4 questions • CLB 2: 5-7 questions 	Read a simplified rental advertisement and answer oral questions.	Write words and numbers to complete a simple description of own home.

Module Outline

- **Whole: Developing Context**
Begin the module with the entire text or task, with whole-language activities that support the development of vocabulary and the building of the context. Read the text “Adam Finds an Apartment” and focus on pre-reading strategies, and whole-text approaches.
- **Part: Developing Skills (Skill-Building Activities)**
Work on skill-building activities to build literacy skills and strategies for this module. Read “Adam Finds an Apartment” again and approach specific parts of the text, providing literacy development activities such as matching words and sequencing the story.
- **Whole: Practising Skills (Skill-Using Tasks)**
Return to whole language tasks and activities and practise skill-using activities for the module. Continue with “Adam Finds an Apartment” and re-read for reading comprehension and fluency development.
- **Assessment** (Assessment Tasks): Complete the assessment tasks for the module.

Considerations for ESL for Adult Literacy Learners (ALL)

- Draw on learners’ own housing experiences. Build relevant vocabulary (e.g. types of housing, parts of housing units, and rental vocabulary) by first presenting/eliciting it orally, then through manipulatives and then in writing.
- Build sight vocabulary by creating card matching activities.
- Use familiar manipulatives as prompts for oral activities about housing.
- Create a sight word wall with relevant housing vocabulary.
- Elicit and record learners’ stories/experiences about looking for housing (using the Language Experience Approach).
- Use group choral reading of co-created stories and have learners identify target words and phrases.
- Practise copying own address from personal identification cards.
- Use picture/picture, picture/word or word/word matching to practise identifying important information in housing advertisements.
- Encourage learners to create and maintain a word bank of new vocabulary.

Additional Teacher Resources

The Language Companion - ESL Literacy:

My Canada: *p. 16 Homes in Canada*
 p. 17 Finding a Home

Where I Live *p. 4 My Home*



CCLB Literacy Resources <https://www.language.ca/resources/expertise/for-literacy/>

- ESL for Adult Literacy Learners (ALL)
- CLB: ESL for ALL Support Kit

Additional Teaching Materials for Housing

- *LINC Classroom Activities LINC 1* http://www.moresettlement.org/LINC1-4/LINC4/LINC_1_Classroom_Activities.pdf: At Home In Our Community and the World:
 - Looking for a Place to Live: pp 3-5
 - Finding a Home in Canada: pp. 6-8
 - Understand the Ads: pp 9-11
 - The Rental Application Form: pp. 21-22
 - Tran's Apartment: pp. 23-26
 - Writing About My Canadian Home: pp. 38-43
- Goldstein & Shapiro (2009). *Oxford Picture Dictionary 2nd Canadian Edition*. Housing pp. 46-65.
- Molinsky & Bliss (2001). *Side by Side* (3rd Edition) Book 1. pp. 55-66.
- Bassano (1994). *First Class Reader*. Moving to a New Apartment, pp. 65-68.
- Lipszyc (1996). *People Express: Readings and Chants for Literacy/ESL*. Amila Visits the Apartment, pp. 113-121.
- Haffner (2005). *Talk of the Block: Home* (Short-Vowel Stories and Activities and Long-Vowel Stories and Activities).
- Rajabi & Spigarelli (2008). *Step Forward Canada: Language for Everyday Life*. At Home, pp. 40-51.

Additional Literacy Resources

- A Practical Guide to Teaching ESL Literacy
<https://globalaccess.bowvalleycollege.ca/tools/practical-guide-teaching-esl-literacy>
- English for Financial Literacy, Volume 1 (Housing: pp. 287-312)
https://tutela.ca/Resource_5397

Needs Assessment

Teaching Notes: Before beginning the module, it is good practice to conduct a needs assessment. This is an opportunity for you (as the instructor) to gauge what learners already know and need to know about the topic, and for learners to guide their learning.

It is best to conduct needs assessments with literacy learners orally, with the support of images, before presenting needs assessment that require writing. In this needs assessment activity, the writing is supported by sentence stems and copying.

Set Up:

1. Ask learners where they need to use English when they are looking for a home. Their responses will form your needs assessment activity. Write their responses on the board. Elicit from them *I need English to read a housing ad; I need English to speak with the landlord; I need English to read numbers.*
2. Post the responses around the classroom, with photographs (the next two pages can be used for this purpose). Review each response with learners. Ask the class to vote by raising their hands for each response.
3. Give each learner two sticky notes. Ask them to write their name on each sticky note and post them on or under the two posted responses that are most important to them. Use this information to gauge the class interest in each of the topics.
4. Give each learner the two needs assessment handouts. Have them copy from the posted responses to complete the blanks. Be prepared for learners to change their minds while they are copying; if this happens, ask them to move their sticky notes. This will promote the connection between the choice they made orally or with their sticky notes and the choice they are writing down.



I need English to **read a housing ad.**



2-bedroom basement apartment
\$900 per month
Parking
Heat and water
Laundry
No pets

I need English to **understand the landlord.**



I need English to speak **with the landlord.**





I need English to read **numbers**.

0, 1, 2, 3, 4, 5, 6, 7, 8, 9

I need English to

I need English to

Needs Assessment

Name: _____

Date: _____

Housing:

I need English to _____

I need English to _____

Vocabulary: A Teacher's Resource

Vocabulary development is very important to this module and to learners at CLB 1L-2L. The master list below includes words that appear frequently in this module, but other vocabulary can also be included according to learner interests and needs. For skill-building activities, select the words that will be the most useful for the learners in your class.

Finding a Place to Live Vocabulary

Types of Housing	Parts of a Home
<ul style="list-style-type: none">• apartment• basement apartment• bachelor apartment• duplex/semi-detached• house• townhouse	<ul style="list-style-type: none">• kitchen• living room• bathroom• bedroom• balcony• basement• laundry• garage• parking space
Renting a Home	Items Related to Utilities
<ul style="list-style-type: none">• tenant• landlord• rent• pets• cable TV <p>Utilities</p> <ul style="list-style-type: none">• heat• water• electricity	<ul style="list-style-type: none">• sink• toilet• bathtub• light switch• outlet• refrigerator• radiator• heater

Vocabulary-Building Activities

Use a variety of activities to help build and reinforce vocabulary. The following are possible vocabulary-building activities that can be used with the vocabulary cards in this module. See pages 21, 23-24, 26-28 for the vocabulary cards.

1. **Card Matching:** Matching pictures with words

2. **Games:**

- *Memory:* Print two sets of picture cards (i.e., without words). Instruct learners to place all cards face down on the desk. With a partner, they take turns flipping two cards face up in an attempt to find a pair. If the first learner does not find a matching pair, he/she flips the cards face down and the second learner takes a turn. When they find a pair, they say what is in the picture.
- *Which One is Missing?* Using one set of picture cards in a pile, one learner turns his or her back while the other learner removes one card from the pile. The first learner looks through the pile and attempts to guess which card is missing.
- *Go Fish:* Arrange the class into pairs. Provide each pair with two sets of picture cards. Instruct pairs to choose one learner (the dealer) to deal three cards to themselves and their partner and place the rest of the cards face down in a pile on the table. Learners hold their cards so that their partner cannot see them. Tell learners that the goal of the game is to collect as many matching pairs of cards as they can. Learners take turns asking each other questions. For example, learner A asks “Do you have...*a bachelor apartment?*”; if learner B has that card, he/she puts it on the table, and learner A makes a pair face up in front of him or her and says what is in the picture. If learner B does not have the card, learner A draws a card from the pile. Learners continue until all cards are matched and they have named each picture.

3. **Sorting Activities:**

- Putting picture or word cards into alphabetical order
- Sorting cards into categories (such as types of housing, renting a home, parts of a home, and utilities)
- Sorting word cards by number of syllables in each word
- Sorting word cards by first vowel sound of each word

*Note: The vocabulary associated with each picture card can be printed on the back of the picture if that is useful for learners.

