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Benchmarks

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Finding a Place to Live

A CLB 1-2 Module with
Teaching Materials

Classroom-ready resources that include:

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

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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 1 and 2. There are suggestions for introducing the topic as well as handouts for goal setting, vocabulary building and an end-of-module learner reflection. In addition, the package includes a series of skill-building activities and skill-using tasks for Listening, Speaking, Reading, and Writing as well as multi-level assessment tasks for each of the four skills.

Audio files supporting this module are included and posted separately.

Some Notes about this Module Package:

1. The activities are listed by skill, but are not sequenced. The intent is that you select and sequence activities based on the needs of learners and the amount of class time you have to do the module. Because the module plan has interrelated Real World Task Goals, the activities in one skill area (Listening, Speaking, etc.) often support the development of language skills in another.
2. This module includes a variety of tasks and activities; however, you will likely need to supplement them depending on the specific needs of the learners in your class. The *Additional Teacher Resources* section includes references to published resources where you will find numerous activities to support this module.
3. Each learner activity/task is identified in the upper right-hand corner as a skill-building activity, a skill-using task, or an assessment task.



Skill Building Activity



Skill-using Task



Assessment Task

4. The skill-building activities and skill-using tasks are not differentiated by level unless specifically noted. They can be used by learners at both CLB 1 and CLB 2 by making accommodations within the class. For example, you might provide more scaffolding for learners at CLB 1 (e.g., giving examples, helping learners complete the first question), than for learners at CLB 2. You might adjust the expectations and expect learners at CLB 2 to demonstrate greater mastery than learners at CLB 1 on the same activity.
5. The skill-using tasks provide opportunities for learners to practise a task in its entirety and get informal feedback. You can use these tasks after you have introduced a new skill or reviewed skills previously taught. Any of the skill-using tasks that learners complete independently may be included in learner portfolios as evidence of growth and progress. Any scaffolding or support provided (e.g., the first question completed as a class) should be indicated on the activity. Note that either the skill-using or the assessment task for each skill can be included in the portfolio, but not both tasks.

How to Use the Module Package, *continued*

Some Notes about Assessment within a PBLA Context:

With PBLA, assessment incorporates a range of assessment and feedback strategies, including:

- **In-the-moment feedback:** informal and on the spot feedback given to learners while they are doing a task to help them move forward.
- **Planned feedback on skill-using tasks:** descriptive and non-evaluative feedback on skill-using tasks focusing on what learners are doing well (in relation to CLB-based criteria) and concrete strategies they can use to improve their language skills.
- **Formal assessment:** feedback that indicates whether learners have met task expectations in relation to specific benchmark expectations. Learners complete these tasks independently.

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>

Module Plan

Theme: Housing

Topic: Finding a Place to Live

	Listening CLB Level: 1-2	Speaking CLB Level: 1-2	Reading CLB Level: 1-2	Writing CLB Level: 1-2
Real-World Task Goal(s)	Understand simple information about rental housing.	Ask and answer simple questions about a rental unit.	Understand information in a simple housing advertisement.	Write a simple description of a home.
Context/ Background Information	Types of housing (apartment, condominium, bachelor, basement, etc.); renting versus owning; the rental process including answering an ad, providing references, filling in an application, and paying a damage deposit; knowing where to find information about available rental units (online ads, signs in front of apartments; community newspapers); what is included in rental units (e.g., refrigerator, stove); additional items that may or may not be included in the rent (e.g., electricity, heat, cable TV); other amenities such as laundry facilities, parking, balcony; landlord/tenant rights and responsibilities			
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. <ul style="list-style-type: none"> • CLB 1: Texts are very short. • CLB 2: Texts are short. 	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.

Module Plan, *continued*

	Listening	Speaking	Reading	Writing
Language Focus	<ul style="list-style-type: none"> Vocabulary related to types of housing relevant to the learner's community (apartment, townhouse, condo, detached house, semi-detached house, basement apartment). Vocabulary for rooms in a unit (bedroom, bathroom, kitchen, etc.); amenities (appliances, parking, pets, smoking, laundry, balcony); vocabulary related to the rental process (landlord, tenant, rent, utilities, rental agreement, lease, damage deposit). Numbers: rental costs, dates, and periods of time. 			
	<ul style="list-style-type: none"> Identifying numbers Yes/no questions using the simple present (<i>Does it have...</i>) Wh-questions using the simple present (<i>How much, how many...</i>) 	<ul style="list-style-type: none"> Yes/no questions using the simple present (Does it have...?) Wh-questions using the simple present (How much, how many...) Tone and register for making polite requests Pronunciation of key words related to housing 	<ul style="list-style-type: none"> Common housing abbreviations (<i>bdrm avail.</i>, etc.) 	<ul style="list-style-type: none"> Spelling conventions Punctuation: Capitals, periods, hyphens for compound adjectives (e.g., <i>three-bedroom apartment</i>)
Language and Learning Strategies	<ul style="list-style-type: none"> Strategies for identifying key words Asking for repetition and clarification 	<ul style="list-style-type: none"> Asking for repetition and clarification 	<ul style="list-style-type: none"> Skimming for key information Using bolded headings or other formatting features to locate information 	<ul style="list-style-type: none"> Proof-reading Writing legibly
Assessment Tasks	Listen to a short description of rental housing and record key information.	Role-play asking questions about 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 questions.	Write a simple guided description of own home. <ul style="list-style-type: none"> CLB 1: 3 to 5 sentences. CLB 2: 5 to 7 sentences

ESL Learners with Literacy Needs

Within your class, there may be learners with literacy needs. You may find that their speaking and listening skills are higher than their reading and writing skills, or that they need more time and support for reading and writing activities. Refer to the considerations below for suggestions for supporting ESL literacy learners.

