



Task Title: Conversation with a Neighbour

OALCF Cover Sheet – Practitioner Copy

Learner Name: _____

Date Started: _____

Date Completed: _____

Successful Completion: Yes ☐ No ☐

Goal Path: Employment ☐ Apprenticeship ☐

Secondary School ☐ Post Secondary ☐ Independence ☒

Task Description: The learner will read two scenarios about concerns with a neighbour, and engage in conversation to explain the problems and come to resolutions.

Main Competency/Task Group/Level Indicator:

- Find and Use Information/Read continuous text/A1.2
- Communicate Ideas and Information/Interact with others/B1.2

Materials Required:

- Conversation Partner (Instructor)

Notes for Instructors/Practitioners

In this taskset, you will role play with your learner. In scenario one, they will be coming to talk to you, their neighbour, about loud music coming from your apartment late at night. In scenario two, they will be coming to discuss the smell of cat litter that started after you adopted two cats.

Learner Information

Everyone needs to approach other people to discuss concerns. It can be difficult to talk about things that might make the other person uncomfortable. Learning how to engage in polite, respectful conversation is an important skill.

Read Scenarios 1 and 2.

Scenario #1

You live in an apartment complex where people are generally quiet and respectful. New neighbours have just moved in next door and they have been playing music until after midnight each night. It's interfering with your sleep. You need to wake up at 6am each day for work.

The city where you live has noise bylaws, and everyone is supposed to turn down music and other loud sounds between 11pm and 7am. Your apartment superintendent has posted the noise bylaw information in the lobby and near the elevators. The building superintendent is usually helpful when people have concerns, but he always asks if you've talked to your neighbours first before he gets involved.

Your new neighbour has been living next door for 3 weeks now and the loud music has been playing almost every night. You've decided it's time to talk to them about it.

Scenario #2

Your next door neighbour has just adopted two cats. Pets are allowed in your building and many of your other neighbours have cats and dogs. Since your neighbour adopted the cats, there has been a strong smell of cat litter and waste in your apartment. You've been turning on a fan and keeping your windows open to get rid of the smell, but it's getting colder outside and you don't want the windows open constantly.

The ventilation system in the building is shared and the smell in your apartment has been terrible for several weeks. The building superintendent has sent out reminders in the past about using fans and opening windows when cooking foods with strong smells. Everyone knows that smells are an issue. You've decided it's time to talk to your neighbour about this.

Work Sheet

Task 1: Talk to your neighbour (instructor) about the problem identified in Scenario 1. In your conversation, clearly describe

- **the problem**
- **why this is a problem for you**
- **what rules and expectations are asked of tenants**
- **solutions you propose**
- **possible next steps if the problem continues**

Answer: No written response required here.

Task completed: Yes: ☐

Task 2: Talk to your neighbour (instructor) about the problem identified in Scenario 2. In your conversation, clearly describe

- **the problem**
- **why this is a problem for you**
- **what rules and expectations are asked of tenants**
- **solutions you propose**
- **possible next steps if the problem continues**

Answer: No written response required here.

Task completed: Yes: ☐

Answers

Task 1: Talk to your neighbour (instructor) about the problem identified in Scenario 1. In your conversation, clearly describe

- **the problem**
- **why this is a problem for you**
- **what rules and expectations are asked of tenants**
- **solutions you propose**
- **possible next steps if the problem continues**

Answers will vary. The learner should be able to engage in conversation that includes clearly describing

- the noise level after hours is keeping them up
- the fact this is causing them to lose sleep and they have an early start for work each day
- City noise bylaw information has been clearly posted in public spaces in the building
- Their need for them to please be respectful of this requirement to turn down music after 11pm
- If the noise continues, they will need to discuss further with the superintendent to come to a resolution

Task 2: Talk to your neighbour (instructor) about the problem identified in Scenario 2. In your conversation, clearly describe

- **the problem**
- **why this is a problem for you**
- **what rules and expectations are asked of tenants**
- **solutions you propose**
- **possible next steps if the problem continues**

Answers will vary. The learner should be able to engage in conversation that includes clearly describing

- that the smell from the cat litter is noticeable in their apartment despite opening windows and using a fan
- that they shouldn't have to smell the cat litter from next door in their apartment all the time, and it's getting too cold to have windows open to deal with the smell
- that smells travel easily in the building
- that the neighbour needs to please dispose of the cat litter more frequently and perhaps use a fan or air freshener to minimize the smell
- if the smell isn't addressed, they will discuss with the superintendent to find additional solutions

Performance Descriptors

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
A1.2	locates multiple pieces of information in simple texts			
	makes low-level inferences			
	follows the main events of descriptive, narrative and informational texts			
	obtains information from detailed reading			
B1.2	shows an awareness of factors that affect interactions, such as differences in opinions and ideas, and social, linguistic and cultural differences			
	demonstrates some ability to use tone appropriately			
	uses strategies to maintain communication, such as encouraging responses from others and asking questions			
	speaks or signs clearly in a focused and organized way			
	rephrases to confirm or increase understanding			
	uses and interprets non-verbal cues (e.g. body language, facial expressions, gestures)			

Task Title: ConversationWithNeighbour_I_A1.2_B1.2

This task: Was successfully completed ☐ Needs to be tried again ☐

Learner Comments:

Instructor (print):

Learner (print):