Learning Reflection: End of Module

Teaching Notes: At the end of the module, conduct a learning reflection. Have learners practise doing the learning reflection orally before they do it in writing. This learning reflection is a chart, which may be an unfamiliar format for literacy learners. Be prepared to support learners as they complete it.







Set Up:

1. Elicit from learners the tasks they have done during the module. Write them on the board.
Elicit: *say housing words, read a story about Adam, talk with a landlord, read a housing ad, and write about my home.*
2. Draw or project a large version of the chart on the board. Complete it together as a class.
3. Hand out the learning reflections and support learners to complete their own reflections.

Learning Reflection

Name: _____

Date: _____

	Yes	I need help
 <p>I can say housing words.</p>	<input type="checkbox"/>	<input type="checkbox"/>
 <p>I can read a story about Adam.</p>	<input type="checkbox"/>	<input type="checkbox"/>
 <p>I can understand the landlord.</p>	<input type="checkbox"/>	<input type="checkbox"/>
 <p>I can talk with a landlord.</p>	<input type="checkbox"/>	<input type="checkbox"/>
 <p>2-bedroom apt \$900/month Laundry No pets</p> <p>I can read a housing ad.</p>	<input type="checkbox"/>	<input type="checkbox"/>
 <p>I can write about my home.</p>	<input type="checkbox"/>	<input type="checkbox"/>

Whole: Developing Context

Introductory Skill-Building Activities for Listening, Speaking, Reading, and Writing

Activating Prior Knowledge	19
Building Vocabulary: Types of Housing	20
Building Vocabulary: Parts of a Home	22
Building Vocabulary: Utilities	25
Labelling Parts of a Home	29
Reading and Saying Large Numbers	32
Reading Text: Adam Finds an Apartment	35

Teaching Notes: When introducing the module to the class, begin by drawing on learners' experience.

Note: Since some learners may have experienced trauma, it's good practice to ask for volunteers to share their experience, rather than making it a requirement for all learners.

Set Up:

Part 1

1. Engage learners in a class discussion using any or all of the following questions as prompts:
 - What kind of home do you live in?
 - Who lives in an apartment? House? Basement? Condo? Townhouse?
 - Who has looked for a new place to live?
 - What are the parts of a home? (e.g., bedroom, bathroom, kitchen)
 - What is your home like? How many bedrooms does it have?
 - What is housing like in our neighbourhood? It is expensive? Cheap? Easy to find? Hard to find?

Part 2

Using the Language Experience Approach, draw on learners' stories/experiences about finding a new home. Act as a scribe by recording one of the stories for the class to see. Once the story is written on the board, facilitate activities to build understanding and literacy skills. For example:

- Read the story aloud to the class.
- Read the story again, pointing to words as you read.
- Choral read the story aloud together with the class.
- Echo read by reading a specific line, and having learners repeat it.
- Highlight target words. For example, key vocabulary, words that start with a target sound, words that belong to a target word family or follow a target pattern, names, and so on.
- Write target words on a sticky note and ask learners to match their words to the words on the board.
- Have learners read the story together with a partner.
- Ask comprehension questions orally.

Teaching Notes: Vocabulary development and review should be integrated into activities for all four skills. Literacy learners will need lots of recycling and repetition to internalize the words. Vary the activities and slowly increase the number of words you present to learners. See page 15 for ideas for vocabulary development activities.

Work on developing vocabulary *orally* before having learners attempt to read and write the words. Learners can use the vocabulary cards to support their reading and writing activities and tasks throughout this unit.

Encourage learners to create a word bank (or list) of new words and help them add words to their lists as new vocabulary is presented.

Set Up:

Part 1: Total Physical Response

1. Cut out and distribute a set of picture and vocabulary cards for each learner for *Types of Housing*. Look at the cards together and name the types of housing. Describe each housing type in language learners can understand. Draw on the board or show multiple photographs. If possible, find images that resemble the housing found in the neighbourhoods learners live in.
2. Have learners spread out their cards in front of them. Call out different housing types and ask them to point to the correct picture. More advanced learners can also take turns calling out the words. Slowly increase the number of cards as learners become familiar with them.
3. Tape the cards in different places in the classroom and instruct learners to move around the room by saying, "Go to the apartment. Go to the house."
4. Ask learners to point to the kind of housing they live in: "Do you live in a house? Do you live in an apartment?" Be prepared for some confusion; it may be difficult for learners to identify "apartment" if the photograph does not look like their apartment building. Ask them to walk to the part of the classroom with the picture of their housing type. Be sure to model responses for learners.

Part 2: Find Your Match

5. Once learners are somewhat familiar with the vocabulary, distribute the picture cards to half the class and the vocabulary cards to the other half. Have learners walk around the classroom and ask each other: "Do you have the house?" or "Do you have the apartment?" until they find a match. Post the matched cards on the board (e.g., with tape or magnets).
6. Extend the activity by mixing up the matches on the board and having learners come to the board one at a time to find a match. Allow learners to help each other.



Types of Housing

apartment



basement apartment



bachelor apartment



house



duplex



townhouse



Teaching Notes: Continue to engage learners in vocabulary development activities each day that you work on this unit. Vary the tasks and activities, and slowly increase the number of words learners are working with.

Learners can also use the vocabulary cards to support their reading and writing activities and tasks during this unit.

Set Up:

1. Consider using any or all of the following vocabulary-building activities using the word and picture cards for *Parts of a Home*.
 - Have learners use TPR (Total Physical Response) to identify the images.
 - Have learners work in pairs to name the photographs.
 - Ask learners to sort and categorize the vocabulary cards in a variety of ways, for example:
 - by initial sound
 - in alphabetical order
 - by the number of syllables
 - Have learners match the pictures to words.
 - Describe the picture, and have learners point to the right picture/word.



Parts of a Home

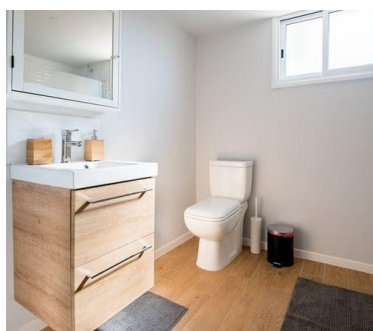
kitchen



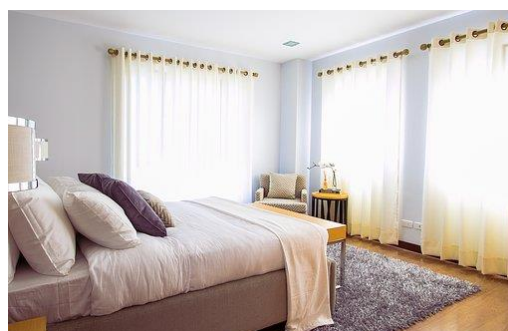
living room



bathroom



bedroom



balcony



laundry



Parts of a home, continued



garage



parking space



basement



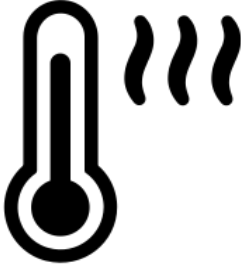


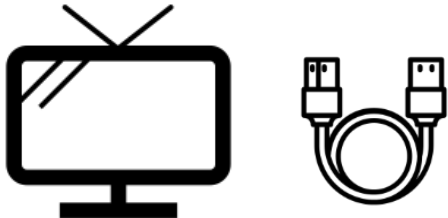
Teaching Notes: Continue to engage learners in vocabulary development activities each day that you work on this unit. Vary the tasks and activities, and slowly increase the number of words learners are working with.

Learners can also use the vocabulary cards to support their reading and writing activities and tasks during this unit.

