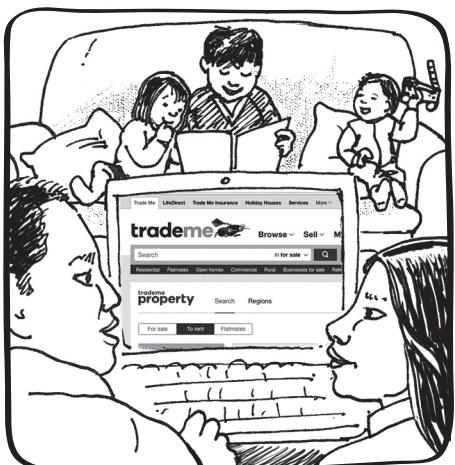


Renting a house

The renting process below is only a guide and will vary between agents.



Listed Tue, 10 Jul
1/32 Titirangi Road
New Lynn, Waitakere City
Available Wed 11 Jul

3 **1** \$470 per week

Listed Mon, 23 Jul
39 Leo Street
Glen Eden, Waitakere City
Available Fri 10 Aug

3 **1** \$470 per week

Listed Fri, 3 Aug
25A Hewlett Road
Massey, Waitakere City
Available Mon 20 Aug

3 **1** \$470 per week

Location: 25A Hewlett Road, Massey, Waitakere City, Auckland
Available: Mon 20 Aug
Furnishings: N
Parking: 2

3 bedroom house with 1 bathroom.
A delightful 3 bedroom house with 1 bathroom, separate toilet and a modest front yard, this is the house you have been looking to call home. With its open plan kitchen and lounge area it allows for a brilliant and uninterrupted flow between the areas.
Original and in tidy condition this property is located in Massey, close to the Northern Western and Upper Harbour motorways to the new Northwest Shopping Centre Westgate complex, Lincoln Road and Henderson Mall.

Checklist	1/32 Titirangi Road, New Lynn	25A Hewlett Road, Massey
How long is the lease?	?	No fixed lease
Weekly rental	\$470	\$470
Date available	Wed 11 July	Mon 20 August
Bond	4 weeks rent = \$1880	4 weeks rent = \$1880
Number of: bedrooms	3	3
living rooms	1	1 open plan
bathrooms	1	1
Km to public transport	1km	less than 1
Distance to primary school	3km	0.5km
Fenced section	yes	yes
Garage/parking	1 carport	

Please book a viewing via the Barfoot and Thompson website listing page - <https://www.barfoot.co.nz/Branches/epsom/Rentals>

BOOK A VIEWING TIME ONLINE NOW!

Scroll to the bottom of this page and click the 'View their website' link, or go to <http://www.barfoot.co.nz>



Renting a house – ideas for using the sequence story

Note for Tutors: Activities referred to in *Ideas for using the sequence story* are related to the suggested Vocabulary and text which you can find on page 12 of this document.

Warm up

Before using this sequence story, have a discussion about your learner's home. How did they choose to live here (or were they placed by Red Cross/Housing NZ in the case of new quota refugees)? What do they like or dislike about living there?

Write down *my home* and brainstorm any vocabulary you associate with the topic.

Focus on key vocabulary (See page 12 for suggested vocabulary)

Either provide the learner with a list of target vocabulary and ask her to match the words to what she can see in the picture (lower level), or brainstorm words with the learner (higher level)

Question stories (See page 13 for suggested questions)

Ask a series of questions relating to the sequence. The learner's answers can guide them to retell or write the story of sequence. You could then compare the learner's version with the original text.

Alternatively encourage the learner to ask you some questions about the story. Learners often get more practice answering than asking questions.

Jumbled pictures (speaking)

Cut the pictures up and jumble them up. Tutor and learner look at them one by one, and discuss what is happening in each picture. When you have discussed each picture put them in order and tell the story. This allows for good recycling of vocabulary.

Jumbled sentences – reading (see page 15 for photocopyable sentences)

Cut up the text into strips. Each strip relates to one of the pictures. Jumble up the strips. Look at the picture story and ask the learner(s) to match the appropriate sentence to the right picture.

Adapt the story:

to extend more advanced learners
After working with the basic version of the text, brainstorm some more advanced words that could also be incorporated into the story. Use these words to enrich the story by adapting the existing text. You can also change the story to the past, add some details, and use more complicated sentence structures:

One evening Danilo and Tala were at home with their three children. Their landlord had given them notice so they needed to find a new house to rent. While their eldest boy read to the younger children, they started looking online. They decided to view some property listings on Trade Me. After looking at a lot of listings, they finally found a couple of suitable houses that met their needs.

Point of view:

Rewrite the text from one person's point of view (for example one of the children).

