



**CLEO**

Community Legal Education Ontario  
Éducation juridique communautaire Ontario

# MAINTENANCE AND REPAIRS

## CANADIAN LANGUAGE BENCHMARK 1/2

This activity kit, designed to teach newcomers to Ontario in Adult ESL and LINC classes about their legal rights and responsibilities, includes:

|  |       |
|--|-------|
| Introductory notes for instructors                                   | 1     |
| Activities for learners  | 2-13  |
| Teaching notes with answer keys<br>and suggestions for using the kit | 14-17 |

Visit [cleoconnect.ca](https://cleoconnect.ca) to download these kits and to find other resources for adult instructors.




Visit [stepstojustice.ca](https://stepstojustice.ca) for step-by-step information about common legal problems.

# MAINTENANCE AND REPAIRS

## INTRODUCTORY NOTES

**Context outcomes** Understand that landlords have maintenance and repair responsibilities.  
Learn how to get help if there are problems.

**CLB outcomes**

-  Get information from very basic texts.
-  Request assistance.
-  Describe a personal situation by completing a short guided text.

**Activities** What is the problem?

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Maintenance and repairs

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My fridge is broken

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**Free companion resource**  
*Maintenance and repairs*

The information in this activity kit is based on the CLEO booklet called [Maintenance and repairs](#). Read the publication before using the activity kit, and keep it on hand for reference as you guide learners through the activities. You can find it on CLEO's website at [cleo.on.ca](http://cleo.on.ca). To order free copies for your class, you can use the [online order form](#).

**Please take note**

The information in these activities applies to most but not all tenants. The *Residential Tenancies Act (RTA)* applies to most rental housing in Ontario. Some rental housing is not covered. For example, a tenant who shares a kitchen or bathroom with the owner or a close family member of the owner might not be covered.

The information in these activities is not a substitute for legal advice. Every situation is different so learners with concerns should get legal help. Tenants can contact their local community legal clinic. To find the nearest community legal clinic, go to Legal Aid Ontario's website at [legalaid.on.ca/legal-clinics](http://legalaid.on.ca/legal-clinics) or call Legal Aid Ontario toll-free at 1-800-668-8258.

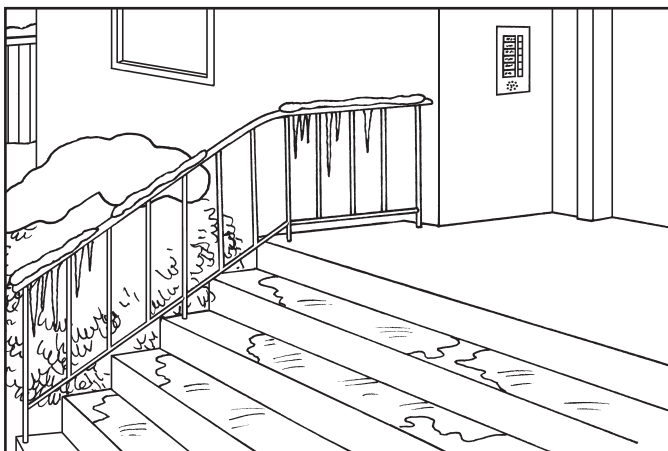
## What is the problem?

A. Look at the pictures. Say the words you know.

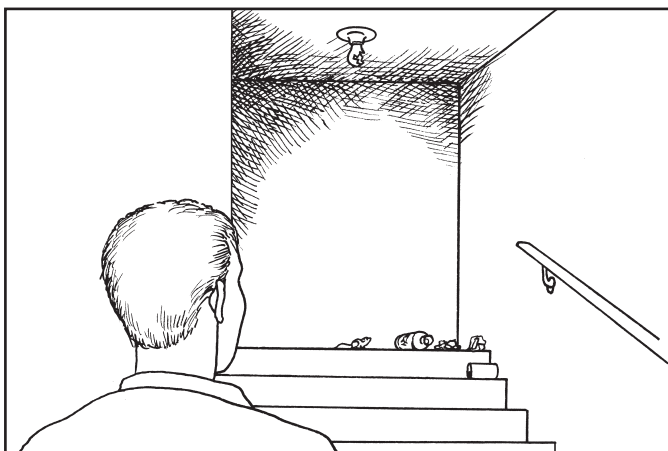
B. Match the words in the box with the pictures.

