Class:\_ELL 1 Teacher: Anne Perämäki

Theme/Lesson: Problems in your apartment and how to get them fixed Date: 2/4/2014

**ESSENTIAL QUESTION(S)** (How does this lesson relate to student goals and interests?):

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| 1. The life and language skills in this lesson are important because most tenants have to deal with things going wrong in their apartment 2. Being assertive is needed in many situations |

**LESSON OBJECTIVE(S): Learn how to report housing problems, demand service, make effective follow-up calls**

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| **Content Objective(s)** (Students will know ….) | **Frameworks Strands & Standards** |
| -how to describe a problem in their apartment-who can and should fix the problem-how to deal with the person fixing the problem -how to follow up in an assertive way if the problem is not fixed -what to do if the problem is not fixed  | S2.2c, W2.2b, L2.2a, L2.2c, L3.2a, L2.2f, S1.2c, S3.2d, S2.2b, S2.2a, W1.2aS3.2cL3.4c**Intercultural Knowledge:**You don’t have to put up with problems in your apartment.The importance of “phone manners.”**Navigating Systems:** Describe your needs and develop the skills to get the system to respond to your needs. You can be assertive with your landlord and/or the maintenance people.Know that there is something you can do if your needs aren’t met. |
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| **Skill Objective(s)** (Students will be able to…) |
| 1. **Master basic housing problem vocabulary****2**.. **Report the problem in writing, by phone or in person:** Master their side of the dialog and anticipate and understand the landlord’s/ maintenance person’s side of the conversation. **3. Demand that the landlord to fix the problem as soon as possible** |
| **Language skills** (Students will be able to…)Grammar: Use the present tense in the affirmative and negative, third person singular and plural.The pipes burst, my oven doesn’t work, the sink is clogged, the toilet doesn’t flush, the ceiling leaks, the heat doesn’t work etc. The use of “can” in requestCan you come and fix it right awayPrepositions of time and place “in the kitchen” , at 2:30 p.m.The verb to be “My apartment is cold, the stairs are icy/slipperySet phrases such as *“as soon as possible”* There is, there areI have…..I can’t we can’t becauseVocabulary: landlord, maintenance man, super, fix, work (as in function), burst, leak, slippery, icy, cockroach, mice, etc. |

**ACTIVITIES:**

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| 1. A discussion of weather to kick things off. Cold, snow etc. I give my standard warning about the use of space heaters and the fire hazard they can be. (I put it here so I won’t forget it in the course of the lesson. A fire department community officer told in another job that people who accidentally start fires with space heaters are often immigrants from warm countries.) Possibly, something like “there is ice on the steps” will come up. I’ll try to get the answer to who should fix the problem from the students. This leads to the goal of today’s class **Learn to describe your apartment maintenance problems to the person who is responsible for fixing them and get the landlord to address the problem in a timely manner. (In continuation, what to do if the landlord doesn’t respond at all.)**2. Put up posters of apartment problems: Leaking sink, pipe, toilet, broken door, window, pests). See if the students can describe the problems in English. Help where necessary. 3. After the problems have been described once, get volunteers to describe random problems you point to. Get a volunteer student to come up and point to the problems and call on students. 4. Have students work on a worksheet with selected problems. Pictures with sentences that resemble each other, multiple choice, choose the best. Check as a class, pick on a couple of people to say the sentences individually. 5. Students work on cut up housing problem sentences with a partner. They exchange envelopes when they are done so every pair gets to do every sentence. I walk around and help if asked to. As a fallow-up, I point to some of the posters on the bb and ask random students to tell what the problem is. This will probably take us until break time. 6. After the break, we discuss who should fix the problems: The landlord. Now is the time to check if people did their homework and found out their landlord’s full name and his contact information. (They often know their landlord only as “Bob” or “Sergio.”)First we write a note. (If the problem is not super urgent.) We work out the wording on bb, pick problems from the posters. Dear landlord, I have mice. Please fix this problem as soon as possible, your name apartment number and other contact information. 7. Next we do the phone call. Try to work out on the bb what the script for the calling the landlord dialog should be, the students probably already know something about it. After the conversation has been worked out and written on the bb by teacher, hand out the dialog page. This dialog is without problems: the landlord agrees to fix the problem immediately. 6. Do it together as a class, then in pairs. 8. Ask the students to put away the papers with the dialog. Hand out the same dialog as a cloze, ask students to fill in the missing words by themselves. Check, individually and as a class. 8. Ask the students if the landlord always agrees to come immediately. The student will answer no. (Most likely.) What do we do, what do we say? OK and hang up? Someone will come up with something that implies you have to insist. We try to work out the dialog. If the landlord can’t come immediately, tell why you need it immediately. It’s cold in the apartment, my baby has a cold etc. If the landlord can’t come immediately, then try to negotiate a time that’s mutually agreeable. The landlord can’t come tomorrow morning—can he come tomorrow afternoon.9. Practice the dialog, as with the first one. When everything else is done, ask a couple of volunteers to do a role play and ask them to improvise. Why can’t the landlord come immediately, soon, why the tenant need him to come asap.10. Try to elicit another problem. If the landlord says he will come at 2:30 pm on Monday, will he, always? A resounding no will be the answer. What do you do now? We work out the dialog, probably to be cont. in the following class. In fact, I’m sure this will be done in Thursday’s class.This should take until the end of the class, if not, we can start the reading that was meant as a homework. What to do if the landlord doesn’t respond at all, what are your rights as a tenant, who to turn to.  | Being assertive is not being disagreeable. Negotiating skills are necessary, people might hope you say yes to everything but they don’t really expect it.   |

**MATERIALS:** Teacher made poster, the blackboard, 3 dialog scripts, 2 cloze exercises based on the call the landlord conversation, scrambled cut up sentence envelopes, scrambled sentence on a worksheet, a reading with comprehension questions.

**ASSESSMENT(S):**

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| **In class immediate assessment**: The assessment is built in in every exercise: If the students can reproduce the dialogs with minimal or no prompting from the teacher or their classmates, they have learned them. If they have not, there is an immediate correction and review. If they can put together the call the landlord dialog with different information, they have mastered the “template” of the conversation.  | **Ongoing**: The reading will probably be their homework, in which case they will be reminded of the conversation before Thursday’s class, when we will talk more about the subject. The homework will be checked and the conversations will be repeated to see if they are remembered. If not, there will be an immediate review. Also, we’ll find out if anyone had any real life use for the dialogs and if anything in the conversation was problematic. |

**WRAP-UP & REFLECTION:**

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| Things go wrong, things break down, people don’t do what they promise to do. Reporting, requesting and negotiating skills are transferrable. The need for assertiveness can’t be emphasized enough. The follow-up call skills will serve them well in trying to find all kinds of pesky tv, cable, delivery, fix-it, install-it people who don’t show up when they promised to.  |

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