

# CALLING FOR REPAIRS

**Lesson Length:** 1.25 hours

**Vocabulary & Expressions:** Names of rooms, appliances, furniture, and common household items; types of repairmen

**Language/Culture Point:** “I need + the (someone) + (to do something)” [transitive verbs]

**Objective:** Students will be able to describe common household problems and be able to request repairs.

**Materials:** Chart paper, Picture Cards: Furniture and Appliances, common household items (remote control, can of food, pillow, etc.), red/green/yellow Signal Cards, Picture Cards: Household Items Needing Repair, toy/real cell phones, ball, timer



## STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
5-10 minutes	<ul style="list-style-type: none"> <li>- Chart paper</li> <li>- Picture Cards: Furniture and Appliances</li> <li>- Common household items: can of food, shampoo bottle, remote control, pillow, fork, toothbrush, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Authentic Materials</li> <li>- Using Pictures</li> <li>- Word Sorts</li> </ul>

### TEACHING ACTIVITY

1. Create a word wall around the room by taking pieces of chart paper and labeling them individually with: Kitchen, Bedroom, Family Room, Bathroom.
2. Have different items from the home displayed: a can of food, a shampoo bottle, a TV remote control, a pillow, a fork, a toothbrush, etc. Also, display pictures of furniture and appliances: a couch, a refrigerator, a stove, a toilet, a sink, and a bed.
3. Walk to each piece of chart paper and act out what the room is used for.
4. Hold up the items and pictures, and ask students, “What is this? Where does it go in the house?” Have students sort the items by placing them next to the chart paper for the appropriate room.

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## STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes		- Chalk Talk

### TEACHING ACTIVITY

1. Do a Chalk Talk about why your house needs repairs. Talk about and draw many things that are wrong, such as an overflowing toilet, a sink that won't drain, a broken refrigerator, etc.
2. For each thing wrong in your home be sure to mention who you will need to fix it. For example, "I need a plumber to come fix my sink."

## STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	- Red, green, and yellow Signal Cards	- Graphic Organizers - Signal Cards - True/False Quiz


### TEACHING ACTIVITY

1. Make three columns on the board to help students organize details they remember from the story. Write down key vocabulary they remember. For example:
 

<i>Which room?</i>	<i>What needs to be fixed?</i>	<i>Why?</i>
Kitchen	Sink	It is stopped up
2. After you've made the chart, do a quick true/false review with the class by making statements about your Chalk Talk story. Students should respond by using their Signal Cards to indicate True/False/I don't know.

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## STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK


Time Frame	Materials	Teaching Strategies
5 minutes	- Picture Cards: Household Items Needing Repair 	<ul style="list-style-type: none"> <li>- Problem Solving</li> <li>- Graphic Organizers</li> <li>- Using Pictures</li> <li>- Think Aloud</li> </ul>

### TEACHING ACTIVITY

1. Ask students, “What do you do when things break in your house? What do you do when you can’t fix it yourself?”
2. Add a fourth column to the chart and have students help you fill in what you need to do for each problem. For example:
 

<i>Where?</i>	<i>What needs to be fixed?</i>	<i>Why?</i>	<i>What do I need to do?</i>
Kitchen	Sink	It is stopped up	Call a plumber
3. Tell students that you are going to practice calling for repairs in case they ever need a plumber or another kind of repairman.
4. Using the provided Picture Cards, grab a card and use Think Aloud to ask yourself questions. For example: “What needs to be fixed? The window! Why? It is broken. Someone threw a rock at it. What do I need to do? I should call a repairman.”

## STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> <li>- Toy/real cell phones</li> <li>- Picture Cards: Household Items Needing Repair </li> </ul>	<ul style="list-style-type: none"> <li>- Authentic Materials</li> <li>- Using Pictures</li> <li>- Role Play</li> </ul>

### TEACHING ACTIVITY

1. Ask a student to volunteer to be the repairman that you’re going to call.

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2. Draw a card and using a toy/real cell phone, model a conversation about calling a repairman. If necessary, have a written sample dialogue prepared for when you model the activity. For example:
  - A: Hello, I need a repairman.
  - B: What needs to be fixed?
  - A: The window.
  - B: Why?
  - A: The glass is broken. How much will it cost to fix?
  - B: I don't know. I need to see it. Where do you live?
  - A: I live at 2525 Maple Drive.
  - B: Okay, I will be there at 4 o'clock today.
  - A: Thank you.
3. Continue modeling the dialogue until students feel comfortable with it.

## STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
15 minutes	<ul style="list-style-type: none"> <li>- Toy/real cell phones</li> <li>- Picture Cards: Household Items Needing Repair </li> </ul>	<ul style="list-style-type: none"> <li>- Authentic Materials</li> <li>- Using Pictures</li> <li>- Question Asking and Answering</li> <li>- Role Play</li> </ul>

### TEACHING ACTIVITY

1. Have the students get into pairs.
2. Student A should draw a Picture Card and ask Student B the questions, "What needs to be fixed? Why? What do I need to do?"
3. When the situation requires a repairman, partners should take turns role playing a conversation between a customer and a repairman.

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## STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
5 minutes		

### TEACHING ACTIVITY

- Using examples from earlier in the class, write sentences on the board that use ‘need.’  
For example:

I need the plumber to unclog my toilet


I need the electrician to repair my light.

I need the repairman to fix my window.

- Ask the students what the sentences have in common. Ask them what pattern they see in the sentences. Help them to see that each sentence uses the verb ‘need’ followed by a person followed by something that person has to do: I ‘need’ (someone) (to do something).
- As a class write out additional sentences on the board using the above structure.

*For more advanced students, point out that some action words (verbs) are always followed by other words, just like ‘need’ is. For example, verbs like ‘give’ and ‘break’ are always followed by more words (direct/indirect objects), i.e. they don’t stand alone. In the case of ‘give,’ it’s followed by what you give and to whom; ‘break’ is followed by what you broke. As a class, list similar verbs and work together to create sentences.*

## STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> <li>- Picture Cards: Household Items Needing Repair </li> <li>- Ball</li> <li>- Timer</li> </ul>	<ul style="list-style-type: none"> <li>- Role Play</li> <li>- Ball Toss</li> <li>- Conversation Chain</li> </ul>

### TEACHING ACTIVITY

- Have the students form a circle.



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2. Draw a Picture Card and show it to the students. Based on the card, start a role play dialogue by supplying the first sentence of the conversation.
3. Toss the ball to a student who will then supply the next sentence and toss the ball to someone else.
4. Continue until all students have had a chance to contribute.
5. After 1-2 rounds, time the rounds to see how quickly the students can complete a conversation.