Set Up:

1. Consider using any or all of the following vocabulary-building activities using the word and picture cards for *Utilities and Cable TV*.
 - Have learners use TPR (Total Physical Response) to identify the images.
 - Have learners work in pairs to name the photographs.
 - Ask learners to sort and categorize the word cards in a variety of ways, for example:
 - by initial sound
 - in alphabetical order
 - by the number of syllables
 - Have learners match the pictures to words.
 - Describe the picture, and have learners point to the right picture/word.
2. Place a utility word card (heat, water, or electricity) at the top of the table. Have learners work together in small groups to select the picture cards that match the utility, e.g. the radiator goes with heat, the sink goes with water, and the light switch goes with electricity.
3. When learners are able to select cards to match one category, give them all the cards for two categories and have them sort the cards (heat/water, water/electricity, heat/electricity). Then move to three categories (heat, water, electricity) and have learners sort the images in the correct category.
4. When learners are able to sort, try giving them the picture cards for one category and ask them to choose the right name for the category.



Utilities and Cable TV	
heat	water
	
electricity	cable TV
	



Parts of the home that need utilities

sink



toilet



bathtub

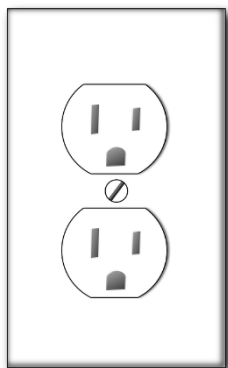


light switch





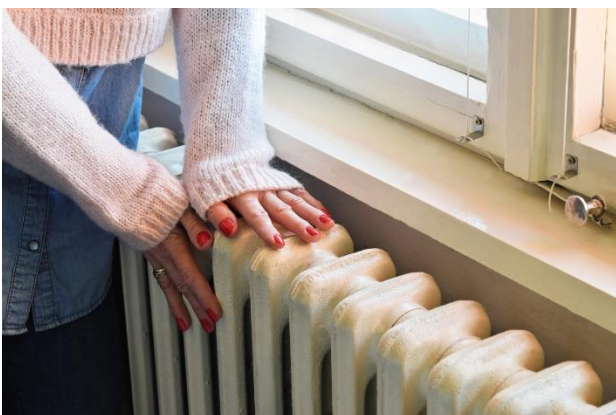
outlet



refrigerator



radiator



heater



Teaching Notes: Use this activity to practise the housing vocabulary learners will need to describe a home in writing. The previous picture cards for *Parts of a Home* can be used for this activity.

Set Up:

1. Review the vocabulary from *Types of Housing* and *Parts of a Home* by eliciting words from learners and writing them on the board.
2. Engage learners in a discussion using the following questions: *How many bedrooms does your home have? Do you have a living room in your home? Do you have laundry in your home? Do you have a balcony in your home?*
3. Distribute the handout *Labelling Parts of a Home*. Have learners look at the cross section of the house. Be aware that learners may struggle with understanding what the image represents. Go over the picture together. Show them that it is the inside of a house. Ask learners to identify the parts of the house orally.
4. Call out different rooms and ask learners to point to each room.
5. Invite a learner to call out rooms. Ask other learners point to the rooms.
6. Have learners work together in pairs to complete Part A of the worksheet. Once learners have labelled the rooms in this house, ask them to complete the sentences to describe the home. Take up the answers as a class.
7. Have learners take turns reading each sentence to their partners.

Additional Practise Suggestion:

8. Have learners write sentences about their own homes: *My home has a ...*



Part A: What are the rooms in this house?

bedroom

kitchen

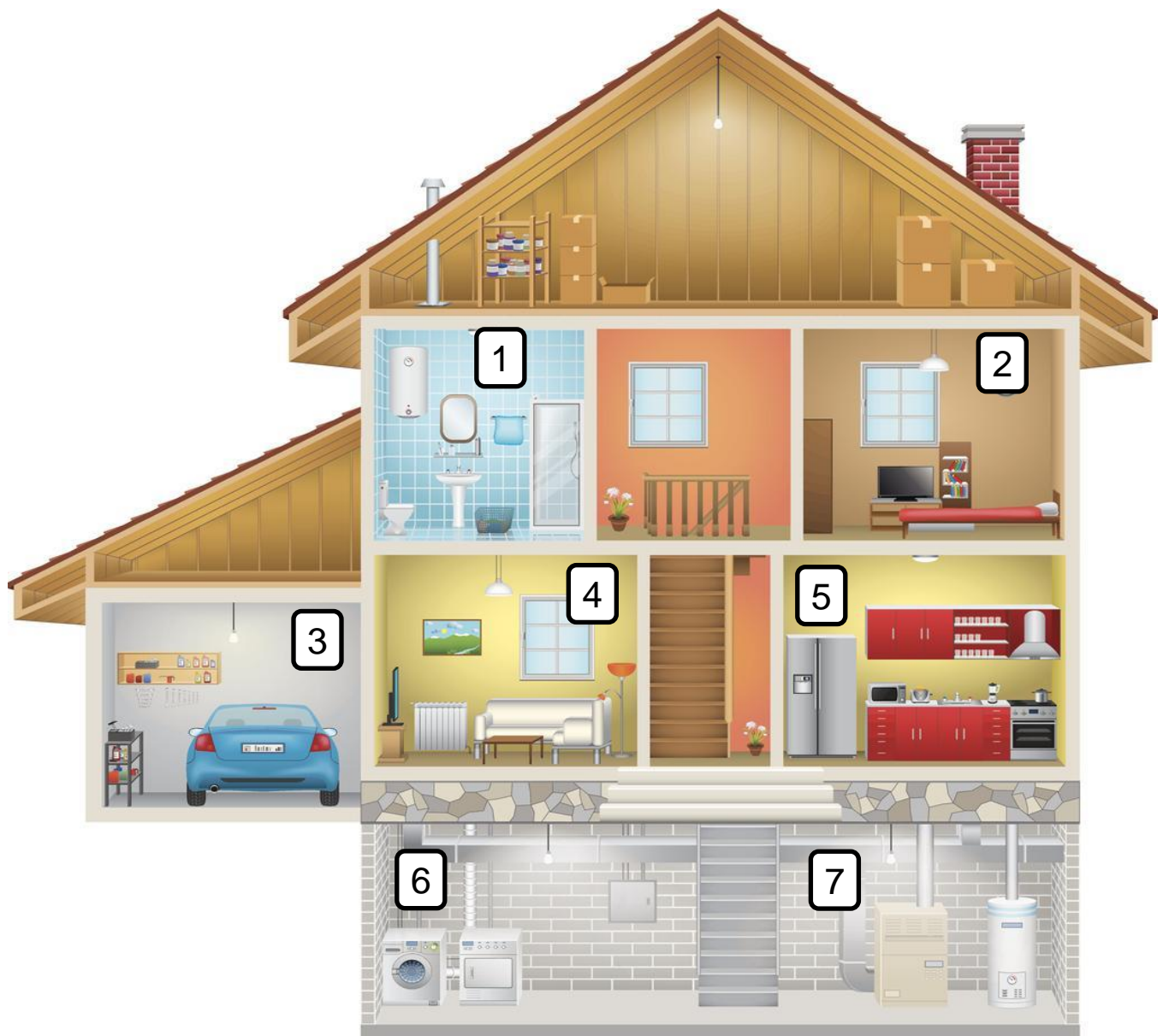
basement

laundry

bathroom

living room

garage





Name: _____ Date: _____

Part A: Write the parts of the house.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Part B: Write sentences.

1. This home has _____ .
2. It has _____ .
3. It has _____ .
4. It has _____ .
5. It has _____ .
6. It has _____ .
7. It has _____ .

Teaching Notes: This activity helps learners understand numbers from 100-1500, in the context of money. Note that learners' literacy and numeracy skills may not correspond; some will have higher numeracy than literacy skills and some will have lower. The following activity ideas can help you determine the numeracy skills and needs of learners.

