**Module Plan Sample**

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

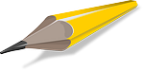
|  | **Listening** | **Speaking** | **Reading** | **Writing** |  | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **3** | **3** | **CLB 3L** | **CLB 3L** | **Instructor Notes** | | |
| **Real-World Task Goal(s)** | Understand a response from a landlord about when a problem will be resolved | 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 |  | |
| **Background Information** | 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 | | | | | |
| **CLB Competency Areas, Competencies, Indicators of Ability** | **III. Getting Things Done**   * Understand expressions used in familiar everyday situations (such as requests) * Identifies phrases and sentences related to simple persuasive functions | **III. Getting Things Done**   * Make and respond to an expanding range of simple requests related to everyday activities * Uses appropriate polite expressions * Uses simple sentences and question formations * Repeats and attempts to explain when necessary. * Provides some basic details | **III. Getting Things Done**   * Get information from short business or service texts (such as notices). * Gets overall meaning * Identifies some specific details and information | **III. Getting Things Done**   * Write short, simple business or service messages   [Messages are about 5 sentences.]   * Conveys the message, although a reader might have some difficulty following * Uses language and content that are appropriate to the intent and social context | |  |
| **Language Focus** | * Vocabulary: expressions for polite requests; dates; other vocabulary related to the listening text | * Vocabulary: expressions for polite requests; words and phrases to describe problems (e.g., *The pipe is leaking*.) * Modals for requests * Pronunciation: tone when making polite requests; word stress * Using polite register when speaking with the landlord * Format of request: stating the problem, then the request | * Vocabulary related to the reading text * Format of the notice * Tone of the message | * Vocabulary to describe housing problems * Punctuation and capitalization * Using correct word order in sentences * Using proper format: opening salutation, description of problem, request, closing * Using modals for requests * Using appropriate register for note to landlord | | 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. |
| **Literacy Skills and Learning Strategies** | * Understanding requests for repetition or clarification | * Requests for clarification/ confirming understanding | * 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) * Recognizing the order of information in text * Using a picture dictionary to understand words related to housing problems * Skimming to get the gist of the message * Using parts of sentences to understand who, what, where, when * Summarizing what was read * Reading accurately and with speed | * Activating and developing background knowledge using instructor guided pre-writing discussion questions * Recording new words and phrases in a word bank * Proofreading and editing * Writing numbers, upper and lower case letters in a consistent size * Using a model to write accurately * Copying information on a line/staying within a line * Modifying and selectively copying texts to write own sentences that convey intended meaning * Spelling multi-syllabic words * Using correct word order in sentences * Checking note to make sure all necessary information is included * Using a dictionary to check spelling * Being aware of the audience when writing | | The Literacy Skills and Strategiesfor Reading and Writing come from the Continuum of Literacy Skills in the *CLB: ESL for ALL* document. The wording has been adapted to the requirements of the task. |
| **Assessment Tasks** | 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 | | ESL Literacy learners would need multiple opportunities to practise the real- world task before they would be ready to be assessed. |

## Lesson Plan Sample

## CLB 3L Writing a Note to a Landlord (Approximate Time: 3-4 hours)

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| **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 * 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. | **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.   **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**

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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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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