General Accommodations/ Considerations for ESL Learners with Literacy Needs

The following are some suggestions for supporting ESL Literacy learners:

- Elicit and record “experience” stories from learners about searching for housing in Canada. Use these stories as a basis for further literacy development tasks and activities. (Language Experience Approach)
- Read texts out loud as learners follow along.
- Emphasize oral practice as a way of developing vocabulary and reinforcing learning.
- Create a sight word wall with vocabulary related to the topic.
- Use picture/picture, picture/word or word/word matching to practise identifying vocabulary.
- Provide additional time to complete tasks and activities.
- Present the listening texts in segments with multiple repetitions.
- Encourage the use of additional supports such as vocabulary cards, dictionaries, word banks, or phones during activities.
- Allow for oral responses (instead of written) on comprehension questions for the receptive tasks.
- Adjust the complexity of tasks or texts for skill-building and skill-using tasks so that they are easier for literacy learners. For example, texts for reading could include less information and reading comprehension tasks could have fewer questions, and require less writing.
- Break each skill-using task into small, manageable parts. Introduce each new part of the task slowly and gradually to ensure overall success. Have learners focus on particular aspects of a task instead of the task as a whole.

See the *CLB: ESL for ALL* document for additional strategies to help literacy learners complete Reading and Writing skill building activities and skill using tasks.

Additional Teacher Resources

The Language Companion Stage 1:

My Canada:

- p. 17 Living in Canada*
- p. 18 Renting a Home*
- p. 19 Owning a Home*



- *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:
 - pp. 3-5 Looking for a Place to Live
 - pp. 6-8 Finding a Home in Canada
 - pp 9-11 Understand the Ads
 - pp 21-22 The Rental Application Form
 - pp. 23-26 Tran’s Apartment
 - pp 38-43 Writing About My Canadian Home
- 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.

Introducing the Module to the Class

There are many ways to introduce the module to learners. The following is an example.

Warm-up Questions

1. Have learners discuss one or a selection of the following questions in small groups. Specific questions could be posted in different areas of the classroom, with groups assigned to those areas. Below are some sample sentences.
 - Have you ever looked for a home in Canada? When? Give examples.
 - How did you find your first home in Canada?
 - What do homes in Canada look like? What kinds of homes are there?
 - What do homes in your country look like? What kinds of homes are there?
 - Do you rent or own your home?
 - How much do homes cost in our community in Canada?
 - What is included in the costs of a home? What is not included?
 - What do you look for in a home?
2. Debrief with the whole class by alternating through each group, having them share their answers for some questions.

Using the Language Companion

After the discussion, follow up with a look at the Stage 1 Language Companion.

Distribute the handout titled *Language Companion Search: Finding a Place to Live*.

Have learners search the Language Companion for the answers in pairs. Provide assistance with unfamiliar vocabulary and navigating the text as needed. CLB 1 learners can be paired with CLB 2 learners, and as they finish, they can check their work with classmates.

Introducing the Module to the Class, *continued*

Answer Key: Language Companion Search

Question	Answer
What page in My Canada has information about living in Canada? Look at this page.	p. 17
Do you live in a village, town, city, or farm in Canada?	Answers will vary
Do you live in a house, townhouse, or apartment in Canada?	Answers will vary
What page in My Canada has information about renting a home? Look at this page.	p. 18
Copy one way to find a home to rent:	Look at the classified ads in the newspaper, search and look at rental units on the internet, walk around the neighbourhood and look for rental signs.
What is a bachelor apartment? Copy.	An apartment that is just one room, but has a kitchen and a bathroom.
What is a landlord? Copy.	A landlord is someone who owns a house or building and rents it out to tenants.

Introducing the Module to the Class, *continued*

Language Companion Search: Finding a Place to Live

Instructions: Work with a partner. Look in your Language Companion. Answer the questions.

Question	Answer
What page in My Canada has information about living in Canada? Look at this page.	
Do you live in a village, town, city, or farm in Canada?	
Do you live in a house, townhouse, or apartment in Canada?	
What page in My Canada has information about renting a home? Look at this page.	
Copy one way to find a home to rent:	
What is a bachelor apartment? Copy the answer from the Language Companion.	
What is a landlord? Copy the answer from the Language Companion.	

Goal Setting: Finding a Place to Live

Teaching Notes: Complete the goal setting activity after introducing the module to the class.

Set up:

1. Below is a list of language skills that learners can develop in this module. Post a simple list in learner-friendly language that learners can use for their goal-setting.
 - Building vocabulary to describe finding a place to live
 - Listening to information about rental properties
 - Speaking to a landlord about a rental property
 - Asking yes/no and information questions
 - Reading housing ads
 - Writing a description of housing that includes the number of bedrooms and bathrooms and other features of the home
2. Ask learners to think about which skills they want to focus on and improve. Distribute the goal-setting handout and go over the instructions for completing it. Have learners copy their goals from the list posted in the classroom.
3. Have learners review their goals at the end of the module and think about the strategies they used to achieve these goals. Finally, have them brainstorm some next steps for further practice.

Goal Setting: Finding a Place to Live

Name: _____

Date: _____

Beginning of module goal setting:

In this module, I want to improve these skills:	What can I do to achieve these goals?

End of module review:

Date: _____

My goals:	Did I achieve my goals?	Were my strategies successful?
My Next Steps: 		

Vocabulary: A Teacher's Resource

Vocabulary development is very important to this module and to learners at CLB 1-2. 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

- apartment
- basement apartment
- bachelor apartment
- duplex
- house
- townhouse

Renting a Home

- tenant
- landlord
- rent
- lease/rental agreement
- damage deposit
- pets
- cable TV

Utilities

- heat
- water
- electricity

Parts of a Home

- kitchen
- living room
- bathroom
- bedroom
- balcony
- basement
- laundry
- garage
- parking space

Vocabulary-Building Activities

Use a variety of activities to help build and reinforce vocabulary. The following are some possible vocabulary-building activities that can be used with the picture and word cards on the pages that follow.