broken    cold    dangerous    dark    dirty    icy    slippery

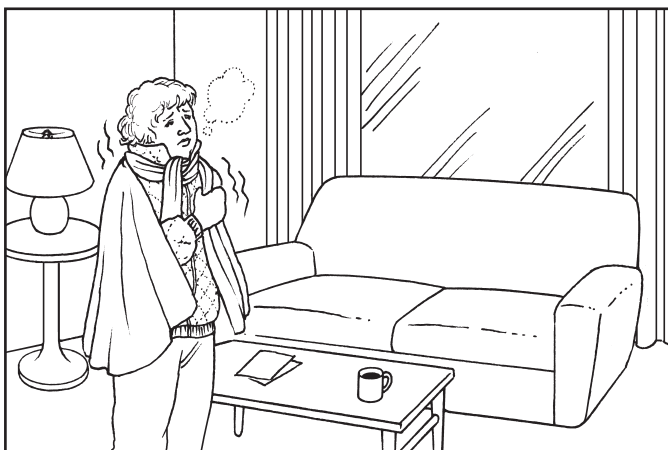
1.



2.



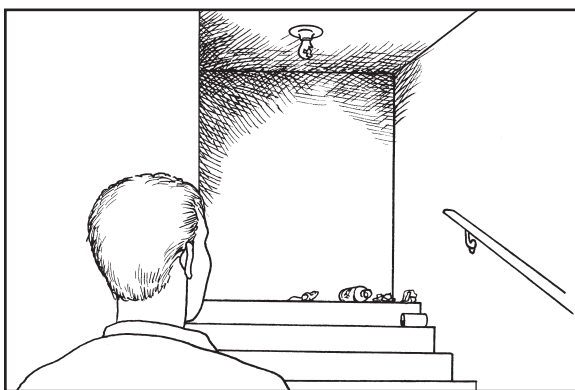
3.



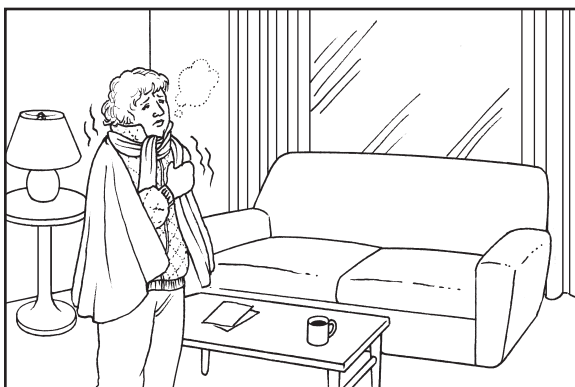
**C. Multiple choice: Look at the pictures. Circle the best answers.**



- |                   |               |              |            |
|-------------------|---------------|--------------|------------|
| 1. The stairs are | a. broken.    | b. dark.     | c. icy.    |
| 2. The stairs are | a. dark.      | b. slippery. | c. broken. |
| 3. The stairs are | a. dangerous. | b. dark.     | c. cold.   |



- |                   |               |           |              |
|-------------------|---------------|-----------|--------------|
| 4. The light is   | a. broken.    | b. dirty. | c. slippery. |
| 5. The stairs are | a. cold.      | b. dirty. | c. icy.      |
| 6. The hall is    | a. dangerous. | b. icy.   | c. broken.   |



- |                     |              |               |            |
|---------------------|--------------|---------------|------------|
| 7. The apartment is | a. cold.     | b. slippery.  | c. broken. |
| 8. The woman is     | a. slippery. | b. dangerous. | c. cold.   |

