### Module Plan Sample
CLB 3L: Communicating with a Landlord

<table>
<thead>
<tr>
<th>CLB Competency Areas, Competencies, Indicators of Ability</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
<th>Instructor Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>III. Getting Things Done</td>
<td>3</td>
<td>3</td>
<td>CLB 3L</td>
<td>CLB 3L</td>
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<tr>
<td>• Understand expressions used in familiar everyday situations (such as requests)</td>
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<tr>
<td>- Identifies phrases and sentences related to simple persuasive functions</td>
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<td>III. Getting Things Done</td>
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<tr>
<td>• Make and respond to an expanding range of simple requests related to everyday activities</td>
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<tr>
<td>- Uses appropriate polite expressions</td>
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<td>- Uses simple sentences and question formations</td>
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<tr>
<td>- Repeats and attempts to</td>
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<tr>
<td>• Get information from short business or service texts (such as notices).</td>
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<tr>
<td>- Gets overall meaning</td>
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<td>- Identifies some specific details and information</td>
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<td>III. Getting Things Done</td>
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<tr>
<td>• Write short, simple business or service messages</td>
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<td>[Messages are about 5 sentences.]</td>
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<td>- Conveys the message, although a reader might have some difficulty following</td>
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<td>- Uses language and content that are appropriate to the intent and social context</td>
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### 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
| 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 |
<table>
<thead>
<tr>
<th>Literacy Skills and Learning Strategies</th>
<th>Understanding requests for repetition or clarification</th>
<th>Requests for clarification/confirming understanding</th>
<th>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)</th>
<th>Activating and developing background knowledge using instructor guided pre-writing discussion questions</th>
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<tbody>
<tr>
<td>- Recognizing the order of information in text</td>
<td>- Using a picture dictionary to understand words related to housing problems</td>
<td>- Skimming to get the gist of the message</td>
<td>- Recording new words and phrases in a word bank</td>
<td>- Proofreading and editing</td>
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<tr>
<td>- Using parts of sentences to understand who, what, where, when</td>
<td>- Summarizing what was read</td>
<td>- Writing numbers, upper and lower case letters in a consistent size</td>
<td>- Using a model to write accurately</td>
<td>- Copying information on a line/staying within a line</td>
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<td>- Modifying and selectively copying texts to write own sentences that convey intended meaning</td>
<td>- Spelling multi-syllabic words</td>
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The Literacy Skills and Strategies for 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 |

- Reading accurately and with speed
- 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

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)

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.
### 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.

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<th>Activity 5:</th>
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<tr>
<td>- Have learners practise copying the note in the handout.</td>
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<tr>
<td>- Remind them to check their punctuation, spelling, and capitalization using the model.</td>
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<tr>
<td>- Monitor learners’ writing and provide support as needed. Make note of common legibility errors to be addressed later.</td>
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<th>Activity 6:</th>
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<td>- Have learners exchange with a partner and check each other’s punctuation, spelling, and capitalization.</td>
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<tr>
<td>- Learners make corrections to their note based on peer feedback.</td>
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<tr>
<td>- Collect learners’ writing and provide action-oriented feedback to help them improve their writing.</td>
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</table>

### 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.
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

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.
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: __________________________