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



Types of Housing

apartment



basement apartment



bachelor apartment



house



duplex



townhouse





Parts of a Home

kitchen



living room



bathroom



bedroom



balcony



laundry





Parts of a home, continued

garage



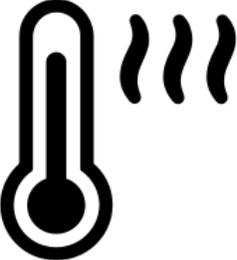
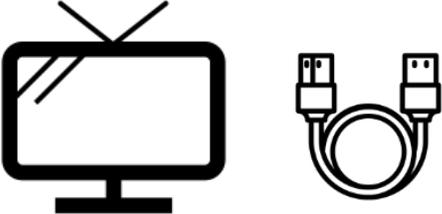
parking space



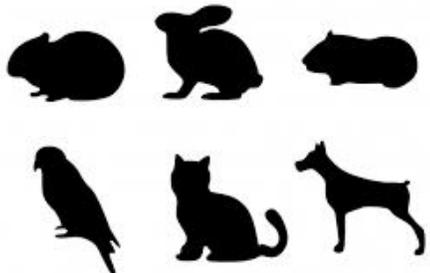
basement





Utilities and Cable TV	
heat	water
	
electricity	cable TV
	



Renting a Home	
tenant	landlord
	
rent	lease/rental agreement
	
damage deposit	pets
	

Learning Reflection: End of Module

Name: _____

Date: _____

Think about the skills you practised in this module. Put a check in the column that describes what you can do.

	Yes!	Need more practice	This is hard!
I can use the topic vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can understand someone describe a home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can ask yes/no questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can ask information questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can describe my home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can understand a housing ad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can write a description of a home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What is the most useful thing you learned in this module?

Which activity was the most difficult for you? How can you practise this skill more?

Listening: Skill-Building and Skill-Using Activities

Developing Vocabulary 21

Listening to Descriptions of Homes 22

Choosing the Best Home 25

Listening to Conversations About a New Home 27

Teaching Notes: Vocabulary development/review should be integrated into activities for all four skills. Use the picture and word cards and ideas in the *Vocabulary Development* section of this module package to help reinforce the vocabulary for the listening activities.

Set Up:

Part 1:

1. Arrange the class in pairs. Cut out and distribute one set of the six picture cards and one set of the corresponding word cards for *Types of Housing* for each pair of learners. Show the pictures one by one to the class and elicit from learners what each housing type is called. Write the word on the board. Ask learners to try and find the word card that corresponds to the picture. Engage learners in a discussion about what type of housing they are currently living in.
2. Give the class some time to memorize the six words for *Types of Housing*. Then have them turn the word cards face down and take turns drawing a picture card and naming the type of housing in the picture they have picked.
3. Follow a similar procedure using the picture and word cards for *Parts of a Home*. After learners have had a chance to memorize the words and practise the vocabulary activities, quiz the class by randomly showing picture cards for *Types of Housing* and *Parts of a Home* and asking the group for the correct word for each picture. Learners may also want to write the words in their notes for future reference.

Part 2:

4. Engage learners in a discussion about what is included in their rent (if they are renting a home). Does it include water, electricity and/or heating? Mention that these are called utilities. Also ask if anyone has cable TV included in their rent and if pets are allowed in their rental homes.
5. Cut out and distribute the word and picture cards for *Utilities and Cable* as well as *Renting a Home*. Go over each picture and explain the vocabulary. Have learners try to find the word card that corresponds to the picture. Give them sufficient time to memorize the words and copy them into their notes.
6. As a final review, arrange the class into groups of three. Ask each group to combine the three sets of picture cards, shuffle them and turn the deck face down on the table. They take turns drawing a card and saying what each picture represents.

Teaching Notes: This activity asks learners to 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.

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 handout for *Listening to Descriptions of Homes*. Go over each description by having volunteer learners describe it orally. Ensure learners understand what the term 'not allowed' means.
3. Read (or play the recording of) the description of each property. Ask learners to write down the letter of the property next to the corresponding description on the handout. Allow learners to listen to the descriptions as many times as needed.
4. Take up the answers together as a class.
5. To review, ask learners the following questions:
 - Which properties have two bathrooms? (There are two)
 - Which properties have parking? (There are four)
 - Which properties are available immediately? (There are two)
 - Which properties allow pets? (There are two)
 - Which properties have more than two bedrooms? (There are three)
 - Which properties include utilities? (There are five)
6. Ask learners which home they think would be most suitable for their own families and why.



Transcript

- Property A is a 3-bedroom townhouse for \$1,285. The rent includes heat, water, and cable. Parking is available. No pets are allowed.
- Property B is a 2-bedroom apartment for \$1,200. The rent includes heat and water. Parking is available. No pets are allowed.
- Property C is a 1-bedroom basement apartment. The rent is \$975. That includes electricity. It is available next month. There is no parking and pets are not allowed.
- Property D is a 4-bedroom house. The rent is \$1,700 not including utilities. It is available October 1st. Parking is available. Pets are okay.
- Property E is a bachelor apartment for \$850. The rent includes electricity. It is available immediately. There is no parking. Small pets are okay.
- Property F is a 3-bedroom duplex. The rent is \$1,250 and includes heat and water. Parking is available. Pets are not allowed.

Answer Key (for handout on the next page):

B
C
D
F
E
A

Listening to Descriptions of Homes, *continued*



Instructions: Listen to the descriptions of six rental homes. For each property below, write the correct letter.

_____		Bedrooms: 2 Bathrooms: 1 Apartment Available June 1st.	Rent: \$1200 Heat and water are included. Parking is available. No pets are allowed.
_____		Bedrooms: 1 Bathrooms: 1 basement apartment Available next month.	Rent: \$975 Electricity is included. There is no parking. No pets are allowed.
_____		Bedrooms: 4 Bathrooms: 2 house Available October 1st.	Rent: \$1700 No utilities. Parking is available. Pets are okay.
_____		Bedrooms: 3 Bathrooms: 1 Duplex Available immediately.	Rent: \$1250 Heat and water are included. Parking is available. No pets are allowed.
_____		Bedrooms: 0 Bathrooms: 1 Bachelor apartment Available immediately.	Rent: \$850 Electricity is included. There is no parking. Pets are okay.
_____		Bedrooms: 3 Bathrooms: 2 Townhouse Available January 1st.	Rent: \$1285 Heat, water, and cable are included. Parking is available. No pets are allowed.

