

## Module Plan Sample

### CLB 4L: Finding an Apartment

	Listening	Speaking	Reading	Writing	Instructor Notes
<b>CLB Level</b>	4	4	CLB 4L	CLB 4L	
<b>Real-World Task Goal(s)</b>	Follow directions to a rental unit on a map.	Ask and answer questions about renting an apartment, in a phone call with potential landlord.	Understand a housing ad to make a decision about renting.	Write an email to a family member describing a rental unit.	
<b>Background Information</b>	Ways to find rental units: want ads, rental agencies, signs outside of apartments; furnished/unfurnished apartments, bachelor apartments; common amenities in rental units: refrigerator, stove, heat, electricity, water; additional amenities: dishwasher, pool, air conditioning, balcony, laundry facilities; landlord/tenant rights and responsibilities; monthly/yearly leases; references from previous landlords; first and last month's rent; deposits; credit checks				
<b>CLB Competency Areas, Competencies, Indicators of Ability</b>	<b>II. Comprehending Instructions</b> <ul style="list-style-type: none"> <li>Understand common, sequentially presented instructions and directions related to familiar, everyday situations</li> </ul>	<b>III. Getting Things Done</b> <ul style="list-style-type: none"> <li>Give and respond to informal requests, permission, suggestions, and advice.</li> <li>Provides details and gives reasons.</li> </ul>	<b>III. Getting Things Done</b> <ul style="list-style-type: none"> <li>Get information from simple formatted texts.</li> <li>Identifies layout and specific information.</li> <li>Identifies type and purpose.</li> </ul>	<b>I. Interacting with Others</b> <ul style="list-style-type: none"> <li>Convey short, personal, informal social messages on topics related to familiar everyday situations.</li> </ul> [Message is a few sentences or a short	

	<p>of personal relevance. [Instructions are about 4 to 5 steps.]</p> <ul style="list-style-type: none"> <li>- Identifies words and phrases that indicate movement, location, manner, frequency, and duration.</li> <li>- Responds with appropriate actions to directions and instructions.</li> <li>- Recognizes and identifies correct sequence of steps.</li> </ul>	<ul style="list-style-type: none"> <li>- Uses modals with the appropriate level of politeness.</li> </ul> <p><b>IV. Sharing Information</b></p> <ul style="list-style-type: none"> <li>• Ask for and give information related to routine daily activities in one-on-one interactions.</li> <li>- Provides necessary information.</li> <li>- Asks relevant questions.</li> <li>- Repeats information and ideas to confirm understanding.</li> </ul>	<ul style="list-style-type: none"> <li>- Compares facts and information to make choices.</li> </ul>	<p>paragraph addressed to a familiar person and related to a personally relevant situation.]</p> <ul style="list-style-type: none"> <li>- Conveys the message so that a reader can follow it.</li> <li>- Uses language and content that are appropriate to the intent and the social context.</li> <li>- Conveys main ideas and supports them with some detail in a basic paragraph structure.</li> <li>- Conveys feelings in a manner that is appropriate to the context.</li> </ul>	<p>The language focus items and literacy skills/ strategies are determined through a task analysis. They inform the skill-building activities learners will</p>
<p><b>Language Focus</b></p>	<ul style="list-style-type: none"> <li>- Phrases for directions: <i>turn right at _____; on your right</i>, etc.</li> <li>- Vocabulary for directions: <i>north, south, left, right</i>, etc.</li> <li>- Imperatives</li> </ul>	<ul style="list-style-type: none"> <li>- Question formation: information and yes/no questions</li> <li>- Embedded questions (<i>Can you tell me ___?</i>)</li> <li>- Pronunciation and polite tone</li> <li>- Appropriate register</li> </ul>	<ul style="list-style-type: none"> <li>- Vocabulary for apartment features (<i>e.g., balcony, laundry, bachelor</i>)</li> <li>- Abbreviations in housing ads (<i>e.g., incl., bdrm., A/C, prkg.</i>)</li> <li>- Adjectives to describe rental units</li> </ul>	<ul style="list-style-type: none"> <li>- Email conventions</li> <li>- Structure of simple paragraph</li> <li>- Descriptive adjectives</li> <li>- Appropriate register for the audience</li> </ul>	

		<ul style="list-style-type: none"> <li>- Vocabulary related to housing (e.g., <i>bedrooms, parking, balcony, air conditioning, utilities</i>)</li> <li>- Telephone greetings and closings</li> <li>- Structure of the conversation: greeting, reason for calling, questions, pre-closing, closing</li> </ul>	<ul style="list-style-type: none"> <li>(e.g., <i>spacious, bright, clean, convenient</i> (location))</li> <li>- Purpose and layout of a housing ad</li> </ul>		practise before they perform the real-world tasks.
<b>Literacy Skills and Learning Strategies</b>	<ul style="list-style-type: none"> <li>- Asking for clarification/ repetition</li> </ul>	<ul style="list-style-type: none"> <li>- Asking for clarification/ repetition</li> <li>- Asking speaker to slow down, spell the street name</li> </ul>	<ul style="list-style-type: none"> <li>- Recognizing ad format and reading for specific purpose</li> <li>- Noticing elements in design and recognizing that these are related to the purpose</li> <li>- Scanning for specific information</li> <li>- Identifying sight words and rote phrases</li> </ul>	<ul style="list-style-type: none"> <li>- Using model to copy accurately</li> <li>- Writing legibly</li> <li>- Proof-reading and editing writing</li> <li>- Using dictionary to check the spelling of words</li> </ul>	The literacy skills and strategies for Reading and Writing come from the Continuum of Literacy Skills in the <i>CLB: ESL for ALL</i> document.

