

# Level 4

*Health: Going to the Doctor*

Level 4	Theme/Topic Health /Going to the Doctor	Date March 30, 2021
<p><b>Learning Outcomes:</b> At the end of this lesson the learner will be able to:</p> <ul style="list-style-type: none"> <li>• give a brief description of a medical condition</li> <li>• describe a person, situation, or event in 2 to 3 paragraphs</li> </ul>		
<p><b>Language Focus:</b></p> <ul style="list-style-type: none"> <li>• vocabulary: symptoms of illness</li> <li>• expressions of time</li> <li>• present perfect</li> </ul>	<p><b>The Basics:</b></p> <ul style="list-style-type: none"> <li>• time</li> </ul>	
<p><b>Materials/Resources:</b>            Visuals: photo of person in a doctor's office            Handouts: sample report template, pamphlets on medical conditions</p>		
<p><b>The Basics (Pre-Task):</b>            Use time expressions in sentences to show comprehension.</p> <p><b>Task 1: (S)</b>            Look at a picture and describe what is happening and brainstorm possible dialogues.</p> <p><b>Task 2: (L)</b>            Listen to a dialogue between a doctor and a patient, available at ....</p> <p><b>Task 3: (R)</b>            Read a pamphlet about an illness and prepare a report on symptoms and treatment.</p> <p><b>Task 4:(W)</b>            Write about a medical experience.</p>		
<p><b>Experiential Outings:</b>            Visit different departments in a hospital.</p>		
<p><b>Reflection:</b>            How did the lesson go? Were the outcomes achieved? Did you get through everything that was planned? What was difficult for the learner? Do you have any follow-up ideas?</p>		
<p><b>Homework:</b> Prepare for a role play as a patient in a doctor's office, practice discussing various symptoms of an illness.</p>		

## Explanation of Tasks

### Task 1: (S)

- Show the learner the picture of the patient at the doctor's office. What is happening? What are they talking about? What questions might be being asked? By whom?
- Talk about vocabulary that is used. Formulate questions.

### Task 2: (L)

- Using the computer, listen to the recording, available at ....
- Play the recording twice.
- Discuss with the learner.
- Give the learner the sentence strips.
- Listen to the activity again.
- Have the learner put the strips in chronological order.
- Assist as necessary.
- Check the answers together.

**Task 3: (R)**

- Give the learner a pamphlet on a well-known illness (pamphlets can be easily obtained from a clinic waiting room or pharmacy).
- Have the learner read the handout.
- Discuss.
- Have the learner prepare a report on the illness, describing symptoms, possible causes and treatment.
- Assist as necessary.
- Check the information together.

**Task 4: (W)**

- Tell the learner that they are going to write about a time when they needed to seek medical attention. They are to describe what happened and when, the sequence of events, and the treatment and outcome.
- Have the learner write his / her story.
- Assist as necessary.
- After finishing, go over the writing, choosing some key mistakes to address and assist with correcting. It is not necessary to address all mistakes in one lesson.

## PRE-TASK

Use the following time expressions in sentences to show your understanding of the terms.

over the past few days	yesterday	a few months ago
on and off / comes and goes	last night	frequently / often
about four hours ago	rarely	regularly
this morning		

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## TASK 1

Look at the following picture. What is happening? Where are these people? What do you think each person is saying?



# TASK 1

For instructor use

## Describing Symptoms

**What are the symptoms? Why are you at the doctor?**

I have a \_\_\_\_\_. (sore throat, headache, cough, sore back, etc.)

I am \_\_\_\_\_. (dizzy, nauseous, tired, etc.)

**Questions the Doctor may ask:**

- **Duration of Symptoms** - How long have you been experiencing the symptoms that you are presenting with? hours? days? weeks? longer?
- **About Medications** - The doctor will want to know about all the medications that you are taking. This includes medicine prescribed by other doctors as well as all "over-the-counter" medications that you are taking, including vitamins, herbs, and supplements. If you are taking many different medications, consider making a wallet card that includes all the medication names, their dosages, and the quantities that you take each day.
- **Allergies** - Have you ever had a bad reaction to a prescription medication or over-the-counter products?
- **Family history** - Specific information about medical problems that affect blood relatives, especially your parents, brothers and sisters, and children.
- **Health habits and exposures** - Other factors that affect your health; Common areas of concern include:
  - Tobacco use - including cigarettes, cigars, snuff and chewing tobacco
  - Alcohol use - how much, how often
  - Exercise and pattern of physical activity
  - Diet - what you do and don't eat
  - Review of overall health - To gather more information, your doctor may ask a series of questions about your bodily function. This may include whether you've experienced problems with joint pains, bowel habits, sexual function, headaches, chest pains, shortness of breath, indigestion, etc.