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

Set Up:

1. Discuss what families need in order to feel comfortable in a home. Discuss whether learners have expectations around children sharing bedrooms or the size of home they need. Discuss local requirements for the number of bedrooms for a family (e.g., subsidized housing in some municipalities have requirements on number of bedrooms depending on the number of people in the family).
2. Review vocabulary for describing homes as needed.
3. Arrange learners into groups of three. Ask everyone to take out the handout from the previous activity (*Listening to Descriptions of Homes*). Then, cut up and distribute the picture strips (*Choosing the Best Home*) on the page that follows (one set of strips per group). Review each description on the strips with the class, and explain any unfamiliar vocabulary (e.g., *low income*).
4. Have learners take turns reading the family profiles on the strips 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. They have a low income.



Family 3

2 adults and 4 children. They have a car. They have a low income.



Family 4

1 adult. He does not have a car. He wants to save money.



Family 5

1 child. They have a small dog. They need an apartment right away.



Family 6

2 adults. They have a car.



Competency Area: Interacting with Others; Comprehending Information

Indicators of Ability: Identifies specific factual details

Teaching Notes: This task builds on the previous skill-building activities and asks learners to complete a chart based on information they hear. CLB 1 learners can complete the chart for 1 conversation; CLB 2 learners can do both.

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 (included with this module) as many times as needed for learners to fill in the chart. Do the same for Conversation 2.

Assessment:

4. Consider having learners correct their own work using a blue pen. Remind them that they should not erase their mistakes, since skill-using tasks may be included as a portfolio entry. Explain that this is a good approach because it allows them to see their errors and note any patterns in their listening comprehension.

Additional Practice Suggestions:

5. Following the task, ask learners whether anyone in the two conversations asked about the cost of the rent (they don't) and why not. Discuss the cultural convention of not asking questions about money.
6. 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	Conversation 2: Adam's New Home
type of housing	apartment	duplex
bedrooms	1	3
bathrooms	1	1
parking	No	yes
balcony	Yes	No (doesn't mention a balcony)



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: Wow! Where is it?

Mei: It's downtown. It's close to where I work.

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, but it has a big balcony.

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 duplex.

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 1 and CLB 2: Listen to conversation 1. Fill in the chart.

Conversation 1: Mei's new Home	
type of housing	
bedrooms	
bathrooms	
parking	
balcony	

CLB 2 only: Listen to conversation 2. Fill in the chart.

Conversation 2: Adam's New Home	
type of housing	
bedrooms	
bathrooms	
parking	
balcony	

Speaking: Skill-Building and Skill-Using Activities

Asking Yes/No Questions about Housing	31
Asking Information Questions	34
Practising a Conversation with a Landlord	37
Calling About a Rental Unit	39

Teaching Notes: Use this activity to build skills in asking yes/no questions in the present simple tense. During the activity, return to the model questions on the board periodically. 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 the questions 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 look for and what they would 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. Some questions require a yes/no answer, while others require information. Create a chart on the board and draw learners' attention to the fact that some yes/no questions use *does* and some use *is*. List the questions you have come up with on the board in two columns: questions with *does* and questions with *is*. Encourage learners to copy the chart into their notes for future reference.

Yes/No Questions with DOES	YES/NO Questions with IS
<ul style="list-style-type: none"> • <i>Does it have...parking?</i> • <i>Does it have...laundry? a balcony? a garage?</i> 	<ul style="list-style-type: none"> • <i>Is it close to the bus?</i> • <i>Is it close to a school? a park?</i>

3. Practise sentence stress with the class by clapping a rhythm while reciting the questions. Have learners continue practising all of the questions with a partner until they have memorized them.
4. Organize the class into pairs. Hand out the gap fill activity on the two pages that follow, giving one learner in each pair the Partner A handout and the other learner the Partner B handout. 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 on pronunciation and intonation as needed.



Partner A: Renter

Look at the picture of the home. Ask your partner questions. Write the answers on the lines.



Does it have...	<ul style="list-style-type: none">• laundry• parking• a balcony• 3 bedrooms• 2 bathrooms	<hr/> <hr/> <hr/> <hr/> <hr/>
------------------------	--	-------------------------------

Is it ...	<ul style="list-style-type: none">• close to the bus• close to a park• close to a school	<hr/> <hr/> <hr/>
------------------	--	-------------------



Partner B: 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 with asking information questions in the present simple. Focus on two questions: *How many...does it have?* and *How much is the rent?*

As a cultural note, remind learners that people in Canada 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 these 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. Teach learners *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?*). 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 on pronunciation and intonation as needed.



Partner A: Renter

Look at the picture of the apartment. Ask your partner questions. Fill in the chart.



How much...?	<ul style="list-style-type: none">• rent _____
---------------------	--

How many ...?	<ul style="list-style-type: none">• bedrooms _____• bathrooms _____
----------------------	--

Does it have...?	<ul style="list-style-type: none">• parking _____• laundry _____• a balcony _____
-------------------------	---



Partner B: Landlord

Your partner will ask you questions. Answer the questions.



How much...?	• rent	\$1450

How many ...?	• bedrooms	2

	• bathrooms	1

Does it have...?	• parking	yes

	• laundry	yes

	• a balcony	yes

Teaching Notes: This activity provides additional practice with asking questions about a rental unit. Inform learners that it will prepare them for the upcoming speaking assessment task, in which they will be asking questions about a rental unit in a role-play with the teacher as the landlord.

Set Up:

1. Distribute the dialogues on the page that follows. Have learners read through them and underline all of the questions. Ask learners to read the questions out loud and practise final rise/fall intonation on questions (final rise for yes/no questions; final fall for information questions).
2. Arrange the class into pairs. Have learners read the dialogues together a few times, switching roles each time.
3. Ask volunteers to perform the dialogues for the class.