# D. Spelling: Please write the missing letters. Then copy the words.

- |           |       |               |       |
|-----------|-------|---------------|-------|
| 1. d__rty | _____ | 5. br__ken    | _____ |
| 2. c__ld  | _____ | 6. sl__ppery  | _____ |
| 3. __cy   | _____ | 7. d__ngorous | _____ |
| 4. d__rk  | _____ | 8. pr__blem   | _____ |

# E. Pronunciation: Practise saying the words.

|       |         |           |
|-------|---------|-----------|
| / - / | / - - / | / - - - / |
| cold  | broken  | dangerous |
| dark  | dirty   | slippery  |
|       | icy     |           |
|       | problem |           |

# F. Writing: Please write the sentences correctly.

- The stairs are slippery.    The stairs are slippery.
- The light is broken.    \_\_\_\_\_
- The woman is cold.    \_\_\_\_\_
- The stairs are dangerous.    \_\_\_\_\_
- The hall is dark.    \_\_\_\_\_

# G. Writing: Please write sentences about the pictures.

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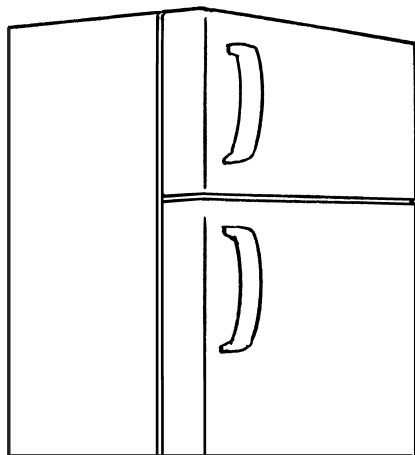


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# Who can fix the problem?

## A. Talk to the landlord.

### 1. Read the sentences about problems. Copy the words.



My fridge is broken.

My \_\_\_\_\_ is \_\_\_\_\_.

I have mice in my apartment.

I have \_\_\_\_\_ in my apartment.

My apartment is cold.

My apartment is \_\_\_\_\_.

### 2.a. Say the words with your teacher.

cockroaches

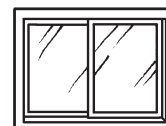
mice

stove

tap

toilet

window



### 2.b. Copy the words to make sentences about problems.

My \_\_\_\_\_ is broken.

My \_\_\_\_\_ is broken.

My \_\_\_\_\_ is \_\_\_\_\_.

My \_\_\_\_\_ \_\_\_\_\_ broken.

I have \_\_\_\_\_ in my apartment.

I have \_\_\_\_\_ in my apartment.

### 3. Practise with a partner: Tell your landlord about problems.

**B. Write to the landlord.****1. Read the letter.**

November 10, 2022

Dear landlord,  
My fridge is broken. Please fix it.  
Thank you,  
Shanmin Yu, Apt 1507

**2. Copy the letter.**

\_\_\_\_\_, 2022

Dear landlord,  
My \_\_\_\_\_ is broken.  
Please \_\_\_\_\_ it.  
Thank you,  
\_\_\_\_\_, Apt \_\_\_\_\_

**C. Problems? Get legal help from a community legal clinic.**

To find the nearest community legal clinic, go to the Legal Aid Ontario website at [legalaid.on.ca/legal-clinics](https://legalaid.on.ca/legal-clinics) or call Legal Aid Ontario toll-free at 1-800-668-8258.

CLEO's Steps to Justice also has practical tools like forms and checklists, and referral information for legal and social services. Visit [stepstojustice.ca](https://stepstojustice.ca) and see the Housing Law section.

# Maintenance and repairs

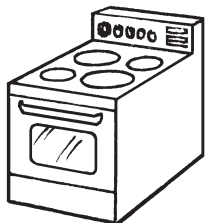
## A. Match the pictures and the words.