## **TASK 1**

For instructor use

### **Sample Dialogue**

**Patient:** Good afternoon.

**Doctor:** Good afternoon. Have a seat. So, what have you come in for today?

**Patient:** Thank you. I'm feeling ill. I've got quite a bad cough, but I don't seem to have a fever.

**Doctor:** I see. How long have you had these symptoms?

**Patient:** Oh, I've had the cough for two weeks, but I have only been feeling ill these past few days.

**Doctor:** Are you having any other problems?

**Patient:** Well, I've got a headache. I've also had a little bit of diarrhea.

**Doctor:** Do you produce any phlegm when coughing?

**Patient:** Sometimes, but it's usually pretty dry.

**Doctor:** Do you smoke?

**Patient:** Yes, a few cigarettes a day - certainly no more than a half a pack a day.

**Doctor:** How about allergies? Do you have any allergies?

**Patient:** Not that I'm aware of.

**Doctor:** Does your head feel stuffy?

**Patient:** Yes, for the past few days.

**Doctor:** OK. Now let's have a look. Could you please open your mouth and say 'ah'?



## TASK 2

For instructor use

Listening Activity: Going to the Doctor, *dialogue transcript*

<https://soundcloud.com/isans/clb-4-lesson-1-at-the-doctor/s-RmdT3LnwPBK?si=60a9bf414a744099b9893bec2dc5c380>

### I have a Terrible Stomach ache

**Doctor:** Good morning. Please have a seat. What seems to be the problem?

**Patient:** I have a terrible stomach ache.

**Doctor:** Do you have diarrhea?

**Patient:** Yes, I do.

**Doctor:** Do you have any other symptoms?

**Patient:** Yes, I feel sick.

**Doctor:** You mean you feel nauseated?

**Patient:** That's right. I feel like vomiting. And right now I feel dizzy too.

**Doctor:** When did the symptoms start?

**Patient:** This morning. Yesterday evening I ate something raw.

**Doctor:** All right. Please lie down. I'm going to touch your stomach ...Just tell me if it hurts when I do this.

**Patient:** It doesn't hurt. ...Ouch. It hurts there.

**Doctor:** Okay. Let's hope it's just indigestion, but we'll need to run some diagnostic tests to be sure. We'll run a blood test and we'll also need a urine sample.

**Patient:** Can you give me something for the time being?

**Doctor:** Yes, I'll give you a prescription for indigestion tablets.

## TASK 2

Listen to the recording. Put the sentence strips in the correct order according to the story.

### Sentence Strips for Listening Exercise (Cut)

The doctor asks if Paul has any other symptoms.

The doctor wants to do a blood test and take a urine sample.

Paul tells the doctor he has a terrible stomach ache.

The doctor gives Paul a prescription for indigestion tablets.

The doctor tells Paul to sit down.

Paul tells the doctor he feels nauseous and dizzy.

Paul answers the doctor and tells him yes, he does have diarrhea.

Paul tells the doctor that it hurts when he touches his stomach.

### TASK 3

Read about the common illness in the pamphlet your instructor has given you. Prepare a short report on the illness, including information about the illness and its possible causes, symptoms, and treatment.



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**TASK 4**

Write about a time that a medical condition made you go to the hospital. What happened and when? What procedure did they follow at the hospital? What was the treatment and outcome? Be prepared to discuss orally.