Set Up:

1. Discuss with learners, situations in which we typically use numbers over 100, such as buying food for a week for a family, paying for heat or electricity for a month, or paying their monthly rent.
2. Count the learners in the room; have learners take turns doing the same.
3. Provide learners with a pile of small objects (e.g., bingo chips, paper clips, blocks, stones, paper clips). Together with the class, count out piles of less than 20 items and have learners practise counting them.
4. Hand out the worksheet *Reading and Saying Large Numbers*. Look at the image of the 100-dollar bill together. Look at the number 100. Tell learners that the 00 at the end means "hundred."
5. Have learners practise counting the hundred-dollar bills and saying the numbers. Consider drawing hundred-dollar bills on the board and asking learners to count them.
6. Write numbers (100, 200, 300...1500) on the board and have learners say them.
7. When learners feel comfortable with whole hundreds, talk about halfway between 100 and 200. Elicit 150. Practise counting from 100 to 1500 in increments of 50.










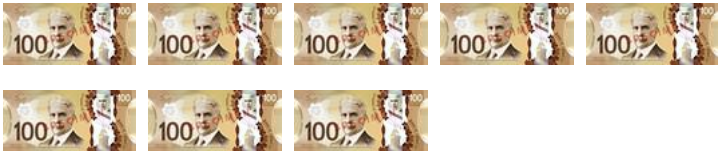
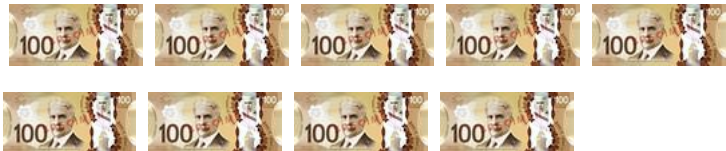
100	one hundred	
200	two hundred	
300	three hundred	
400	four hundred	
500	five hundred	
600	six hundred	
700	seven hundred	
800	eight hundred	
900	nine hundred	

Image Source: Bank of Canada















































































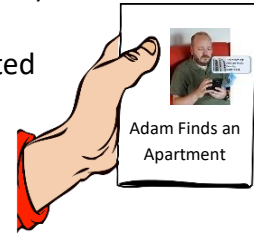
1000 one thousand	         
1100 eleven hundred	          
1200 twelve hundred	           
1300 thirteen hundred	            
1400 fourteen hundred	              
1500 fifteen hundred	              

Image Source: Bank of Canada

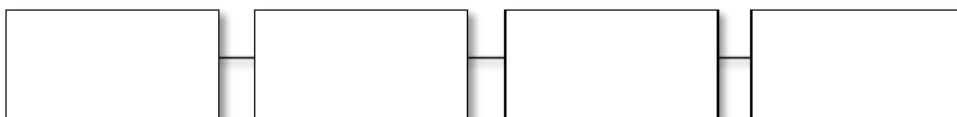
Teaching Notes: The text titled *Adam Finds an Apartment* (in the appendix) is the central text for this module. It provides an opportunity to develop reading skills and strategies, as well as key concepts and vocabulary related to the module. Keep in mind that literacy learners benefit greatly from reading a text more than once, so return to it often throughout the module. This text is written at a literacy level where learners can read simple sentences.



Note: When you print *Adam Finds an Apartment*, select **print double-sided, flip on short edge** on your printer. Then fold the pages to make a booklet for each learner. Although the pages of the story are not in order in this document, they will be in order when you print and fold it.

Set Up:

- Look at the text as a class. Have learners notice the title and the photographs. Elicit what they think the text is about. Ask questions, such as:
 - Who is this? (Point to Adam.)
 - What is he doing? (Point to Adam looking at his phone on the cover.)
 - What do you think he is thinking about? (Point to the photographs of apartments.)
 - What is this? (Point to the bedroom, bus stop, etc.)
- Summarize learner predictions. Read the text aloud and notice together whether the predictions were accurate.
- Read the text aloud again; allow learners to ask questions if there are unfamiliar words.
- Engage learners in reading the text. Depending on their literacy level, select one or more of the following activities:
 - Choral read the text (learners and instructor read aloud together at the same time)
 - Echo read the text (instructor reads a line aloud, then learners repeat it)
 - Have learners read the text in pairs
 - Have learners read the text independently
 - Sit with individual learners and read the text together
- Draw a “Story Train” on the board similar to the image below. Help learners retell the story and put key words into the boxes of the graphic organizer in the correct sequence. Retell the story again for learners, pointing to the key words in each box as you go. Help learners retell the story using the words in the “Story Train.”



Part: Developing Skills

Skill-Building Activities for Listening, Speaking, Reading, and Writing

Listening to Descriptions of Homes.....	37
Choosing the Best Home.....	40
Asking Yes/No Questions about Housing	42
Asking Information Questions.....	46
Practising a Conversation with a Landlord	49
Reading: Adam Finds an Apartment.....	52
Sequencing: Adam Finds an Apartment	53
Reading a Housing Description	56
Describing a Classmate's Home	58

Teaching Notes: In this activity, learners identify different properties based on oral descriptions. Learners can focus on key words, such as the number of bedrooms, the type of property, and the rent. Before having learners attempt this activity, ensure they have had sufficient practice with the vocabulary.

Set Up:

1. Engage learners in a game of Stand Up/Sit Down. Ask everyone to stand up. Then ask learners to sit down if they live in a specific area of the community (e.g., the north, south, east, west, downtown area). Repeat with housing types (house, townhouse, apartment, bachelor apartment, basement apartment, or duplex). Repeat with the number of bedrooms or other features of a home (parking, laundry, etc.).
2. Distribute the handouts for *Listening to Descriptions of Homes*. Have volunteer learners describe the pictures, identifying the type of housing (i.e., townhouse, apartment building, basement apartment, house). Ensure learners understand what the term ‘not allowed’ means before reading the descriptions.
3. Read the description of the first two properties. Work as a class to write down key information in the chart on the first handout. Depending on learners’ numeracy skill, you may choose to do the activity chorally. Copy the chart onto the board. Have learners identify the key information and write it on the board in the correct place, so that they know where to copy the information on their charts. Read the descriptions to learners as many times as needed. Then continue with the next two property descriptions.
4. Take up the answers as a class.
5. To review, ask learners the following questions:
 - Which homes have two bathrooms?
 - Which homes have parking?
 - Which homes allow pets?
 - Which homes have more than two bedrooms?
6. Ask learners which home (if any) would be most suitable for their own families and why.

Transcript (for the teacher to read)

- Property 1 is a 3-bedroom townhouse. It has 2 bathrooms. The rent is \$1,200. No pets. Parking.
- Property 2 is a 2-bedroom apartment. It has 1 bathroom. The rent is \$1,000. No pets. Parking.
- Property 3 is a 1-bedroom basement apartment. It has 1 bathroom. The rent is \$850. No pets. No parking.
- Property 4 is a 4-bedroom house. It has 2 bathrooms. The rent is \$1,500. Pets and parking.



Name: _____ Date: _____

Property 1



Bedrooms _____

Bathrooms _____

Rent _____

Parking _____

Pets _____

Property 2



Bedrooms _____

Bathrooms _____

Rent _____

Parking _____

Pets _____



Name: _____ Date: _____

Property 3



Bedrooms _____

Bathrooms _____

Rent _____

Parking _____

Pets _____

Property 4



Bedrooms _____

Bathrooms _____

Rent _____

Parking _____

Pets _____

Teaching Notes: This activity elicits discussion around which type of housing is most suitable for different families.

Set Up:

1. Discuss the kinds of things that families consider when looking for a home (e.g., amount of space, number of bedrooms for the size of their family, distance to schools, bus stop).
2. Review vocabulary for describing homes as needed.
3. Arrange learners into groups of three. Ask learners to take out the handout from the activity (*Listening to Descriptions of Homes*).
4. Cut up and distribute the picture strips (*Choosing the Best Home*) on the page that follows (one set of strips per group).
5. As a class, review each description on the strips, and explain unfamiliar vocabulary. Direct learners to look at the different families. Have learners identify what each symbol means: adult, child, baby, cat, car. Have them count the number of children in each family.
6. Have learners take turns reading the family profiles on each strip and matching each family to the most suitable property on the *Listening to Descriptions of Homes* handout. Ask learners to explain their choices. There are no correct solutions for this activity; the focus of the activity is on the discussion and listening to each other.