1. \_\_\_\_



a. stove

2. \_\_\_\_



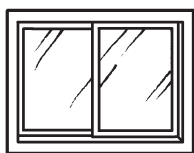
b. tap

3. \_\_\_\_



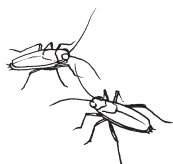
c. cockroaches

4. \_\_\_\_



d. fridge

5. \_\_\_\_



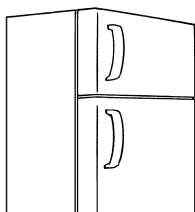
e. mice

6. \_\_\_\_



f. toilet

7. \_\_\_\_



g. window



# Maintenance and repairs

B. Read the words.

Write the missing letters.

Match the words and the pictures.

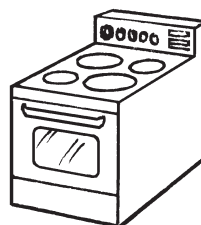
cockroaches    fridge    mice    stove    tap    toilet    window

1. \_\_\_ c \_\_\_



a. \_\_\_

2. \_\_\_ r \_ \_ \_ \_ \_



b. \_\_\_

3. \_\_\_ t \_ \_ \_



c. \_\_\_

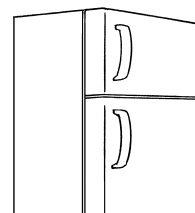
4. \_\_\_ n \_ \_ \_



d. \_\_\_

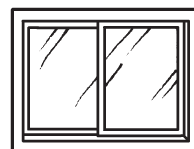
5. \_\_\_ t \_ \_ \_ \_

6. \_\_\_ g \_



e. \_\_\_

7. \_\_\_ p



f. \_\_\_



g. \_\_\_

# Maintenance and repairs

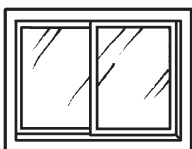
C. Look at the pictures. Write the correct word on the line.

1.



\_\_\_\_\_

2.



\_\_\_\_\_

3.



\_\_\_\_\_

4.



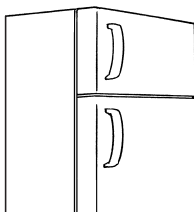
\_\_\_\_\_

5.



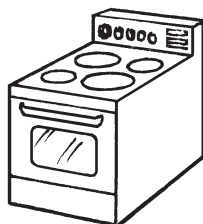
\_\_\_\_\_

6.



\_\_\_\_\_

7.



\_\_\_\_\_

# My fridge is broken

## A. Read the story.



**B. Match the words and the pictures.**

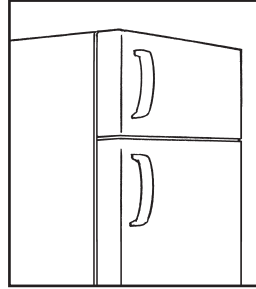
|          |        |        |        |        |      |
|----------|--------|--------|--------|--------|------|
| landlord | letter | tenant | fridge | friend | copy |
|----------|--------|--------|--------|--------|------|



1.



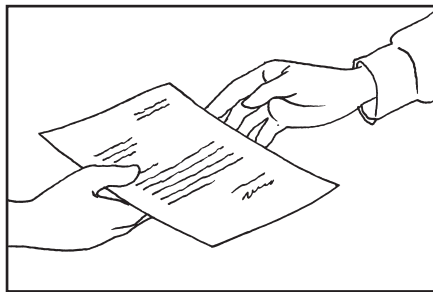
2.



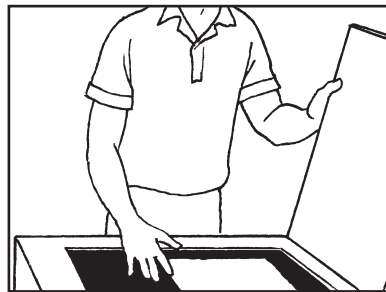
3.



4.



5.



6.

**C. Complete the sentences about the pictures.**

1. He is a \_\_\_\_\_.

2. She is his \_\_\_\_\_.

3. It is a \_\_\_\_\_.

4. He is a \_\_\_\_\_.

5. It is a \_\_\_\_\_.

6. Make a \_\_\_\_\_ of the letter.

### D. Unscramble the words to make sentences.

1. broken fridge is My .