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# Level 4

## *Education*

Level	Theme/Topic	Date
4	Education/A Parent's Role in a Child's Education	March 30, 2021
<p><b>Learning Outcomes:</b> At the end of this lesson the learner will be able to:</p> <ul style="list-style-type: none"> <li>• express preference and satisfaction / dissatisfaction about a child's education</li> <li>• get information from business brochures, notices, notes, articles, etc.</li> <li>• convey personal messages in an informal or formal personal short letter or note</li> </ul>		
<p><b>Language Focus:</b></p> <ul style="list-style-type: none"> <li>• adjectives and modals (pleased, disappointed, worried, should, etc.)</li> <li>• vocabulary related to education</li> </ul>		<p><b>Basics:</b></p> <ul style="list-style-type: none"> <li>• None for this lesson</li> </ul>
<p><b>Materials/Resources:</b>  Visuals: photo of parent teacher interview  Handouts: school notices, listening activity question sheet, education system comparison handout</p>		
<p><b>Task 1:(R)</b>  Read school notices about a range of events or announcements.</p> <p><b>Task 2: (L)</b>  Listen to a conversation between a parent and the music teacher, available at ....</p> <p><b>Task 3: (S)</b>  Have a discussion about the education system in Canada, including things the learner is satisfied / unsatisfied with and concerns they have. Discuss how the Canadian education system compares with the education system in his / her home country.</p> <p><b>Task 4:(W)</b>  Write a short note to send to a teacher requesting a teacher parent interview.</p>		
<p><b>Experiential Outings:</b>  Learner meets with a teacher or principal in an educational institution in Canada.</p> <hr/> <p><b>Reflection:</b>  How did the lesson go? Were the outcomes achieved? Did you get through everything that was planned? What was difficult for the learner? Do you have any follow-up ideas?</p>		
<p><b>Homework:</b>  Learner prepares a written report on the education system in his / her home country.</p>		

## Explanation of Tasks

### **Task 1: (R)**

- Show the learner the picture of the parent teacher interview. Ask the learner questions. What is happening? What is the purpose of the interview? What might they be discussing?
- Have the learner read the various notices. Discuss. Decide on the appropriate parental response to each.
- Have the learner write a short note to the teacher replying (if necessary) to the notice.

### **Task 2: (L)**

- Using the computer, listen to the recording, available at...
- Play the recording twice.
- Discuss with the learner.
- Give the learner the questions handout. Review with the learner.
- Listen to the activity again.
- Have the learner complete the questions handout.
- Assist as necessary.
- Check the answers together.



**Task 3: (S)**

- Talk about the Canadian Education System again. Ask the learner questions: What are the pros and cons of the system? What is he / she satisfied with and / or disappointed with?
- Talk about the education system in his / her home country. What are the similarities? What are the differences?
- Have the learner fill in the chart with these similarities and differences.
- Assist as necessary.

**Task 4: (W)**

- Tell the learner that they are going to write a short note to a teacher requesting a meeting because of some concerns they have as a parent.
- Have the learner write the note.
- Assist as necessary.
- After finishing, go over the letter, choosing some key mistakes to address and assist with correcting. It is not necessary to address all mistakes in one lesson.

## TASK 1

Look at the picture. What is happening? Discuss with your instructor.



## TASK 1

Read the following notices that may be sent from a school. Discuss with your instructor.

### Portland Estates Elementary Annual Spring Fair

**Saturday, May 7, 2011 12pm - 2:30pm**

This event requires a tremendous amount of time and effort. The PTO is unable to do this alone. **For the 2nd year** our EXCEL STAFF has volunteered to work the food court for our event, and we can't thank them enough for this. We are looking for volunteers to spare 30 minutes or more of their time to help with other areas.

#### **How can you help?**

Setup, Games, Bingo, Cake Walk, Clean Up

**Send in Toys** – We are taking donations of gently used toys for prizes. You may send them in to the school from now until May 6<sup>th</sup> .

**For any information regarding the Spring Fair please contact Mary at – 444-3111 or by email at [mx@eastlink.ca](mailto:mx@eastlink.ca)**

### **ALLERGY ALERT**

Portland Estates Elementary School has students with life-threatening allergies to peanuts, tree nuts, nut products, sesame seeds, kiwi, whole eggs and egg salad. Please ensure that no food item brought into the school contains these ingredients.

### **SCHOOL VOLUNTEER FORMS**

In order for parents and guardians to volunteer in their child's classroom or on a field trip, they are required to fill out an Application for a Criminal Records Search. Please see Mrs.Coldham for this form.

### **REPORT CARDS & PARENT TEACHER INTERVIEWS**

Report cards will go home with the students on **Thurs. April 12th**. Parent-Teacher Interviews will be held on **Tues, April 24th from 6:00 - 8:00 and on Thurs. April 26th from 1:00 – 4:00 pm**. Starting **Mon. April 2nd**, please call Mrs. Coldham at 433- 7100 to make appointments with your child's teachers. You may make appointments with the gym teacher, music teacher, French teacher, resource teacher, and the Learning Centre teacher. These interviews are an excellent opportunity to share information with teachers that will be helpful in understanding your child's needs.