Gapped text (use the text on page 12)

Gap out some words in the text after reading it with your learner. The learner completes the text by referring to the pictures.

Depending on your learner's needs, you can focus on particular words: e.g.

- content words from the target vocabulary in the picture (this helps with revision)
They need to find a new house to _____ so they are looking _____. They are _____ the property pages on the Trade Me website. They find a couple of houses that are _____. One is _____ with Harcourts and is _____ in New Lynn.
- “grammar” words: e.g. prepositions
They need to find a new house __ rent so they are looking online. They are viewing the property pages __ the Trade Me website. They find a couple of houses that are suitable. One is listed __ Harcourts and is located __ New Lynn.
- articles
They need to find __ new house to rent so they are looking online. They are viewing __ property pages on __ Trade Me website. They find __ couple of houses that are suitable. One is listed with Harcourts and is located in New Lynn.

Kim's game (speaking or writing class game)

The learners look at the pictures for a set period of time. In pairs they discuss what they can see. The pair turns over the picture and collaboratively try and recall the pictures in the sequence and what was happening (they can do this orally or in writing). They then turn the picture back over and discuss what they left out.

Listening practice: True/false

Say some sentences about the pictures, some true, some false: e.g. *The parents are looking at listings in the newspaper. (False) The eldest boy is reading to the other two children (True)*

There are three possible activities here:

- The learner simply says *true* for the true ones and *false* for the false ones.
- The learner repeats the true sentences and stays silent for the false ones (So it's a kind of drill, but the learner has to process the meaning as well as repeat)
- The learner says *true* for the true ones and corrects the false ones: e.g. *No, they aren't looking in the newspaper, they're looking on the computer.*



In a higher level class the learners can work in pairs. One learner can say a true/false sentence and the other responds. Then they swap roles.

Dialogues

- Imagine the conversation between the parents when find they need to move. Write a short dialogue. Have them discuss what they like and dislike about their existing house and what they want in a new house.

Extension activities

Vocabulary for housing and houses

Teaching a learner in their own house means that you can use real life objects and places to teach vocabulary, at least for the rooms that are public.

There are extensive vocabulary pages in the Oxford Picture Dictionary.

You can also use online worksheets, eg in the collections from [Busytteacher.org](#), [ISL collective](#) and [ESLflow.com](#)

What you look for in a place to live

Make a list with your learner about what to look for when you are renting a house:

- Reliable and approachable landlord
- Secure leasehold and reasonable terms in the tenancy agreement
- Affordable rent
- Quiet and pleasant neighbours
- Enough space for the family
- Warm and dry
- Outside space for the children
- Good schools in the neighbourhood
- Access to public transport – and/or enough parking
- _____
- _____

Checklist	
How long is the lease?	
Weekly rental	
Date available	
Bond	
Number of:	bedrooms
	living rooms
	bathrooms
km to public transport	
Distance to primary school	
Fenced section	
Garage/parking	

Now ask your learner to rank these in order of most important to least important to them. Ask them to justify their choices to generate more language:

- *I need a reliable landlord so that I can be sure things get fixed quickly.*
- *I need an affordable rent so I have money left for other necessities*
- *I need a warm dry house so we stay healthy*

Reading a rental ad

Find a suitable Trade Me listing by googling “trade me rentals” (or any other rental agency).

You might make a list of questions for your learner and see if they can find the answers:

- *Where is it?*
- *How much is the rent?*
- *How much is the bond?*
- *When can I move in?*
- *How many bedrooms are there?*
- *How can I view it?*
- *What's the public transport like?*
- *What's the nearest school?*

Alternatively ask your learner to make their own questions and see if the ad has the answers.

When you have done this explore the ad for any interesting or useful vocabulary – eg *walk-in wardrobe, bench top, range hood, insulation, master bedroom, \$ per week etc.*

Questions for a rental agent

After brainstorming what your learner wants from a rental, and reading some listings, practise questions orally so that they can interact with a rental agent.

Watch [this video](#) to get you started.



Filling in an application form

Practise filling in pre-tenancy application form, and reading and filling in a tenancy agreement. Sample forms can be found on the [tenancy services](#) website

Tenancy services

A great source of information for both tenants and landlords is Government’s [Tenancy Services](#) website.

As well as the forms mentioned in the previous section, you can find information about

- Starting a tenancy
- Rent, bond & bills
- Maintenance & inspections

- Ending a tenancy
- Disputes

Moving house

Discuss with your learner what you need to do when you are moving house.

Then check against the [post office checklist](#). Which ones are relevant to them?

Your learner will need to call utilities companies to cancel or transfer their accounts to the new address.

Make sure they have a copy of their latest bill in front of them and can locate key information – eg customer number.