Additional Practice Suggestion:

4. Ask learners to substitute information in the dialogues to include questions about the number of bathrooms, proximity of the rental unit to a bus stop, park or a school, and whether or not the unit includes laundry.



Landlord/Tenant Conversation 1

- Tenant: Hello, I am interested in the apartment for rent. I have some questions.
- Landlord: Oh, okay. 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.



Landlord/Tenant Conversation 2

- Tenant: Hello, I am interested in the apartment for rent. I have some questions.
- Landlord: Oh, okay. 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.
- Tenant: Okay, thank you.

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.

Set Up:

1. Review things you 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?* Remind learners about yes/no and information type 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. Inform the class that they will participate in a role-play in which they will ask a landlord about a rental unit. Organize the class into groups of three. In each group of three, learners will get an opportunity to play the following roles:
 - the landlord, who will answer questions about the property on the landlord role card
 - the renter, who will ask the landlord questions using the renter role card
 - the observer, who will complete the peer feedback form

Learners rotate roles after each of the three role plays so that they all play each role and are assessed by a peer. Be sure to monitor during the role switches to ensure learners are clear about what to do.

3. Distribute the role cards on the pages that follow. To avoid confusion, consider distributing the Role Play 1 cards first, then waiting until learners complete the role play before distributing the Role Play 2 and 3 cards. Review the task instructions and the criteria to ensure everyone is clear about expectations.
4. Distribute the Peer Feedback Form to **all** learners in the class and go over the instructions for completing it. Consider completing the top section (*Writer, CLB Level, etc.*) together as a class if learners find this helpful.

Assessment:

Choose the approach that best suits the needs of learners, for example:

1. This activity uses peer feedback. Ensure that time is given for peers to share and review feedback.
2. Circulate and make observations during the role plays. Use a simple class checklist to record your observations. Identify any issues that need additional targeted practice. You may also want to review the peer feedback.
3. In a class discussion, have learners identify specific issues they feel they need more practice with.



Role Play 1: **LANDLORD**



Rent is \$1600 per month.
It has 2 bedrooms.
Laundry is included.
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 \$1100 per month.
It has 1 bedroom.
There is no 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.
There is parking.
It is close to a school.

Role Play 3: **TENANT**



Ask questions about this townhouse.

- Rent
- Bedrooms
- Parking
- Close to a school

Peer Feedback: Asking Questions About a Home 

Writer: _____ CLB Level _____
Peer: _____ Date: _____

Put a check ✓

- Yes/no questions are correct (*Does it have ...? Is it ...?*)
- Information questions are correct (*How many...?; How much ...*)
- Speaks clearly
- Uses proper intonation at the end of the question

Were the questions clear? Could you understand? Check ✓one

YES NEEDS WORK



Peer Feedback: Asking Questions About a Home 

Writer: _____ CLB Level _____
Peer: _____ Date: _____

Put a check ✓

- Yes/no questions are correct (*Does it have ...? Is it ...?*)
- Information questions are correct (*How many...?; How much ...*)
- Speaks clearly
- Uses proper intonation at the end of the question

Were the questions clear? Could you understand? Check ✓one

YES NEEDS WORK

Reading: Skill-Building and Skill-Using Activities

Understanding Abbreviations in Housing Ads 44
Reading a Housing Description 48
Reading a Housing Ad 51

Teaching Notes: Ensure learners know the vocabulary for parts of a house/apartment before they undertake this activity on common abbreviations in housing ads. Review/teach vocabulary as needed. Explain other vocabulary that may not be familiar to learners (e.g., *including, immediately, utilities*).

Set Up:

1. Engage the class in a discussion about ways to find housing. Ask learners how they found a place to live when they arrived in Canada. Did they stay with family members or friends? Did they use the internet to find a place to live? Did they look in a newspaper? Did someone help them find a place?
2. Show the sample housing ad on the page that follows, and ask learners what they understand from the ad. Draw their attention to the abbreviations and let them know that these are short forms for words, and are typical in housing ads. Ask learners what they think they might mean. Write the answers on the board.
3. Distribute the handout *Understanding Abbreviations in Housing Ads*. Have learners complete Part A by writing the full words for each abbreviation. Take up the answers as a class.
4. Ask learners to complete Parts B and C on their own or with a partner. Take up the answers as a class.

Additional Practice Suggestion:

5. Have learners bring housing ads to the class that they find online (if possible), and discuss the abbreviations used in the ads.



Sample Housing Ad

House for Rent

Four bdrm. Two bath.

\$2,100/mo.

Avail. immed.

Incl. heat and water

No pets!





Part A: Write the full word beside the abbreviation.

bedroom	bathroom	immediately
available	including	month

- incl. _____
- avail. _____
- bath. _____
- immed. _____
- mo. _____
- bdrm. _____

Part B: Look at the housing ads. Circle the abbreviations. Write the full word on the lines.



\$1200/mo.

<p>2 bdrm. townhouse</p> <p>Avail. immed.</p>	<p>Incl. heat.</p>
---	--------------------



	\$1300/mo not incl. util.	
	1 bdrm. Apt. Avail. May 1 st	Laundry and parking incl.

_____	_____
_____	_____

Part C

Write a housing ad! Use short forms. Fill in the blanks with the right abbreviations.

	\$1400/_____	
	1 _____ basement apartment _____ Sept. 1 st	_____ electricity

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:

1. Using the picture cards from the **Vocabulary: A Teacher's Resource** section of this module (*Types of Housing* and *Parts of a Home*), select the picture cards 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 3 bedrooms. It has 2 bathrooms. It has laundry. It has a garage.*
2. Organize the class into groups of three. Distribute one set of the picture cards (*Types of Housing* and *Parts of a Home*) to each group and have learners describe their own homes by holding up the relevant cards.
3. Distribute the readings about Marisol and Luis' new homes (on the pages that follow). Ask learners to read the stories. Some learners might prefer to read on their own. Have learners write the words describing each picture. (They can copy the words from the text.)
4. Using the same sets of picture cards, have learners order each card in the same order as the story.
5. Have learners retell the story in pairs (without looking at the text) using the sequenced picture cards to support their retelling.

