

**Module Plan Sample**

**CLB 3L: Communicating with a Landlord**

	<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>	<b>Instructor Notes</b>
	<b>3</b>	<b>3</b>	<b>CLB 3L</b>	<b>CLB 3L</b>	
<b>Real-World Task Goal(s)</b>	Understand a response from a landlord about when a problem will be resolved	Describe a simple housing problem to a landlord	Understand a simple notice from a landlord to take appropriate action	Write a short note to a landlord to get a housing problem resolved	
<b>Background Information</b>	Landlord and tenant rights and responsibilities; common notices in apartments; management companies dealing with issues; landlord as a manager rather than the owner of the building				
<b>CLB Competency Areas, Competencies, Indicators of Ability</b>	<b>III. Getting Things Done</b> <ul style="list-style-type: none"> <li>• Understand expressions used in familiar everyday situations (such as requests)</li> <li>- Identifies phrases and sentences related to simple persuasive functions</li> </ul>	<b>III. Getting Things Done</b> <ul style="list-style-type: none"> <li>• Make and respond to an expanding range of simple requests related to everyday activities</li> <li>- Uses appropriate polite expressions</li> <li>- Uses simple sentences and question formations</li> <li>- Repeats and attempts to</li> </ul>	<b>III. Getting Things Done</b> <ul style="list-style-type: none"> <li>• Get information from short business or service texts (such as notices).</li> <li>- Gets overall meaning</li> <li>- Identifies some specific details and information</li> </ul>	<b>III. Getting Things Done</b> <ul style="list-style-type: none"> <li>• Write short, simple business or service messages [Messages are about 5 sentences.]</li> <li>- Conveys the message, although a reader might have some difficulty following</li> <li>- Uses language and content that are appropriate to the intent and social context</li> </ul>	

		<p>explain when necessary.</p> <ul style="list-style-type: none"> <li>- Provides some basic details</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 practise before they perform the real-world tasks.</p>
<b>Language Focus</b>	<ul style="list-style-type: none"> <li>- Vocabulary: expressions for polite requests; dates; other vocabulary related to the listening text</li> </ul>	<ul style="list-style-type: none"> <li>- Vocabulary: expressions for polite requests; words and phrases to describe problems (e.g., <i>The pipe is leaking.</i>)</li> <li>- Modals for requests</li> <li>- Pronunciation: tone when making polite requests; word stress</li> <li>- Using polite register when speaking with the landlord</li> <li>- Format of request: stating the problem, then the request</li> </ul>	<ul style="list-style-type: none"> <li>- Vocabulary related to the reading text</li> <li>- Format of the notice</li> <li>- Tone of the message</li> </ul>	<ul style="list-style-type: none"> <li>- Vocabulary to describe housing problems</li> <li>- Punctuation and capitalization</li> <li>- Using correct word order in sentences</li> <li>- Using proper format: opening salutation, description of problem, request, closing</li> <li>- Using modals for requests</li> <li>- Using appropriate register for note to landlord</li> </ul>	

<p><b>Literacy Skills and Learning Strategies</b></p>	<ul style="list-style-type: none"> <li>- Understanding requests for repetition or clarification</li> </ul>	<ul style="list-style-type: none"> <li>- Requests for clarification/confirming understanding</li> </ul>	<ul style="list-style-type: none"> <li>- Spelling conventions: spelling patterns for the same sound (e.g., the /e/ sound in people, please); silent letter patterns (e.g., silent /e/ in someone)</li> <li>- Recognizing the order of information in text</li> <li>- Using a picture dictionary to understand words related to housing problems</li> <li>- Skimming to get the gist of the message</li> <li>- Using parts of sentences to understand who, what, where, when</li> <li>- Summarizing what was read</li> </ul>	<ul style="list-style-type: none"> <li>- Activating and developing background knowledge using instructor guided pre-writing discussion questions</li> <li>- Recording new words and phrases in a word bank</li> <li>- Proofreading and editing</li> <li>- Writing numbers, upper and lower case letters in a consistent size</li> <li>- Using a model to write accurately</li> <li>- Copying information on a line/staying within a line</li> <li>- Modifying and selectively copying texts to write own sentences that convey intended meaning</li> <li>- Spelling multi-syllabic words</li> </ul>	<p>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. The wording has been adapted to the requirements of the task.</p>
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			<ul style="list-style-type: none"> <li>- Reading accurately and with speed</li> </ul>	<ul style="list-style-type: none"> <li>- Using correct word order in sentences</li> <li>- Checking note to make sure all necessary information is included</li> <li>- Using a dictionary to check spelling</li> <li>- Being aware of the audience when writing</li> </ul>	<p>ESL Literacy learners would need multiple opportunities to practise the real-world task before they would be ready to be assessed.</p>
<b>Assessment Tasks</b>	Listen to responses from a landlord about when a problem will be resolved. Mark the dates and times on a calendar	Role-play making a request to a landlord	Read a short notice from a landlord and answer comprehension questions	Write a short note to a landlord to request a solution to a housing problem	