Family 1

2 adults and 2 young children.

They have a car and a cat.



Family 2

1 adult and 3 teenagers.

They do not have a car.



Family 3

2 adults and 4 children.

They have a car.



Family 4

1 adult. He does not have a car.



Teaching Notes: Use this activity to build skills in asking yes/no questions in the present simple tense. During the activity, periodically return to the model questions on the board. Provide scaffolding or support where needed, such as by counting the number of words in the questions (e.g., *Does it have parking?* 4 words; *Does it have a garage?* 5 words). Have learners check the questions they copied from the board to ensure they are complete. Teach learners intonation in questions, such as the rise at the end of yes/no questions.

Set Up:

1. Review housing vocabulary as needed. Ask learners what they think is important in a home. Brainstorm with them what they would look for and want to know about a property if they were looking for a place to live. Record their ideas on the board in point form, e.g. *rent, bedrooms, location, parking, close to bus, laundry*.
2. Inform learners that they will practise asking a landlord questions about a property. Write questions on the board with *Does it have...* or *Is it close to....* Have learners repeat.
3. Prepare the handout on the page that follows by cutting it so that each sentence is cut up into separate words. Learners can practise word order by working with a partner to reconstruct the sentences. Then ask learners to volunteer to read their sentences while the rest of the class checks their own sentences to make sure they are correct.
4. Practise sentence stress with the class by clapping a rhythm while reciting the questions. Have learners continue practising the questions with a partner.
5. Organize the class into pairs. For each pair, give one learner the Partner A handout and the other learner the Partner B handout (on the pages that follow). Go over the task instructions and model one of the questions (*Does it have laundry?*). Have learners practise asking and answering questions with their partners, then switching roles so that both have a chance to play the renter and the landlord. Circulate and provide feedback and support.



Does	it	have	laundry?
Does	it	have	parking?

Does	it	have	a balcony?
Does	it	have	3 bedrooms?
Does	it	have	2 bathrooms?

Is	it	close to	the bus?
Is	it	close to	a park?
Is	it	close to	a school?



Partner A: You are a Renter

Look at the picture of the home. Ask your partner questions.



Does it have...

- laundry
- parking
- a balcony
- 3 bedrooms
- 2 bathrooms

Is it ...

- close to the bus
- close to a park
- close to a school



Partner B: You are the Landlord

Your partner will ask you questions. Answer the questions.



Does it have... • laundry **yes**

• parking **yes**

• a balcony **yes**

• 3 bedrooms **no**

• 2 bathrooms **no**

Is it ... • close to the bus **yes**

• close to a park **no**

• close to a school **no**

Teaching Notes: Use this activity to review yes/no questions and build skills for asking information questions in the present simple. Focus on two questions: *How many...does it have?* and *How much is the rent?*

Since some learners mix up the words *money* and *many*, this presents an opportunity to look at the differences in spelling and pronunciation, and practise the words side by side.

As a cultural note, remind learners that in Canada, people generally don't ask about how much someone's rent is unless they are asking a landlord in a rental situation.

Set Up:

1. Review the yes/no questions from the previous activity and elicit them from the class. Clap out the rhythm and count the number of words: *Does it have laundry? Does it have parking? Does it have a balcony? Is it close to the park? Is it close to the bus stop?*
2. Ask learners what else is important in choosing housing. Elicit the number of bedrooms, bathrooms, and the rent.
3. Introduce or review the use of *how many* and *how much* by asking learners about their own homes (e.g., *How many bedrooms does it have? How many bathrooms does it have?*). Write examples on the board and have learners copy them for future reference. Review/teach how to say larger numbers when talking about rent (e.g., eleven hundred; fourteen fifty), including correct pronunciation.
4. Organize the class into pairs. Hand out the gap fill activity on the following two pages, giving one learner in each pair the Partner A handout and one learner the Partner B handout. Go over the task instructions and model one of the questions (*How much is the rent?*). Ask learners to repeat the question as a chant.
5. Have learners practise asking and answering questions with their partners and switching roles when they are done so that both have a chance to play renter and the landlord. Circulate and provide feedback as needed.



Partner A: You are a Renter

Look at the picture of the apartment. Ask your partner questions.



How much...? • rent

How many ...? • bedrooms
• bathrooms

Does it have...? • parking
• laundry
• a balcony



Partner B: You are a Landlord

Your partner will ask you questions. Answer the questions.



Your Answer	
How much is the rent?	\$1450
How many bedrooms does it have?	2
How many bathrooms does it have?	1
Does it have parking?	yes
Does it have laundry?	yes
Does it have a balcony?	yes

Teaching Notes: This activity provides additional practice with asking questions about a rental unit.

Set Up:

1. Distribute the dialogues on the page that follows. Read the first dialogue for learners; then choral read (reading it aloud together) or echo read it together with learners (reading one line aloud to learners, then having learners repeat the same line).
2. Divide the class into two and assign one half of the class the part of the landlord and one half the part of the tenant. Choral or echo read it again with each half.
3. Ask for volunteers (eliciting stronger learners) to read the dialogue for the class. Support as needed.
4. Arrange the class into pairs. Have learners read the dialogues together a few times.
5. Ask learners if they would like to volunteer to perform the dialogues for the class.



Conversation 1:



Tenant Hello, I have questions about the apartment.

Landlord What do you want to know?

Tenant How many bedrooms does it have?

Landlord It has two bedrooms.

Tenant How much is the rent?

Landlord The rent is \$980.

Tenant Does it have parking?

Landlord Yes, it does.

Tenant: Okay, thank you.



Conversation 2:



Tenant Hello, I have questions about the apartment.

Landlord What do you want to know?

Tenant How many bedrooms does it have?

Landlord It has three bedrooms.

Tenant How much is the rent?

Landlord The rent is \$1700.

Tenant Does it have a balcony?

Landlord Yes, it does.

Teaching Notes: The purpose of this activity is to help learners develop individual literacy skills by reading the text *Adam Finds an Apartment*.

Set Up:

1. Have learners get out their copies of the booklet *Adam Finds an Apartment*. (See the printing instructions for the booklet on page 35). Read the story aloud to the class.
2. Choral or echo read the story together.
3. Recreate the “Story Train” on the board using a key word or two in each of the boxes. Have learners use the story train to retell the story to each other.



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4. Use the text to focus on specific language and literacy skill-building activities, such as:
 - finding words that begin with target sounds
 - matching vocabulary cards to words in the text
 - finding the questions in the text
 - circling all of the action words (verbs) in the text
 - finding verbs that end in –s

Teaching Notes: In this activity, learners use the now-familiar story, *Adam Finds an Apartment*, to work on sequencing skills.

Set Up:

1. Have learners get out their copies of *Adam Finds an Apartment*.
2. Read the story aloud to the class.
3. Choral or echo read the story together.
4. Have learners retell the story for the class. Help guide their re-telling with questions:
 - a. What does Adam need?
 - b. What does he do?
 - c. What does he find?
 - d. Who does he call?
 - e. What questions does he ask?
 - f. Does he like the new apartment?
5. Hand out the story strips on the following two pages. You can either cut these up yourself, or ask learners to cut them; cutting accurately is a good literacy skill.
6. Ask learners to work in pairs to arrange the strips in the order of the story.
7. Have learners retell the story to each other.



Adam needs a new apartment.



Adam thinks. What does he need?



He needs one bedroom.



He needs to be close to the bus.

2-bedroom basement apt
\$900 per month
Parking, heat and water
Laundry
No pets

He reads apartment ads.



1-bedroom apartment
\$800 per month
laundry
close to bus

This one looks good!