Marisol has a new home. Read the story. Write the correct word under the pictures.

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



Luis has a new apartment. Read the story. Write the correct word under the picture.

Luis moved to a small apartment. It has one bedroom and a living room. It also has one bathroom. It has a parking space and a balcony. It does not have laundry.



Competency Area: Getting Things Done

Indicators of Ability: Identifies specific factual details

Teaching Notes: In this task, learners compare information in different rental ads. This is a valuable skill when searching for housing.

Note that many learners mix up the words *money* and *many*; this is a good opportunity to look at the differences in spelling and pronunciation, and practise the words side by side.

Set Up:

1. Review information questions and yes/no questions as needed. (Note these are also practiced in the speaking and listening sections of this module). Review the question words and what kind of answer is required (*what* is for things, *when* is for time, *how much* is for money, *how many* is for a number).
2. Distribute the two-page handout that follows and go over the instructions to ensure learners are clear about what to do. Mention that they will be comparing different housing ads and completing a chart with the information. CLB 1 learners can complete the information for two of the ads; CLB 2 can do all three. Tell learners to leave a space blank if the information is not included in the ad (e.g., number of bedrooms for the bachelor apartment).

Assessment:

Consider having learners correct their own work using a pen. Remind them that they should not erase their mistakes, since skill-using tasks are included as a portfolio entry. Explain that this is a good approach because it allows them to see their errors and note any patterns in their comprehension.

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



Answer Key:

	Housing Ad 1	Housing Ad 2	Housing Ad 3
What type of housing is it?	Basement apartment	Bachelor	Duplex
How many bedrooms does it have?	2	-----	3
How much is the rent?	\$900	\$825	\$1160
What is included?	Heat and water	Electricity	Heat and water
When is it available?	Immediately	June 1 st	Immediately
Is there parking?	Yes	No	Yes
Is there laundry?	Yes	Yes	Yes
Is it okay to have pets?	No	No	Yes

Read the housing ads. Fill in the chart.

Housing Ad 1

2-Bedroom Basement Apartment

\$900/mo.

avail. immed.

parking avail.

incl. heat and water

laundry avail

no pets



Housing Ad 2

Bachelor Apartment

\$825/mo.

electricity incl.

avail. June 1st.

no parking

laundry avail.

no pets





Housing Ad 3

3-Bedroom Duplex	\$1160/mo.
incl. heat and water avail. immed. parking avail. laundry in basement small pets okay	

	Housing Ad 1 ↓	Housing Ad 2 ↓	Housing Ad 3 ↓
What type of housing is it?			
How many bedrooms does it have?			
How much is the rent?			
What is included?			
When is it available?			
Is there parking?			
Is there laundry?			
Is it okay to have pets?			

Writing: Skill-Building and Skill-Using Activities

Labelling Parts of a Home	56
Describing a Classmate's Home	59
Writing a Description of a Home	61

Teaching Notes: Use this activity to work with the housing vocabulary and to begin describing a home in writing. The first part of the activity, labelling the house, allows learners to put their vocabulary to use. The second part of the activity bridges into sentence writing using sentence stems.

Set Up:

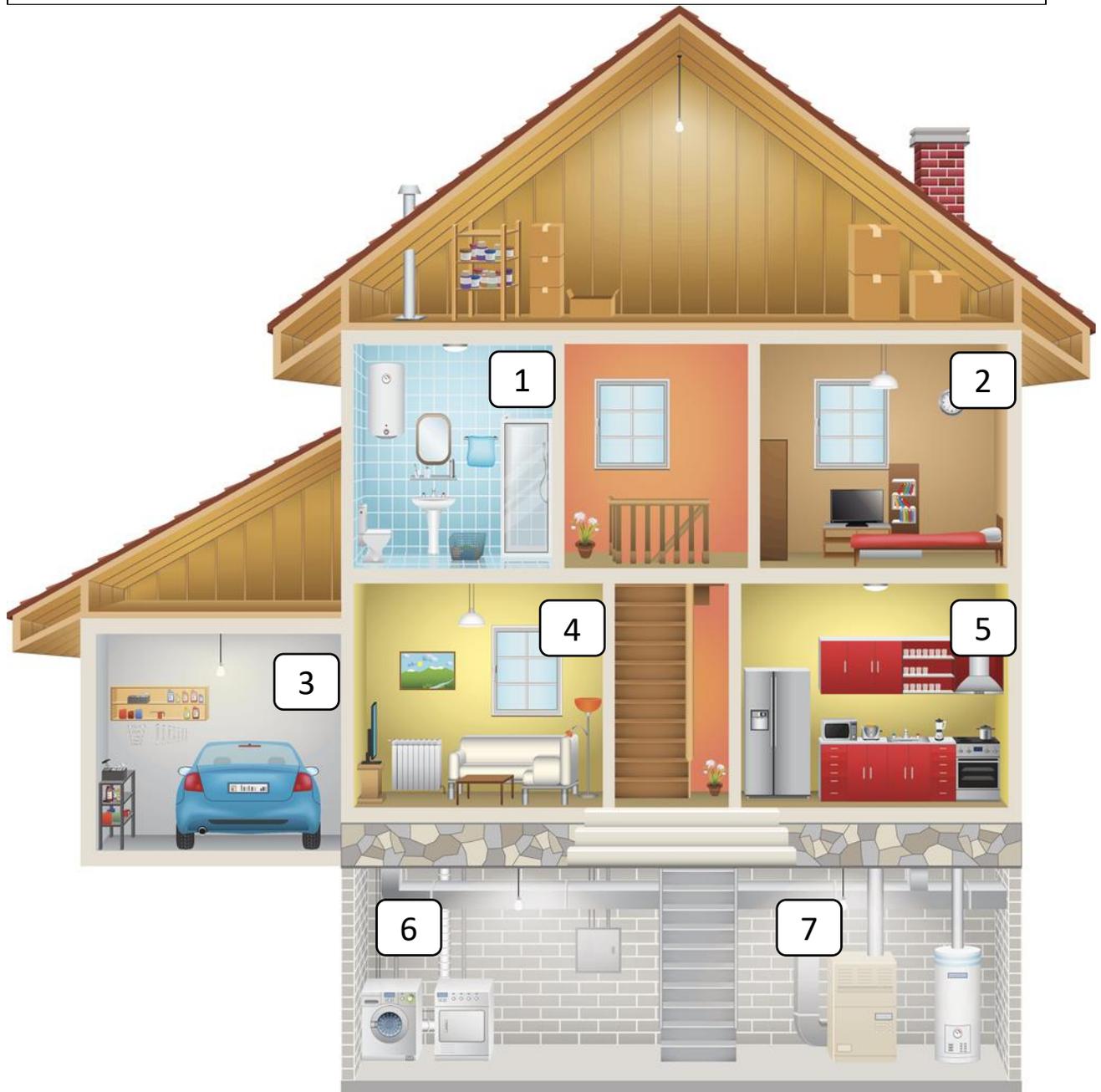
1. Place the relevant vocabulary cards from the vocabulary section of this module onto the board. Elicit the names of types of housing and rooms in a home from learners.
2. Engage learners in a discussion using the following questions: *How many bedrooms does your home have? Do you have a living room in your home? Do you have laundry in your home? Do you have a balcony in your home?*
3. Distribute the two-page handout *Labelling Parts of a Home*. Working in pairs, have learners complete Part A. Once learners have labelled the rooms in this house, ask them to complete the sentences to describe the home, in Part B. Take up the answers as a class.
4. Have learners take turns repeating each sentence to their partners.