Practise basic language for doing this:

Hello, my name is.... and I'm calling to cancel/transfer my account to a new address

Practice saying their account number, and saying/spelling out their old address and their new address.

Talking to the neighbours

A useful start is to watch [this video about greeting neighbours on a sunny day](#), from English in Vancouver.

Although the accent is Canadian, the language is still appropriate. You can find an online gap fill, a transcript and a downloadable worksheet with conversations for practice [here](#).

There is also a [rainy day lesson](#).

Here is another [video with a short conversation with a new neighbour](#); listen twice and then read

Conversation openers

Photocopy the following openers and answers (on the next page) and cut them up onto separate cards.

1. What's new?	a. Not much. We've been away.
2. How are you today?	b. Good. And you?
3. Good to see you.	c. It's good to see you too.
4. How's it going?	d. Oh fine. How about you?
5. It's been a long time.	e. Yes it certainly has.
6. How's the job?	f. Very busy at the moment.
7. How're things?	g. Not bad thanks.
8. Haven't seen you for a while	h. It's been ages, hasn't it?

Ask your learner to match the openers with the answers.

Then practice together: one of you says the opener and the other says the appropriate answer.

When your learner is confident with these, practice extending the conversation (see the next section for more ideas).

Conversation topics

Look at the list of topics below. Discuss with your learner which ones are appropriate to talk about with neighbours or people you don't know well, the weather

- your children
- the weather
- the weekend
- politics
- religion

- how long they have lived there
- the cost of your house
- how much s/he paid for renovations
- the local school
- a recent holiday
- the neighbourhood
- recommendations for local services or shops
- how much they earn in their job
- compliments about their house or garden

Once you have chosen a suitable topic, make up a conversation about it and practice it together. Make sure that you encourage your learner to have a turn at initiating the conversation, and asking you questions.

A good model to follow is **triple A: Answer, Add, Ask**

- A asks a question: "*How was your holiday?*"
- B answers: "*It was great.*" B adds some information: "*We went to Rotorua*"
- A asks another question: "*Where did you stay?*"
- B answers : "*We stayed in a great motel in the city centre*" and adds "*It's near the Polynesian spa so we had lots of hot baths.*"
- B now asks a question back: "*Have you ever been there?*"

The idea is to build a satisfying two-way conversation.

Neighbourly.co.nz

Encourage your learner to join [Neighbourly](#).

There are notices, recommendations for local services, lost and found, classifieds, groups and other useful info about the neighbourhood you live in. It's also a good source of reading material for you and your learner, as all the language used is natural and colloquial and about everyday subjects

Neighbourhood Problems

Here are some typical problems that people might have with their neighbours. Talk about possible answers to the questions and then go and look up the answers on the [CAB website](#).

Animals

- What should I do if I find a dog on my property?
- What can I do if my neighbour's cat...uses my vegetable garden as a toilet?
- What can I do if my neighbour's dog barks all the time?

Noise and nuisance

- What can I do about my noisy neighbours?
- What will the council do if I complain about my noisy neighbours?

Shared driveways

- My neighbour is always parking on our shared driveway...What are my rights?
- Is it okay to get my neighbour's car towed if it's always obstructing my access...?

Trees

- The fruit from my neighbour's tree is hanging over the boundary fence – am I entitled to pick them?
- I have a problem with my neighbour's tree - what can I do?
- Can my local council help me with my problem with the neighbour's tree?

For higher level learners there is also an engaging activity on [British Council](#) – discussing useful attributes for neighbours; choosing which neighbour they would like to have living close by; raising problems with neighbours. Lots of useful vocabulary.

[This article from Stuff](#) on the 12 most annoying neighbour types may be also interesting as a higher level reading exercise.

Discussions

ESL discussions has question prompts around the subject of housing and renting. You can use these to start a discussion with your learner

[House and home](#)

[Housing](#)

[Neighbours](#)

[Rent](#)

[Property](#)

[Home town](#)

Follow-up resources in your ELP resource library

Here are some units on housing and neighbours, which you can find in resources in your ELP library

Listen up

- Unit 5 p.5 – meeting for the first time
- Units 14 and 15 p.31 - Small talk - neighbours

Listening to New Zealand beginner

- Unit 5A p.52 - Looking for a Flat (A telephone conversation between a potential renter and a real estate agent.)
- Unit 1 p.2 is a module on socialising – useful for talking to the neighbours

New words for new migrants

- P39-48 – At home; describing a house; Houses/flts to let; building a house; buying a house

Everyday Life in New Zealand

Unit 5 Homes P33-40

- Describing homes, special places, renting a house or flat, buying a house (a lot of useful material for intermediate learners)

Discover New Zealand

- Unit 2 p.15 visiting a New Zealand home

Passages to English 1

- Unit 4 p.13 - My Flat (short passage describing rooms in a house)

Passages to English 2

- Unit 6 p.13 - Our New Flat (short passage describing things that can be wrong with a flat)

Passages to English 3

- Unit 6 p.21 - My home is different (describing a home)

Oxford Picture Dictionary (page numbers vary depending on edition)

- A whole unit on Housing, including finding somewhere to live, exterior, rooms in a house, housework, cleaning, and household problems. May need adapting, as vocabulary is US (eg *realtor* rather than *real estate agent*.)