## Lesson Plan Sample

### CLB 3L Writing a Note to a Landlord

(Approximate Time: 3-4 hours)

**By the end of this lesson learners will be able to:**

- Talk about own experience of communicating with a landlord
- Recognize and use vocabulary to describe a household problem
- Use a model to write a note to a landlord

**CLB Competencies:**

Getting Things Done (W)

**Oral Development:**

*Have you ever had a problem with the landlord? What needed to be fixed? What was the problem?*

**Explicit Literacy Skills Focus (from the module plan):**

- Activating and developing background knowledge using instructor guided pre-writing discussion questions
- Vocabulary and sight word development
- Recording new words and phrases in a word bank
- Proofreading and editing

**Learning Activities:**

**Activity 1:**

- Set the context by asking learners if they have ever asked a landlord to fix something in their home. Document the list of problems on the board.
- Ask learners to tell personal stories (good and bad) of reporting a problem to the landlord. Document and post additional new vocabulary.

**Activity 2:**

- Project/display images of items in an apartment (e.g., stove, peeling paint) to elicit possible problems.
- Write the problems on the board in full sentences. Supply vocabulary that learners are missing.
- Have learners record words/sentences that are new to them in their vocabulary logs.
- Have them read new words and phrases aloud to practise word and sentence stress.

**Activity 3:**

- Distribute Handout 1: Sample Note to a Landlord. Read the note aloud and have learners follow along. Ask them to read the note silently to themselves.
- Ask learners the following comprehension questions about the note: *What is the problem? What is the effect of the problem? Who is the landlord? Who is the tenant? What is the request?* They can circle the answers on the handout.
- Debrief by having learners compare their answers with a partner.
- Have learners take turns summarizing the problem orally in their own words.

**Activity 4:**

- Have learners look carefully at the format of the note and describe what they see. Some possible questions to guide the discussion: *What information is included? How is the information organized? Is there anything missing?* (e.g., apartment number and possibly a telephone number, so the landlord can contact her about a time/date to fix the problem)
- Ask learners to write an apartment and telephone number in the space provided on the note.

- Writing upper and lower case letters in a consistent size
- Using a model to write accurately
- Copying information on a line/staying within a line

**Conditions for learning (from the module plan):**

- The text to copy is up to about 1 paragraph with a clear layout.
- The writing process is supported through discussion, models, brainstorming, planning, and guided revision and editing.
- Writing is supported by word banks, sentence stems, picture dictionaries, and learner dictionaries.

**Assessment Task:**

Learners are working towards writing a note to a landlord for a problem of their choosing. They are not ready to be assessed after this lesson.

**Materials:** Handouts provided; images of problems in an apartment.

**Activity 5:**

- Have learners practise copying the note in the handout.
- Remind them to check their punctuation, spelling, and capitalization using the model.
- Monitor learners' writing and provide support as needed. Make note of common legibility errors to be addressed later.

**Activity 6:**

- Have learners exchange with a partner and check each other's punctuation, spelling, capitalization.
- Learners make corrections to their note based on peer feedback.
- Collect learners' writing and provide action-oriented feedback to help them improve their writing.

**Options for Extensions/Transfer:**

A variety of complaints can be used to enhance oral skills and entrench the vocabulary. Pairs can role-play dialogues making requests to the landlord orally.

**Sociolinguistic Knowledge:** Learners are developing an understanding that written requests require certain language conveying politeness (e.g., correct use of modals to sound polite and not pushy).

**Numeracy:** apartment number; telephone number

**Digital Literacy:** Learners can type the note in MS Word.

**Learning Strategies:** Identifying how the task (making a request to solve a problem) is useful in their lives and applied to other situations; using a model to produce new writing; copying words and simple sentences to practise spelling and aid memorization.

**Extension Activity:**

Have learners inspect their apartments and identify a problem or a potential problem. They can take a picture and draft a simple description of the problem to bring to class for discussion.

## Handout 1: Sample Note to a Landlord



Read the note. Listen to the questions. **Circle** the answers on the note.  
Write the missing information on the lines.

November 3, 2017

Dear Mr. Black

Today I tried to use my stove and it is not working. The oven is not working either. I have no way to prepare food for my family.

Could you please send someone to fix the problem as soon as possible?

Thank you

Lisa Liu

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## Handout 2:

Copy the note to the landlord. Remember:

- Capitals at the beginning of each sentence
- Period at the end of each sentence

\_\_\_\_\_

Dear \_\_\_\_\_

Today I tried to use \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Could you please \_\_\_\_\_

\_\_\_\_\_

Thank you

\_\_\_\_\_

Apartment: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