Additional Practice Suggestion:

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

Part A: What are the rooms in this house? Use these words to write the correct words on the next page.

bedroom	kitchen	basement	laundry
bathroom	living room	garage	





Part A continued: Look at the picture of the house. Write the correct rooms.

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

Part B: Look at the picture of the house. Complete the sentences about the house.

1. This home has _____ .
2. It has _____ .
3. It has _____ .
4. It has _____ .
5. It has _____ .
6. It has _____ .
7. It has _____ .
8. It doesn't have _____ .

Teaching Notes: In this activity, learners practise asking and answering questions about their and their classmates' homes. They write down the responses in a chart and use this information to write a short description of their 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 partner about their home and complete the chart (Part A on the handout).
4. Using the information in the chart, have learners write sentences about their classmate's home (Part B on the handout). 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.



Part A: Ask your classmate questions about his or her home. Write his or her answers in the chart.

What is your name?	
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?	
Do you have _____?	

Part B: Write sentences about your 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 has _____ .
6. His/her home has _____ .
7. His/her home has _____ .
8. His/her home doesn't have _____ .

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 2)

Teaching Notes: This task builds on the previous skill-building activities and asks learners to write a description of a home based on a housing ad. CLB 1 learners can write four sentences; CLB 2 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 and elicit from learners what the abbreviations mean.
2. Ask learners to describe the home orally: *It has two bedrooms. It has one bathroom. It has a balcony.*
3. Review the task instructions and the criteria to ensure everyone is clear about expectations. Have learners complete the handout on their own.
4. Distribute the Peer Feedback Form Review and go over the instructions for completing it. Consider completing the top section (*Writer, CLB Level, etc.*) together as a class if this is the first time learners are doing a peer assessment.

Assessment:

After completing the writing activity, learners can exchange their work with a partner for feedback. Alternatively, they could use the Peer Feedback form for self-assessment with some minor adjustments to the wording.

Consider reviewing the writing and the completed peer feedback and make additional notes if needed. Make notes for future lessons, based on learner performance. If additional practice is required, repeat this task using a different housing ad.



Read the housing ad. Write sentences about the home.

	3-bedroom basement apartment \$1190/mo.
	1 bathroom no balcony laundry and parking avail.

Part A: CLB 1 and CLB 2

1. This home is a _____ .
2. It has _____ .
3. It has _____ .
4. It has _____ .

Part B: CLB 2

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

Peer Feedback: Writing About a Home		SU
Writer: _____	CLB Level _____	
Peer: _____	Date: _____	
Put a check ✓		
<input type="checkbox"/> Correct information		
<input type="checkbox"/> Correct spelling		
<input type="checkbox"/> Writing is neat.		
<input type="checkbox"/> Sentence 8 has a capital letter. (CLB 2)		
Read the sentences again. Is the information clear? Check ✓one		
<input type="checkbox"/> YES	<input type="checkbox"/> NEEDS WORK	



Peer Feedback: Writing About a Home		SU
Writer: _____	CLB Level _____	
Peer: _____	Date: _____	
Put a check ✓		
<input type="checkbox"/> Correct information		
<input type="checkbox"/> Correct spelling		
<input type="checkbox"/> Writing is neat.		
<input type="checkbox"/> Sentence 8 has a capital letter. (CLB 2)		
Read the sentences again. Is the information clear? Check ✓one		
<input type="checkbox"/> YES	<input type="checkbox"/> NEEDS WORK	

Assessment Tasks: Listening, Speaking, Reading and Writing

Preparation for Assessment Tasks.....	65
Listening: Listening to a Description of an Apartment.....	67
Speaking: Asking About a Rental Unit	69
Reading: Reading a Rental Ad.....	71
Writing: Writing About My Home	72

Each assessment task is the culmination of the SB activities and SU tasks in the module. Learners should complete them independently.

Set Up:

Review the task, instructions for completion, and criteria for success when introducing the task to learners.

- *Listening:* Learners answer questions about a rental unit in conversations between a landlord and a prospective tenant. CLB 1 learners listen to one conversation, and CLB 2 learners listen to two conversations. Audios can be played twice during the assessment.
- *Speaking:* Distribute the prompt cards for the Speaking assessment. In the role of prospective tenants, learners ask questions about a rental unit. The instructor answers the questions in the role of the landlord.
- *Reading:* Learners answer comprehension questions about a rental ad.
- *Writing:* Learners describe their home by answering simple questions.