Adam calls the landlord.



How many bedrooms?

How much is the rent?

Is it close to the bus?



Adam sees the apartment.



Adam moves into his new home.

Teaching Notes: Use this activity to recycle vocabulary and to introduce housing descriptions. It is also a good activity for building basic reading skills and strategies.

Set Up:

Part 1:

1. Review vocabulary using the vocabulary cards from the *Types of Housing* and *Parts of a Home* activities; select the ones that fit a description of your own home. Describe your home for learners by holding up relevant cards: *I live in a small house. It has 2 bedrooms. It has 2 bathrooms. It has laundry. It has a parking space. It does not have a balcony.*
2. Organize the class into groups of three. Distribute one set of the vocabulary cards to each group and have learners describe their own homes by holding up the relevant vocabulary cards.

Part 2:

3. Distribute the handout with the reading *Marisol Has a New Home* on the page that follows. Read the story out loud to learners, then choral read it with learners. For each vocabulary card, have learners point to the correct words in the story. Have learners find the photograph (on the handout) that illustrates that word. Have learners copy the word onto the line.
4. Read the story out loud again (as many times as is needed). Using the sets of vocabulary cards, have learners order each card in the same order as the story. You can also do this on the board and have learners follow along. Ask a learner to point to each card on the board as you read the story.
5. Have learners retell the story in pairs using their sequenced vocabulary cards to support the retelling.



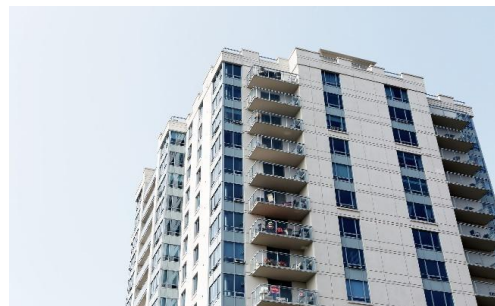
Name: _____

Date: _____

Read the story. Write the word.

Marisol Has a New Home.

Marisol lives in an apartment. It has a small kitchen and two bedrooms. It doesn't have a parking space or a balcony. It has laundry.



Teaching Notes: In this activity, learners practise asking and responding to questions about homes. They write down the responses in their chart and use this information to write a short description of a classmate's home.

Set Up:

1. Review types of housing and the names of rooms in a home, as needed.
2. Distribute the handout *Describing a Classmate's Home* and review the activity instructions with the class.
3. Arrange the class in pairs. Working with a partner, have learners interview their partners about their homes and complete the chart.
4. Using the information in the chart, have learners write sentences about their classmate's home. Circulate and provide feedback as needed.
5. Arrange the class into groups of three and have each learner describe their partner's home to the other members of the group.



Ask questions about your classmate's home. Write.

My classmate's name is _____

How many bedrooms do you have? _____

How many bathrooms do you have? _____

Do you have parking? _____

Do you have a balcony? _____

Do you have laundry? _____

My Classmate's Home

1. My classmate's name is _____

2. His/her home has _____

3. His/her home has _____

4. His/her home has _____

5. His/her home doesn't have _____

Whole: Practising Skills

Skill-Using Tasks for Listening, Speaking, Reading, and Writing

Listening to Conversations About a New Home61

Calling About a Rental Unit64

Reading a Housing Ad67

Writing a Description of a Home71

Competency Areas: Interacting with Others, Comprehending Information

Indicators of Ability: Identifies specific factual details

Teaching Notes: This task builds on the previous skill-building activities. Learners complete a chart based on information they hear. CLB 1L learners can complete the chart for 1 conversation; CLB 2L learners can complete the chart for both conversations. Separate audio files are included with the module.

Set Up:

1. In a class discussion, brainstorm questions someone might ask a friend who has recently moved to a new home (e.g., *How many bedrooms does it have? Does it have parking? A balcony?*).
2. Distribute the handout *Listening to Two Conversations About a New Home*. Go over the instructions for completing the chart to ensure everyone understands what to do.
3. Play the audio recording for Conversation 1 as many times as needed for learners to fill in the chart. Do the same for Conversation 2. If needed, learners can give the answers orally.

Possible Supports

- Provide learners with a word bank for types of housing so they can copy an answer for question 1.

Additional Practise Suggestions

1. Engage learners in a discussion about things people do in Canada when a friend has a new home (e.g., house-warming parties, house-warming gifts) and compare to traditions in their previous countries.

Answer Key

Conversation 1: Mei's New Home

1. apartment
2. bedrooms: 1
3. bathrooms: 1
4. parking: no

Conversation 2: Adam's New Home

1. basement
2. bedrooms: 3
3. bathrooms: 1
4. parking: yes

Transcripts

Conversation 1

Two friends, Mei and Paul, see each other on the street.

Mei: Hi Paul! It is nice to see you!

Paul: Hi Mei! What's new?

Mei: I have a new apartment.

Paul: How many bedrooms does it have?

Mei: It has one bedroom.

Paul: How many bathrooms does it have?

Mei: It has one bathroom.

Paul: Does it have parking?

Mei: No. It doesn't.

Conversation 2

Adam and Javier are co-workers.

Javier: Hi Adam! How are you doing?

Adam: I am fine, thanks, but I am tired. I moved to my new home yesterday.

Javier: Oh wow. What's your new home like?

Adam: It's really nice. It's a basement.

Javier: Oh yeah? How many bedrooms does it have?

Adam: It has three bedrooms and one bathroom.

Javier: Sounds good! Does it have parking?

Adam: Yes.



Name: _____ Date: _____

CLB 1L and CLB 2L: Listen. Fill in the chart.

Mei's New Home	
type of housing	
bedrooms	
bathrooms	
parking	

CLB 2L only

Adam's New Home	
type of housing	
bedrooms	
bathrooms	
parking	

Competency Area: Getting Things Done

Indicators of Ability: Asks yes/no questions appropriately; asks information questions appropriately; speaks clearly; uses appropriate intonation at the end of questions

Teaching Notes: This task provides learners with an additional opportunity to practise asking questions. There are three role-plays provided; practise each role-play separately over a few days to build familiarity with the task.

Set Up:

1. Review things people might want to ask a landlord when looking for a new home. Elicit sample questions from learners such as *Does it have parking?* or *How many bedrooms does it have?* Review related yes/no and information questions. Write a sample of each type of question on the board to use as a model. Have learners repeat the sample questions. Review intonation on the final word.
2. Distribute the first role play and read it to the class. Ensure learners understand that this is a conversation between two people. If possible, use another instructor or a learner with higher level reading skills to read the other part. You can also try using different hats or standing in different places to show that two people are talking to each other.
3. Elicit from learners how to ask and respond to the necessary questions.
4. Ask for volunteers to demonstrate the role-play for the class.
5. Divide the class into pairs and have learners practise the role-play.
6. Ask for volunteers to perform their role-play for the class.

Assessment:

1. Circulate and make observations during the role plays. Consider using a simple class checklist to record your observations and identify any issues that need additional targeted practice.
2. Introduce the concept of peer feedback to learners. Elicit responses to the following questions from the class: *How did your partner do? Did they...? What did they do well?* Note that literacy 1L-2L learners will likely need considerable support to provide feedback; model this process and complete it together as a class.



Role Play 1: **LANDLORD**



Rent is \$1 600 per month.
It has 2 bedrooms.
It has laundry.
It is close to a bus stop.

Role Play 1: **TENANT**



Ask questions about this house.

- Rent
- Bedrooms
- Laundry
- Close to a bus stop

Role Play 2: **LANDLORD**



Rent is \$1 100 per month.
It has 1 bedroom.
It does not have a balcony.
It is close to a park.

Role Play 2: **TENANT**



Ask questions about this apartment.

- Rent
- Bedrooms
- Balcony
- Close to a park



Role Play 3: **LANDLORD**



Rent is \$1450 per month.
It has 3 bedrooms.
It has parking.
It is close to a school.