2. look today Can my you at fridge ?

3. today am busy I .

4. landlord is My busy .

5. need help legal You .

6. help can write I you letter a .

7. copy the Make letter a of .

8. landlord to Give your letter the .

### E. Please complete the sentences from the story.

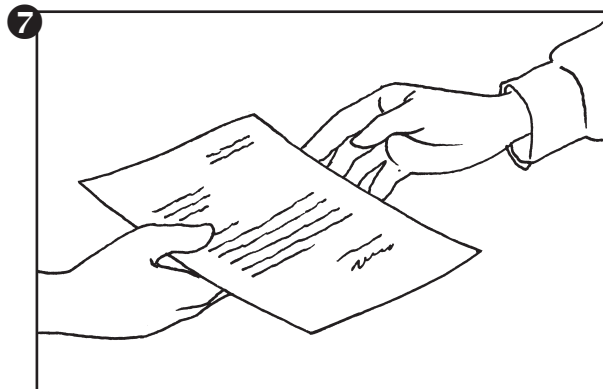
Write the letter on the line. Then write who says the sentence.

The first one is done for you.

|                    | Letter   | Who says the sentence? |                      |
|--------------------|----------|------------------------|----------------------|
| 1. My fridge       | <u>c</u> | <u>tenant</u>          | a. to your landlord. |
| 2. I can fix it    | _____    | _____                  | b. legal help.       |
| 3. I can help you  | _____    | _____                  | c. is broken.        |
| 4. Make a copy     | _____    | _____                  | d. write a letter.   |
| 5. Give the letter | _____    | _____                  | e. still broken.     |
| 6. My fridge is    | _____    | _____                  | f. of the letter.    |
| 7. You need        | _____    | _____                  | g. tomorrow.         |

# My fridge is broken

F. Tell the story. Fill in the speech bubbles.



# TEACHING NOTES

## Curriculum connections

### LINC / Adult ESL:

Theme: At Home in Our Community & World

Topic: Housing Problems

Theme: Canadian Law

Topic: Landlords & Tenants

Theme: Community & Government Services

Topic: Counselling & Advocacy

## Vocabulary

landlord, tenant, problem, broken, cold, dirty, dangerous, icy, slippery, fix, fridge, stove, window, toilet, tap, mice, cockroaches, today, tomorrow, busy, letter, give, copy, help, legal help

## What is the problem? (pages 2-4)

These pictures show examples of maintenance and repairs problems in three areas. The first is an outside common area, the second is an indoor common area, and the third is inside a rental unit.

If you have access to a projector, you may want to project this activity on a screen or wall. Cover the adjectives in the box as learners look at the pictures and say the words they know. You can write the words on the board and learners can copy them. Then uncover the adjectives and ask learners to match them with the pictures.

### Answers:

#### B.

1. *slippery, icy, dangerous, cold*
2. *broken, dangerous, dark, dirty*
3. *cold, dangerous*

#### C.

- |             |             |             |             |
|-------------|-------------|-------------|-------------|
| 1. <i>c</i> | 2. <i>b</i> | 3. <i>a</i> | 4. <i>a</i> |
| 5. <i>b</i> | 6. <i>a</i> | 7. <i>a</i> | 8. <i>c</i> |

#### D.

- |                  |                    |                     |                   |
|------------------|--------------------|---------------------|-------------------|
| 1. <i>dirty</i>  | 2. <i>cold</i>     | 3. <i>icy</i>       | 4. <i>dark</i>    |
| 5. <i>broken</i> | 6. <i>slippery</i> | 7. <i>dangerous</i> | 8. <i>problem</i> |

#### F.

2. *The light is broken.*
3. *The woman is cold.*
4. *The stairs are dangerous.*
5. *The hall is dark.*

**Who can fix  
the problem?**  
(pages 5-6)

Learners practise telling the landlord the problem. Some learners can practise writing the problem. More advanced learners may wish to write their own letter, informing the landlord of a problem.