Feedback:

- *Productive Tasks:*

When learners have completed the productive assessment tasks, provide feedback that is simple and direct. Focus on a few key items the learner is doing well and areas where 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.

Consider having learners use the assessment tool for self-assessment before they hand in their work. They can insert their initials in the appropriate column (meets/not yet) beside each criterion or write “not sure” if appropriate.

- *Receptive Tasks:*

Provide learners with feedback on any error patterns noticed. Review the assessment task as a class, in small groups, or individually, and identify not only the correct answer, but also strategies for how the learners can arrive at the correct answer. Consider doing a *think aloud*, in which the instructor models completing a task while voicing what he or she is thinking while completing it. This instructional strategy allows learners to “see” inside the head of someone who is successfully completing the task.

Answer Key:**Listening Task**

- | | |
|------|------|
| 1. b | 5. a |
| 2. c | 6. c |
| 3. b | 7. a |
| 4. a | 8. b |

Reading Task

- | | |
|-------------|--------|
| 1. 2 | 5. Yes |
| 2. \$1145 | 6. Yes |
| 3. downtown | 7. No |
| 4. No | 8. Yes |

Transcripts:**CLB 1 and CLB 2: 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 2: 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.

Listening to a Description of an Apartment

The logo consists of a purple shield-like shape with the letters 'AT' in white inside.

Module Topic: Finding a Place to Live

CLB 1

Competency: Comprehending Information

CLB 2

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

Name: _____

Date: _____

Instructions: Listen to the conversation between a landlord and someone who wants to rent an apartment. Circle the correct answers.

CLB 1 and 2: Conversation 1

1. How many bedrooms does it have?
 - a. 1
 - b. 2
 - c. 3

2. How much does it cost to rent this apartment?
 - a. \$1200
 - b. \$1050
 - c. \$1250

3. What does the rent include?
 - a. Heat and water
 - b. Electricity and heat
 - c. Electricity and water

4. How much is parking?
 - a. \$75.00
 - b. \$65.00
 - c. \$55.00



CLB 2: Conversation 2

5. How many bedrooms does it have?
 - a. 1
 - b. 2
 - c. 3

6. How much does it cost to rent this apartment?
 - a. \$1055
 - b. \$1025
 - c. \$1075

7. What does the rent include?
 - a. Cable TV and electricity
 - b. Electricity and heat
 - c. Water and cable TV

8. Does the apartment have a balcony?
 - a. yes
 - b. no

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

Asking About a Rental Unit

Module Topic: Finding a Place to Live

CLB 1

Competencies: Getting Things Done

CLB 2

Name _____

Date _____

Speaking: CLB 1 or CLB 2

CLB 1 and CLB 2

Yes

Not Yet

You asked about the rent.

You asked about the number of bedrooms.

You asked about the number of bathrooms.

You asked if it was close to the bus.

You spoke clearly.

CLB 2

You asked about laundry.

You asked about parking.

You asked if it was close to a school.

Done well:

Next time:

TASK SUCCESS

Your Score

CLB 1: 4 out of 5

/5

CLB 2: 6 out of 8

/8

Prompt Cards



CLB 1 Instructions: You want to rent an apartment. Ask questions about:

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



CLB 2 Instructions: 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 _____

Module Topic: Finding a Place to Live | **Competency:** Getting Things Done **CLB 1**

Criteria: Identify numbers and key words; understand abbreviations; make inferences **CLB 2**

Instructions: Read the rental ad. Answer the questions.

	<p style="text-align: center;">Apartment for Rent</p> <p>2 bdrm. furnished apartment downtown 1145/mo. Incl. heat and electricity Parking avail. No pets Avail. immed.</p>
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CLB 1 and CLB 2

- How many bedrooms does it have? _____
- How much is the rent? _____
- Where is the apartment? _____
- Maria has a dog. Can she live in this apartment? Yes No

CLB 2: Check yes or no.

- Anna needs an apartment now. Is this apartment good for her? Yes No
- Ahmed has a car. Is this apartment good for him? Yes No
- You have to pay for heat and electricity. Yes No
- This apartment includes furniture. Yes No

TASK SUCCESS	Your Score
CLB 1: Part 1: 3 out of 4	/4
CLB 2: Part 1: 3 out of 4, Part 2: 3 out of 4	/8



Module Topic: Finding a Place to Live Competency: Sharing Information	CLB 1 <input type="checkbox"/>
	CLB 2 <input type="checkbox"/>

Name _____

Date _____

Instructions: Write sentences about your home.

CLB 1 and 2

1. What is your address?

My address is _____ .

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

I live in _____ .

3. How many bedrooms does it have?

It has _____ .

4. How many bathrooms does it have?

It has _____ .

CLB 2 Only: Answer in full sentences.

1. Is there parking?

2. Is there laundry?

3. Is it close to the bus or train?



Module Topic: Finding a Place to Live
Competency Area: Sharing Information

Name _____

Date _____

Instructions: Write sentences about your home.

CLB 1: Guided writing is 3 to 5 sentences **CLB 2:** Guided writing is 5 to 7 sentences

WRITING: CLB 1 or CLB 2	Not Yet	Meets Expectations
Answers all questions with correct information: • CLB 1 and 2: Completes sentence stems. • CLB 2: Answers questions 5-7 in full sentences.	<input type="checkbox"/>	<input type="checkbox"/>
Uses correct spelling. • CLB 1: some minor errors but can be understood • CLB 2: no errors	<input type="checkbox"/>	<input type="checkbox"/>
• Writing is clear.	<input type="checkbox"/>	<input type="checkbox"/>
* CLB 2: Uses capitals and periods correctly.	<input type="checkbox"/>	<input type="checkbox"/>
Doing well:	Next time:	

TASK SUCCESS	Your score
CLB 1 and 2: Meets expectations on 2/3 of first three criteria; CLB 2: Meets expectations on final criterion	Your score: _____ /3 CLB 2: Final criterion <input type="checkbox"/> Yes <input type="checkbox"/> No