<b>Assessment Tasks</b>	Follow directions to a rental unit on a simple map.	Role-play a phone call to a landlord. Ask and answer questions about renting an apartment.	Compare a list of housing requirements to a rental ad to determine suitability.	Write a one-paragraph email to a family member describing a rental unit you like.	
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## Lesson Plan Sample

CLB 4L      Understanding Housing Ads

(Approximate Time: 3-4 hours)

<p><b>By the end of this lesson learners will be able to:</b></p> <ul style="list-style-type: none"><li>- Understand abbreviations in housing ads</li></ul> <p><b>CLB Competencies:</b> Getting Things Done</p> <p><b>Oral Development:</b> <i>Do you live in a house or apartment? How did you find it? Describe it – what features does it have (e.g., number of bedrooms, parking, balcony, etc.)</i></p> <p><b>Explicit Literacy Skills Focus:</b></p> <ul style="list-style-type: none"><li>- Understanding the purpose and genre of advertisements</li><li>- Recognizing and decoding common abbreviations and acronyms</li><li>- Identifying sight words and rote phrases</li></ul>	<p><b>Learning Activities:</b></p> <p><b>Activity 1:</b></p> <ul style="list-style-type: none"><li>- Set the context by asking learners questions about where they live (house or apartment), and how they found their home. Discuss possible ways to find rental units: want ads, rental agencies, signs outside of apartments.</li></ul> <p><b>Activity 2:</b></p> <ul style="list-style-type: none"><li>- Have learners work in pairs and interview each other about some of the features of their homes. Display a list of questions on the whiteboard to guide the interviews (e.g., <i>Does your apartment include utilities? How many bedrooms does it have? Does it have parking/a balcony/a pool/air conditioning? Is it close to public transit, your children’s school, a grocery store?</i>).</li><li>- Debrief. Note any new vocabulary on the board and have learners copy words and phrases into their vocabulary logs.</li></ul> <p><b>Activity 3:</b></p> <ul style="list-style-type: none"><li>- Drill pronunciation. Identify syllables and stress patterns in multi-syllable words.</li><li>- Have learners repeat and tap the syllables of longer words.</li></ul> <p><b>Activity 4:</b></p> <ul style="list-style-type: none"><li>- Ask learners if they use any abbreviations and short forms in their lives. Record their answers on the board. (St., Ave. and other common usages). Show learners examples of how abbreviations are formed in various ways: by using the first and last letter of the word (as in <i>St.</i> for <i>Saint</i>), by removing all vowels (<i>frplc.</i> for <i>fireplace</i>), by using the first few letters of the word (<i>bal.</i> for <i>balcony</i>), and by using the first letter of a two-word phrase (A/C). With each example, elicit from learners what the writer did to shorten each word. Ask learners where they might see abbreviations and short forms. (e.g., days/months, a.m./p.m., when texting, on forms, etc. ).</li><li>- Record answers.</li></ul>
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**Conditions for Learning:**

- Formatted texts may be paper-based or digital/online.
- The text is limited to common, factual, familiar, and concrete vocabulary
- The text is clear, sparse (lots of white space), and easy to read.
- There may be a variety of font types (12–14 point).
- Text may contain a variety of common textual features (bold, italics, sub-headings).

**Sight Word Bank:** abbreviations; vocabulary for features of apartments; vocabulary to describe rental units (spacious, clean, etc.)

**Assessment Task:**

Learners are working towards reading a housing ad to make a decision about suitability. They are not ready to be assessed after this lesson.

**Materials:**

Handouts provided; images of problems in an apartment

**Activity 5:**

- Remind learners that ads are often used to advertise places for rent. These ads are full of abbreviations. Arrange learners into small groups. Using cut up cards (Handout 1), have each group match the word with the corresponding abbreviation.
- Have them check their work against another group and add any short forms that they missed. Debrief through class correction and ask each group to say how they made their decisions.

**Activity 6:**

- Distribute Handout 2. Working with a partner, have learners underline all of the abbreviations in the ad. Then ask them to re-write each one in full. When they are done, learners can check their answers with another pair of learners. Take up the answers in a class discussion.

**Options for Extensions/Transfer:**

Abbreviations can be re-visited if learners are studying a unit on finding a job. Looking at abbreviations in employment ads will help to reinforce learning.

**Digital Literacy:** Have learners search for and read housing ads online.

**Learning Strategies:** Encourage learners to ask for clarification and verification using appropriate language structures.

**Extension Activity:**

Ask learners to bring any examples of abbreviations they find to class. Post a wall chart for them to use whenever they find a new abbreviation.

## Handout 1



br.	bedroom
frplc.	fireplace
util.	utilities
tel.	telephone
mo.	month
A/C	air conditioning
apt.	apartment
bal.	balcony
sep.	separate
priv.	private
incl.	included
req.	required
w/	with

**Handout 2:** Work with a partner. Underline each abbreviation. Write the meaning. The first one is done for you.

Spacious, Bright and Clean!

Custom kitchen - new appliances. 3 bdrms., gas frplc., A/C.  
Huge deck w/priv. yard; sep. laundry.

Walk to lake, parks, schools. Close to bus stop. \$1500/mo. Util.  
incl.

1st & Last. References req. No smoking/pets; Min. 1 Yr. lease.  
Available Oct. 1st!

bdrms	bedrooms