Role Play 3: **TENANT**



Ask questions about this townhouse.

- Rent
- Bedrooms
- Parking
- Close to a school

Competency Area: Getting Things Done

Indicators of Ability: Identifies specific factual details; identifies numbers

Teaching Notes: This task builds on the skill-building activities in this module. Learners read rental ads and identify information in them.

Set Up:

1. Distribute the handout for Housing Ad 1. Review it as a class, and identify factual information. Ask learners orally to find the rent, the number of bedrooms, and the features of the home.
2. Distribute the handouts for the additional ads (2 and 3). Show learners where to read and where to write.
3. Review the meaning of *allowed/not allowed* with learners before they work on the third ad.
4. When learners have completed the activities and checked their answers, consider engaging the class in a discussion about the ads and which one (if any) would be suitable for learners' own families.

Possible Supports:

If anyone is struggling to read the questions or write the answers, consider letting them respond orally or by pointing and identifying the correct information in the ad.

Assessment:

Learners can compare their answers with a partner before taking them up as a class.



Name: _____ Date: _____

Read Housing Ad 1



2-bedroom basement apartment
\$900 per month
parking
heat and water
laundry
no pets

Write.

Bedrooms? _____

Rent? _____

Parking? ☐ YES ☐ NO

Heat and water? ☐ YES ☐ NO

Laundry? ☐ YES ☐ NO

Pets? ☐ YES ☐ NO



Name: _____ Date: _____

Read Housing Ad 2



bachelor apartment
\$825 per month
electricity
no parking
laundry
no pets

Write.

Bedrooms? _____

Rent? _____

Parking? ☐ YES ☐ NO

Electricity? ☐ YES ☐ NO

Laundry? ☐ YES ☐ NO

Pets? ☐ YES ☐ NO



Name: _____ Date: _____

Read Housing Ad 3



3-bedroom duplex
\$1150 per month
heat and water
parking
laundry
small pets allowed

Write.

Bedrooms? _____

Rent? _____

Parking? ☐ YES ☐ NO

Heat and water? ☐ YES ☐ NO

Laundry? ☐ YES ☐ NO

Pets? ☐ YES ☐ NO

Competency Area: Sharing Information

Indicators of Ability: Completes sentences with appropriate information; spells correctly; writes legibly; sentence 8 includes a capital letter at the beginning of the sentence (CLB 2L)

Teaching Notes: This task builds on the skill-building activities in this module. Learners write a description of a home based on a housing ad. CLB 1L learners can write four sentences; CLB 2L learners can write eight sentences.

Set Up:

1. Distribute the handout *Writing a Description of a Home* on the page that follows. Read the housing ad together. Ask learners some questions about the ad; elicit the different parts of the ad. Work together to identify the key information.
2. Ask learners to describe the home orally: *It has three bedrooms. It has two bathrooms. It doesn't have parking.*
3. Review the task instructions.

Assessment:

1. After completing the writing activity, learners can share their work with each other and give oral peer feedback. Have learners sit together in pairs and put away their pencils so they do not erase their work. Ask them to read the sentences to each other. Model how to give feedback to each other: "I like your printing. I like your words. I like your spelling." Walk around the class and support as necessary. Ask learners what they like about each other's work.
2. If additional practice is required, repeat this task using a different housing ad.



Name: _____ Date: _____

Read the housing ad.



3-bedroom house

- 2 bathrooms
- laundry
- no parking
- pets okay
- \$1800 per month
- heat
- water
- electricity

Write.

1. This is a _____ .
2. It has _____ .
3. It has _____ .
4. It is okay to have _____ .

CLB 2L only:

1. It has _____ .
2. It doesn't have _____ .
3. The rent is _____ .

Assessment Tasks

For Listening, Speaking, Reading and Writing

Listening to a Description of an Apartment	74
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Competency Area: Comprehending Information

Criteria: Identify key words and phrases; Identify factual details; Identify numbers

Assessment Preparation: This assessment task is the culmination of the listening skill-building activities and skill-using tasks in this module. Learners must complete this task independently. Be sure to practise similar skill-using tasks with learners several times before they attempt the assessment task; it is important that learners are comfortable and familiar with the task before they attempt this assessment. The audio file for this task is included with this module as a separate file.

Set Up:

1. Inform learners that they will listen to one conversation (CLB 1L) or two conversations (CLB 2L) between a landlord and someone looking to rent an apartment.
2. Distribute the handout, and review the instructions and comprehension questions orally with learners. CLB 1L learners receive the first page of the handout; CLB 2L learners receive both pages.
3. Play the audio once to familiarize learners with the content. Then play it as many times as needed and have learners answer the questions.

Possible Supports:

- Since this is an assessment of learners' listening comprehension skills, learners are not required to read the questions or to respond in writing. If they are struggling to read the questions, read them out loud and have them respond orally rather than in writing.
- After the assessment, help learners file the assessment task in the appropriate section of their PBLA binders.

Feedback:

- To help literacy learners with context, recall, and relevance, provide the feedback (answers) immediately upon completion of the assessment task.
- Provide learners with feedback on any error patterns you notice. Point out any relevant strategies for helping learners arrive at the correct answer.

Answer Key: Listening Assessment**Conversation 1: CLB 1L and CBL 2L**

1. Yes
2. No
3. No
4. Yes

Conversation 2: CLB 2L

5. Yes
6. No
7. Yes
8. No

Transcripts:**CLB 1L and CLB 2L: Conversation 1**

Landlord: Hello.

Caller: Hi, I'm calling about the two-bedroom apartment.

Landlord: Yes.

Caller: How much is the rent?

Landlord: It's \$1,250 per month. That includes heat and electricity.

Caller: Is there parking?

Landlord: Yes, parking is an extra \$75 per month.

Caller: Okay. Thank you.

Landlord: You're welcome.

CLB 2L: Conversation 2

Landlord: Hello.

Caller: Hi, I'm calling about the apartment for rent.

Landlord: Yes.

Caller: How many bedrooms does it have?

Landlord: It's a one-bedroom apartment and it's \$1,075 per month. That includes electricity and cable TV.

Caller: Oh, I see. Does it have a balcony?

Landlord: No, it doesn't.

Caller: Okay. Thank you.

Landlord: You're welcome.



Competency Area: Comprehending Information

CLB 1L ☐

Criteria: Identify factual details; identify key words, phrases, numbers

CLB 2L ☐

Name: _____ Date: _____

Instructions: Listen. Circle the correct answer.

Part 1: CLB 1L and 2L

1. There are 2 bedrooms.
 - a. Yes
 - b. No
2. The rent is \$1000 per month.
 - a. Yes
 - b. No
3. The rent includes water.
 - a. Yes
 - b. No
4. Parking is \$75.
 - a. Yes
 - b. No

CLB 1L: 3 out of 4 answers correct

Your Score: ____/4



Part 2: CLB 2L

5. There is 1 bedroom.

- a. Yes
- b. No

6. The rent is \$1200 per month.

- a. Yes
- b. No

7. The rent includes cable TV and electricity?

- a. Yes
- b. No

8. The apartment has a balcony.

- a. Yes
- b. No

CLB 2L:	3 out of 4 (Conversation 1)	Your Score	/4
	3 out of 4 (Conversation 2)	Your Score	/4

Competency Area: Getting Things Done

Assessment Preparation: This assessment task is the culmination of the speaking skill-building activities and skill-using tasks in this module. Be sure to practise similar skill-using tasks with learners several times before attempting this assessment task; it is important that learners are comfortable and familiar with the task before they attempt this assessment.