Renting a house – Suggested vocabulary and text

Note for Tutors: For ideas about how to use this suggested vocabulary and text, refer to *Ideas for using the sequence story on page 2 of this document.*

Key Vocabulary (See page 2 for instructions)

Rent, look online, weekly, lease, fixed, length, bond, be located in, location, located, property, house, flat, apartment, be available, website, view, list a house, listing, be suitable, (fill in) an application form, write a shortlist, compare two houses, furnishings, furnished, unfurnished, parking, on-street parking, off-street parking, real estate agency, real estate agent, view a house, viewing, book a time, have a look, link, scroll, click, bedroom, bathroom, separate toilet, kitchen, lounge, separate, open plan, garage, carport, front yard, back yard, section, fenced, public transport, motorway, distance, close to, be successful.

Basic Story for Lower Levels

Danilo and Tala are at home with their three children. They need to find a new house to rent so they are looking online. They are viewing the property pages on the Trade Me website. They find a couple of houses that are suitable. One is listed with Harcourts and is located in New Lynn; the other is listed with Barfoot & Thompson and is located in Massey. They read all the information about the houses and write a shortlist, comparing the two houses. They are interested in the length of the lease, the weekly rent, when the houses are available, how much the bond is, the number of bedrooms, bathrooms and lounges, how close the houses are to public transport and the nearest primary school, whether the houses have a fenced section and where they can park their car. They want to view both of the houses so they book a viewing time for each house online. First, they view the house in New Lynn. The family have a good look around the house and ask the real estate agent about the length of the lease. Next, they view the house in Massey. The family really like this house so they fill in the application form and give it to the real estate agent. They hope their application is successful so they can move into this house.

Questions for “Question stories” (See page 2 for instructions)

- Pic 1** How many people are in the picture?
 What are the children doing?
 What are the parents doing?
 What website are they looking at? Why?
- Pic 2** How many houses are in the picture?
 What area of Auckland are all of the houses located?
 How many bedrooms does each house have?
 How many bathrooms does each house have?
 How much is the weekly rent for each house?
 Which real estate agency has listed the house in New Lynn?
 What other real estate agencies can you see on this page?
 Do you know any other real estate agencies?
 When was the house in New Lynn first listed on the website?
 What is the address of the house in Glen Eden?
 When is the house in Massey available for rent?
- Pic 3** What is the address of the house in the picture?
 When is it available to rent?
 Does it have any furnishings?
 How many cars can you park there?
 How many bedrooms are there?
 How many bathrooms are there?
 Is there a separate toilet?
 Is there a separate kitchen and lounge?
 How is the front yard described? What do you think this means?
 Is this property in good condition?
 What motorways is the house close to?
 What else is the house close to?
- Pic 4** What is in the picture?
 Which houses are Danilo and Tala comparing?
 Why are they comparing them?
 How much is the bond for both houses?
 When is the house in New Lynn available?

How far away is the nearest primary school from the Massey house?

Is the section fenced at the New Lynn house?

How close to public transport is the Massey house?

Does the house in New Lynn have a garage?

How long is the lease for the Massey house?

Pic 5 What can you do on this web page?

Which real estate company can you see on the page?

What is their website address?

How do you book a viewing time online?

Pic 6 Where are Danilo, Tala and their children?

Why are they here?

Who else is in the picture?

What is Tala doing?

What is Danilo asking about?

What is the answer?

Pic 7 Where is the family in this picture?

Why are they here?

Who else is in the picture?

Do they like this rental property?

How do you know?

What is Danilo holding in his hand?

Who is he going to give it to?

Has he filled it in?

What do Danilo and his family hope will happen?

**Descriptions for “Jumbled sentences” (See page 2 for instructions)
Photocopy and cut up**

Danilo and Tala are looking for a rental property online.

Danilo and Tala are looking at 3 suitable rental properties.

Danilo and Tala read about the Massey property online.

Danilo and Tala write a checklist.

Danilo and Tala find out how to book a viewing online.

The family views the rental property in New Lynn.

The family views the rental property in Massey and applies to rent it.