## TASK 2

For instructor use

Listening Activity: Education, [dialogue transcript](#)

<https://soundcloud.com/isans/clb-4-lesson-2-education/s-yhWXai9rH4t?si=60a9bf414a744099b9893bec2dc5c380>

**Maria:** Hi, my name is Maria Bower. I am Adam's mother. He is in Grade 3.

**Bill:** Nice to meet you. My name is Bill Morris. I am the music teacher. Do you have a question for me?

**Maria:** Yes, my son loves music. What will you be doing in music this year?

**Bill:** Does your son like to sing or play an instrument?

**Maria:** He likes to play violin.

**Bill:** Great! We will have a school band this year.

**Maria:** Sounds good. How often does the band practice?

**Bill:** The band practices twice a week, on Tuesday and Thursday from 3:00 PM to 4:30 PM.

**Maria:** Oh, how do the kids join up?

**Bill:** There will be an email registration next week.

**Maria:** Okay thanks! I will sign Adam up for band when I receive the registration form.

**Bill:** Great. I will you send you an email next week.

## TASK 2

### Listening Activity: Education

Listen to the recording. Answer the questions.

1. The teacher's name is:
  - A. Maria Bower
  - B. Bill Morris
  - C. Maria Morris
  - D. Bill Bower
  
2. Adam is in grade: \_\_\_\_\_
  
3. The teacher is a:
  - A. math teacher
  - B. English teacher
  - C. music teacher
  - D. computer teacher
  
4. What instrument does Adam play? \_\_\_\_\_
  
5. How often does the school band practice? \_\_\_\_\_
  
6. What time does the school band practice? \_\_\_\_\_
  
7. How can kids join the band?
  - A. by talking to the teacher
  - B. by calling the school
  - C. by completing an email registration form
  - D. by completing a paper registration form
  
8. The mother wants her son to join the band.

True

False

### TASK 3

After discussing similarities and differences between the education system in Canada and your home country with your instructor, complete the chart.

#### Comparison between the Education System in Canada vs. Home Country

Canada	_____



# Level 4

## *Housing: Problems and Repairs*



<b>Level</b> 4	<b>Theme/Topic</b> Housing/Repairs and Problems	<b>Date</b> March 30, 2021
<p><b>Learning Outcomes:</b> At the end of this lesson, the learner will be able to:</p> <ul style="list-style-type: none"> <li>• request and accept or reject assistance or offers in a service situation</li> <li>• demonstrate comprehension of mostly factual details and some inferred meaning in persuasive oral texts</li> <li>• find information in formatted texts</li> </ul>		
<p><b>Language Focus:</b></p> <ul style="list-style-type: none"> <li>• adjectives (broken, leaking, cracked etc.)</li> <li>• vocabulary related to housing problems</li> <li>• simple past</li> </ul>	<p><b>The Basics:</b></p> <ul style="list-style-type: none"> <li>• telephone</li> </ul>	
<p><b>Materials/Resources:</b>            Visuals: Yellow Pages or computer with internet access, photos of some common household problems            Handouts: Tenant’s Rights and Responsibilities, Q &amp; A, chart</p>		
<p><b>The Basics (Pre-task):</b> Match the telephone expressions with appropriate answers and replies.</p> <p><b>Task 1: (R)</b> Read and discuss the rights and responsibilities of both landlords and tenants.</p> <p><b>Task 2: (S)</b> Discuss housing problems and the professionals that help address them.</p> <p><b>Task 3: (L)</b> Listen to a conversation between a woman and her landlord about apartment problems.</p> <p><b>Task 4: (R)</b> Search for a professional to repair or address a housing problem.</p>		
<p><b>Experiential Outings:</b> Learner visits the Tenancy Board to obtain information about tenant’s rights and responsibilities.</p> <hr/> <p><b>Reflection:</b> How did the lesson go? Were the outcomes achieved? Did you get through everything that was planned? What was difficult for the learner? Do you have any follow-up ideas?</p>		
<p><b>Homework:</b> Learner writes a note to a landlord or owner describing a housing issue.</p>		

## Explanation of Tasks

### **Task 1: (R)**

- Give the learner the article about rights and responsibilities of landlords and tenants.
- Have the learner read the article.
- Discuss.

### **Task 2: (S)**

- Show the learner the pictures of various household problems. Discuss what the problems are.
- Show the learner the pictures of the various professionals who fix household problems. Discuss the names of these professionals and what they do.
- Match the household problems pictured at the beginning of this task with the professionals who address them.
- Create a role-play based on the learner calling his / her landlord (or calling the professional directly) about one of the problems.
- Assist as necessary.
- Role-play.

**Task 3: (L)**

- Using the computer, listen to the recording at the link included in the lesson plan.
- Play the recording twice.
- Discuss with the learner. Have the learner complete the questions handout.