Set Up:

1. This assessment is a one-on-one conversation between the instructor and learner. The instructor plays the role of a landlord and learners play the role of prospective tenants asking questions about a rental property. Review the instructions orally. Explain the expectations for the task using the assessment tool.
2. Distribute the prompt cards. (There are separate cards for CLB 1L and CLB 2L). You can begin by saying “Let’s practise renting an apartment. I am a landlord. Ask me questions about this apartment.”
3. Note that some literacy learners may struggle with understanding pretend or role-play situations (The instructor is an instructor, not a landlord). If this is the case, you could try this set up instead: “My friend wants to rent this apartment. Ask me questions about the apartment.”
4. Respond to learners’ questions with any reasonable responses. Prompt learners, if necessary, to complete the questions about the rental property.

Possible Supports:

- Read the prompts to the learner if he or she is struggling to read the words.
- Ask the learner to repeat him or herself if pronunciation is not clear.
- Prompt the learner if he or she has not asked the right number of questions.
- After the assessment, help learners file the assessment tool in the appropriate section of their PBLA binders.

Feedback:

1. Provide feedback to the learner immediately after the assessment. Be sure to keep it simple and direct. Focus on what the learner is doing well and on specific areas they can improve.
2. Give the feedback orally as CLB 1L and 2L learners may not have sufficient literacy skills to read the assessment tool or written comments. The tool is intended for instructor use.

Prompt Cards



CLB 1L

You want to rent an apartment.
Ask questions about:

1. Rent
2. Bedrooms
3. Bathrooms
4. Close to bus stop



CLB 2L:

You want to rent a house.
Ask questions about:

1. Rent
2. Bedrooms
3. Bathrooms
4. Close to bus
5. Laundry
6. Parking
7. Close to school



Name: _____ Date: _____

Speaking: <input type="checkbox"/> CLB 1L <input type="checkbox"/> CLB 2L		
CLB 1L and CLB 2L	Yes	Not Yet
You asked about the rent.	<input type="checkbox"/>	<input type="checkbox"/>
You asked about the number of bedrooms.	<input type="checkbox"/>	<input type="checkbox"/>
You asked about the number of bathrooms.	<input type="checkbox"/>	<input type="checkbox"/>
You asked if it was close to the bus.	<input type="checkbox"/>	<input type="checkbox"/>
You spoke clearly.	<input type="checkbox"/>	<input type="checkbox"/>
CLB 2L		
You asked about laundry.	<input type="checkbox"/>	<input type="checkbox"/>
You asked about parking.	<input type="checkbox"/>	<input type="checkbox"/>
You asked if it was close to a school.	<input type="checkbox"/>	<input type="checkbox"/>
Doing well:	Next time:	

TASK SUCCESS	Your score
CLB 1L and 2L: Yes on 3 out of 5 criteria	____ /5
*CLB 2L: Yes on 2 out of 3 questions	____ /3

Competency Area: Getting Things Done

Criteria: Locate and identify numbers and key words; make inferences

Assessment Preparation: This assessment task is the culmination of the skill-building activities and skill-using tasks in this module. Learners should complete it independently.

Set Up:

1. Distribute the appropriate level of assessment to each learner. CLB 1L learners receive the first page; CLB 2L learners receive both pages.
2. Read the questions aloud and review the instructions orally.

Possible Supports:

- Learners may need to read the text out loud to themselves as they try to understand it.
- Allow learners to respond orally (CLB 1L and CLB 2L) or to point to the answers in the ad if necessary (CLB 1L).
- After the assessment, help learners file the assessment task in the appropriate section of their PBLA binders.

Feedback:

Provide learners with feedback on error patterns you notice. Review the assessment task as a class, in small groups, or individually. Identify the correct answer, as well as strategies for how the learners can arrive at the correct answer. Consider doing a *think aloud*, in which you, as the instructor, model completing the task while voicing what you are thinking while completing it. This instructional strategy allows learners to “see” inside the head of someone who is successfully completing the task.

Answer Key: Reading Assessment

CLB 1L and CBL 2L	CLB 2L
1. 2	5. Yes
2. \$1145	6. Yes
3. Downtown	7. No
4. No	



Competency Area: Getting Things Done

CLB 1L ☐

Criteria: Identify factual details and numbers; make inferences

CLB 2L ☐

Name _____ Date _____

Instructions: Read the rental ad. Answer the questions.



Apartment for Rent

- 2-bedrooms
- downtown
- parking
- no pets
- \$1145 per month
- includes heat
- includes electricity
- available now

CLB 1L and CLB 2L

1. How many bedrooms does it have? _____
2. How much is the rent? _____
3. Where is the apartment? _____
4. Maria has a dog. Can she live here? ☐ YES ☐ NO

CLB 1L: 3 out of 4 answers correct

Your Score: ____/4



CLB 2L: Check ☒ Yes or No



Apartment for Rent

- | | |
|---|---|
| <ul style="list-style-type: none">• 2-bedrooms• downtown• parking• no pets | <ul style="list-style-type: none">• \$1145 per month• includes heat• includes electricity• available now |
|---|---|

5. Anna needs an apartment now. Is this apartment good for her? ☐ YES ☐ NO
6. Ahmed has a car. Is this apartment good for him? ☐ YES ☐ NO
7. You have to pay for heat and electricity. ☐ YES ☐ NO

CLB 2L: 5 out of 7 answers correct

Your Score: ____/7

Competency Area: Sharing Information

Assessment Preparation: This assessment task is the culmination of the skill-building activities and skill-using tasks in this module. Learners should complete it independently.

Set Up:

1. Distribute the appropriate assessment task to learners (for either CLB 1L or CLB 2L). CLB 1L learners should receive the first page only (with questions 1-4); CLB 2L learners should receive both pages.
2. Review the instructions orally. Explain the expectations for the task using the criteria in the assessment tool. The tool is intended for instructor use, as literacy learners may not be able to read or understand the criteria as written.

Possible Supports:

- Read questions out loud to learners.
- Allow learners to copy their addresses from a personal information card or identification card.
- Direct learners to where they can find the spelling of key words on the page (apartment, house, townhouse, bedroom, bathroom).
- After the assessment, help learners file the assessment tool in the appropriate section of their PBLA binders.

Feedback:

- Provide feedback to learners orally immediately after the assessment. Be sure to keep it simple and direct. Focus on what learners are doing well and on areas they can improve.
- Provide class time for learners to review and, if appropriate, implement the action-oriented feedback. While learners are doing this, circulate and provide individual support as needed. If a common issue surfaces, consider giving a mini lesson and further practice on the area that learners are having difficulty with. Note that it is usually more effective to teach grammar orally, through chants and dialogues, than to give a formal grammar lesson to literacy learners.



Module Topic: Finding a Place to Live

CLB 1L ☐

Competency Area: Sharing Information

CLB 2L ☐

Name _____ Date _____

Instructions: Write sentences about your home.

CLB 1L and 2L

1. What is your address?

My address is _____.

2. What kind of home do you have? (apartment, house, townhouse)

I have _____.

3. How many bedrooms does it have?

It has _____.

4. How many bathrooms does it have?

It has _____.



CLB 2L

Write sentences about your home. Use these words.

5. Parking

6. Laundry

7. Close to bus or train



Name _____

Date _____

Instructions: Write sentences about your home.

Writing: CLB 1L <input type="checkbox"/> CLB 2L <input type="checkbox"/>		Yes	Not Yet
Completes sentence stems with correct information.		<input type="checkbox"/>	<input type="checkbox"/>
Writes sentences using key words (CLB 2L)		<input type="checkbox"/>	<input type="checkbox"/>
Copies words and numbers accurately.		<input type="checkbox"/>	<input type="checkbox"/>
Spaces words appropriately.		<input type="checkbox"/>	<input type="checkbox"/>
Writing is clear.		<input type="checkbox"/>	<input type="checkbox"/>
*CLB 2L: Uses capitals and periods correctly.		<input type="checkbox"/>	<input type="checkbox"/>
Doing well:		Next time:	

TASK SUCCESS	Your score
CLB 1L and 2L: Yes on 3 out of 4 criteria	____ /4
*CLB 2L: Yes on final criterion	*CLB 2L: <input type="checkbox"/> Yes <input type="checkbox"/> No