**Maintenance  
and repairs**  
(pages 7-9)

Depending on learners' needs, you may wish to select from these activities which reinforce the vocabulary in **Who can fix the problem?** Activity A or B could be used to introduce the vocabulary before doing the activities in **Who can fix the problem?** The vocabulary prompt in Activity B could be removed to make the activity more challenging as appropriate.

**Answers:**

A.

1. e    2. a    3. b    4. g    5. c    6. f    7. d

B.

a. 7, tap                      b. 3, stove                      c. 1, mice  
d. 5, toilet                      e. 6, fridge                      f. 4, window  
g. 2, cockroaches

C.

1. tap                      2. window                      3. mice                      4. cockroaches  
5. toilet                      6. fridge                      7. stove

**My fridge is broken**  
(pages 10-13)

This story in this activity outlines the steps that tenants can follow to resolve problems with maintenance and repairs. It provides an opportunity to introduce or review the verb "can".

If you have access to a projector, you may want to project the story on page 10 so the class can read it together. You may prefer to start by cutting the story into segments and giving it to pairs or small groups of learners to put in order.

Learners can practise the conversation in groups of three.

Activities B and C provide vocabulary reinforcement. Activities D and E are better suited to more advanced learners.

The version of the story with empty speech bubbles can be used in a number of ways. You may wish to use it to introduce the story, eliciting vocabulary and giving learners the opportunity to imagine the conversation, or it can be used as a follow-up activity to the story.



Conversation strips, which correspond to the dialogue in the original story, have been provided on page 17. Learners can work in pairs to put the strips in order. To make the activity more challenging, the identities of the speakers can be omitted when the strips are handed out.

If the version of the story with the empty speech bubbles is used after learners have read the original story, they can copy the dialogue from the original story or from Activities D and E.

More advanced learners can work in pairs and write their own dialogue.

#### Answers:

B.

- |                    |                  |                  |
|--------------------|------------------|------------------|
| 1. <i>tenant</i>   | 2. <i>friend</i> | 3. <i>fridge</i> |
| 4. <i>landlord</i> | 5. <i>letter</i> | 6. <i>copy</i>   |

C.

- |                    |                  |                  |
|--------------------|------------------|------------------|
| 1. <i>tenant</i>   | 2. <i>friend</i> | 3. <i>fridge</i> |
| 4. <i>landlord</i> | 5. <i>letter</i> | 6. <i>copy</i>   |

D.

1. *My fridge is broken.*
2. *Can you look at my fridge today?*
3. *I am busy today.*
4. *My landlord is busy.*
5. *You need legal help.*
6. *I can help you write a letter.*
7. *Make a copy of the letter.*
8. *Give the letter to your landlord.*

E.

2. *g, landlord*
3. *d, friend*
4. *f, friend*
5. *a, friend*
6. *e, tenant*
7. *b, friend*

CLEO's **Steps to Justice** is a website that gives step-by-step information about common legal problems, including housing law issues. Steps to Justice has practical tools like forms and checklists, and referral information for legal and social services. Visit [stepstojustice.ca](https://stepstojustice.ca) and see the information in the Housing Law section on [Repairs and maintenance](#).

# My fridge is broken

## Conversation strips

|          |   |
|----------|---|
| Tenant   | My fridge is broken.                            |
| Landlord | I can fix it tomorrow.                          |
| Tenant   | Can you look at my fridge today?                |
| Landlord | I am busy today. I can come tomorrow.           |
| Tenant   | Tomorrow...tomorrow...I need help.              |
| Tenant   | My fridge is broken.                            |
| Friend   | Tell your landlord.                             |
| Tenant   | My landlord is busy.                            |
| Friend   | You need your fridge.                           |
| Friend   | I can help you write a letter to your landlord. |
| Friend   | Make a copy of the letter.                      |
| Friend   | Give the letter to your landlord.               |
| Tenant   | My fridge is still broken.                      |
| Friend   | You need legal help.                            |