**Task 4: (R)**

- Using the Yellow Pages, look up numbers for the home repair professionals discussed in Task 2. Talk about where to find these professionals in the Yellow Pages. Alternatively, use a Google search to look up contact information for home repair professionals. Have the learner practice looking up various professionals.
- Prepare a directory of these numbers.
- Role-play calling one of these professionals.

## PRE- TASK

Match the expressions used over the phone with appropriate answers and replies.

May I ask who is calling?	Yes, certainly. I will put you through to his voice mail. One moment please.
Can I leave a message?	I'm sorry. I didn't get all that. Can you please repeat?
I'm sorry but Mr. Smith is not available.	No, thank you. I will call back later.
Can anyone else help you?	787-3221. Thank you. Mr. Peterson will get back to you this afternoon.
Sorry, I didn't catch your name.....	This is Mary Rogers. I'm calling about my account.
Please ask her to call me back. My number is 787-3221.	Could you put me through to Gary Smith please?
Your next appointment will be on Tuesday, November 18 <sup>th</sup> at 3:30 PM. Please bring identification with you.	My name is Laura Mayes. L-A-U-R-A M-A-Y-E-S.

## **Task 1**

Read the article and accompanying chart on the rights and responsibilities of both tenants and landlords. Discuss with your instructor.

### **Landlord and Tenant Responsibilities**

At the beginning of a landlord-tenant relationship, both parties should understand their basic rights and responsibilities, and they should communicate their expectations to each other.

Once the landlord screens and accepts a tenant's application, the relationship starts. When a tenant signs the lease and /or pays the rent, the legal contract to move in becomes active. If either party breaks the rental agreement at this point, compensation may be in order for the wronged party.

Sometimes situations arise that require the attention of both landlord and tenant. Landlords and tenants need to rely on each other to ensure emergencies, repairs, and even complaints are handled in a timely manner. A good relationship where both parties respect the rights of the other facilitates problem solving. Difficult landlord-tenant relationships can require mediation or costly legal intervention to settle conflicts. In all provinces, landlords are legally required to ensure that the rental unit complies with rules and regulations pertaining to minimum health, safety, housing, and maintenance standards. Before a landlord rents a property, it must also meet municipal property standards, zoning bylaws, fire safety regulations, and local building codes. The premises might have met the acceptable standards upon rental and it is the landlord's responsibility to ensure that the rental unit does not deteriorate below these standards.

## TASK 1

Landlord	Tenant
<p>Maintain the tenant's home in a good state of repair and ensure it is fit for habitation. Ensure the tenant's home complies with health, safety, housing, and maintenance standards.</p> <p>Not withhold the reasonable supply of fuel, electricity, hot and cold water and other utility services (cable, Internet) during the tenant's occupancy, unless the tenant has agreed to obtain and pay for these services him or herself.</p> <p>Not interfere with reasonable enjoyment of the property by the tenant, the members of his or her household, and guests.</p> <p>Not seize a tenant's property due to rent default or the breach of any other obligation without legal process.</p> <p>Not harass, obstruct, coerce, threaten, or interfere with the tenant.</p>	<p>Pay the rent on time.</p> <p>Behave well, clean the rental premises, repair damage caused by a willful or negligent act on the part of the tenant or a person whom the tenant permits on the premises.</p> <p>Not harass, obstruct, coerce, threaten, or interfere with the landlord.</p> <p>Contact the landlord as soon as possible when a serious problem arises that requires repairs or services.</p> <p>Permit entry (with proper notice) for repairs or showings of premises with the next tenant or purchaser.</p>

## TASK 2

Look at the following pictures. What are the household problems? What should be done? What professional do you call to help with the problem? Discuss with your instructor.



**TASK 2**





**TASK 2**



## TASK 2



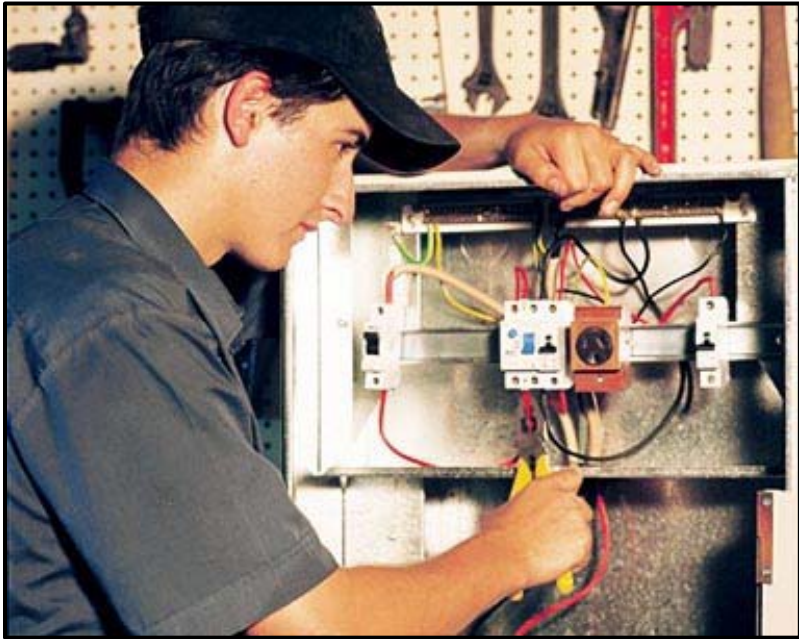
## TASK 2

Look at the pictures of the various home repair professionals. Match the professionals with the household problems pictured previously.

### Home Repair Professionals



**TASK 2**





**TASK 2**



## TASK 2

For instructor use

### Sample Dialogue

#### Conversation with a Landlord: Household Problems

**Landlord:** Hello?

**Susan:** Hello. This is Susan Mayes in apartment 34.

**Landlord:** Hello Susan. How can I help you?

**Susan:** I have a problem. My toilet has clogged and I can't flush it.

**Landlord:** Do you know what happened?

**Susan:** I'm not sure. My young son was playing in the bathroom and later after I flushed it, it overflowed.

**Landlord:** What did you do?

**Susan:** I quickly cleaned up the water and then I tried plunging it.

**Landlord:** Did that fix the problem?

**Susan:** No, it still will not flush. What should I do?

**Landlord:** Well, it sounds like you have done everything right. I will come and have a look. How is this afternoon at 3:00 for you?

**Susan:** That sounds good. Thank you.

**Landlord:** No problem. See you then.

## TASK 3

For instructor use

Listening Activity: Housing Repairs and Problems, [dialogue transcript](#)

<https://soundcloud.com/isans/clb-4-lesson-3-housing-problems/s-FmPH2XmEm1l?si=60a9bf414a744099b9893bec2dc5c380>

**Mr. Jaffna:** BDC Property Management. This is the landlord, Mr. Jaffna speaking.

**Mrs. Li:** Hi. This is Mrs. Li from apartment 1103.

**Mr. Jaffna:** Oh hi, Mrs. Lee. How can I help you?

**Mrs. Li:** I have a bit of an emergency. My toilet is plugged and I can't use it. I'm afraid the water will overflow if I flush it again.

**Mr. Jaffna:** Oh wow. That's not good. Have you tried using a plunger?

**Mrs. Li:** Yes, I tried that, but it's still plugged. Could you please send someone to fix it?

**Mr. Jaffna:** Yes, of course. I'll send someone right away.

**Mrs. Li:** Can you have your worker check the bedroom window too? I think it might be leaking.

**Mr. Jaffna:** No problem. I will ask my worker to take a look at your window.

**Mrs. Li:** Thank you very much.

**Mr. Jaffna:** You're welcome.

## TASK 3

Listen to the recording. Answer the questions.

1. What is the name of the Apartment rental company?

- A. ABC Property Management
- B. BDC Property Management
- C. CDC Property Management
- D. It doesn't have a name

2. What is the name of the landlord?

- A. Mr. Jaffna
- B. Mrs. Jaffna
- C. Mr. Li
- D. Mrs. Li

3. What is the name of the tenant?

- A. Mr. Jaffna
- B. Mrs. Jaffna
- C. Mr. Li
- D. Mrs. Li

4. Why does Mrs. Li not want to flush the toilet?

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5. How did Mrs. Li try to fix the toilet?

- A. She called a plumber.
- B. She used a plunger.
- C. She flushed the toilet many times.
- D. She did not try to fix the toilet.

6. What other problem will the worker check?

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7. Why does the worker need to check this problem?

- A. It is broken.
- B. It is too small.
- C. It is gone.
- D. It is leaking.



## TASK 4

Use the Yellow Pages or do a Google search to find contact information for the home repair professionals in discussed previously. Fill in the chart below.

### Household Emergency Phone Directory

Professional	Company Name	Telephone Number
Plumber		
Electrician		
Exterminator		
Carpenter		
Roofer		