MAINTENANCE LIFE CYCLE

EAE Learning objectives for this lesson

You will learn and practice some modal verbs and you will be able to talk about the lifecycle of a building and describe different types of erosion and damage which can happen to buildings.



Activity One: Answer the questions

1. If you could go back in time what **would** you change in your building?
2. Which parts of your building have a short life cycle?
3. Which parts of the building or which items or systems in the building are damaged or broken earlier than they **should** be?
4. What kind of guaranties are offered on the maintenance of your building or systems?
5. What do you think **should** be offered?
6. How **could** you improve the life cycle of your building?
7. What **should** you do every day to make the systems in your building live longer (to improve their longevity).
8. Which systems **would** you invest in now in order to improve their longevity?



Activity Two: ***Would, Could, Should…***

Would, Could and Should are all **modal verbs.**

Would is used for polite expressions and also for hypothetical situations.
Could is used for polite expressions and also for the conditional or future possibilities.
Should is used for advice or for uncertain predictions.

Remember a modal verb is an type of auxiliary verb which is used to indicate **modality** - how.

- How **probable** something is - could it happen. Is it **possible?** Could it happen.
- How you are **obliged** to do something or how **advisable** it is to do it - what you should do.
- How **probable** something is, what would happen if… in a certain situation.

Activity Three: Look at the images and answer the following questions with would, could and should… for each image.

1. What could you do to **prevent** this type of **erosion**?
2. What should you do now to stop **further damage**?
3. Would you **demolish** or **scrap** the item and start again at this point? Or would you **repair** it?



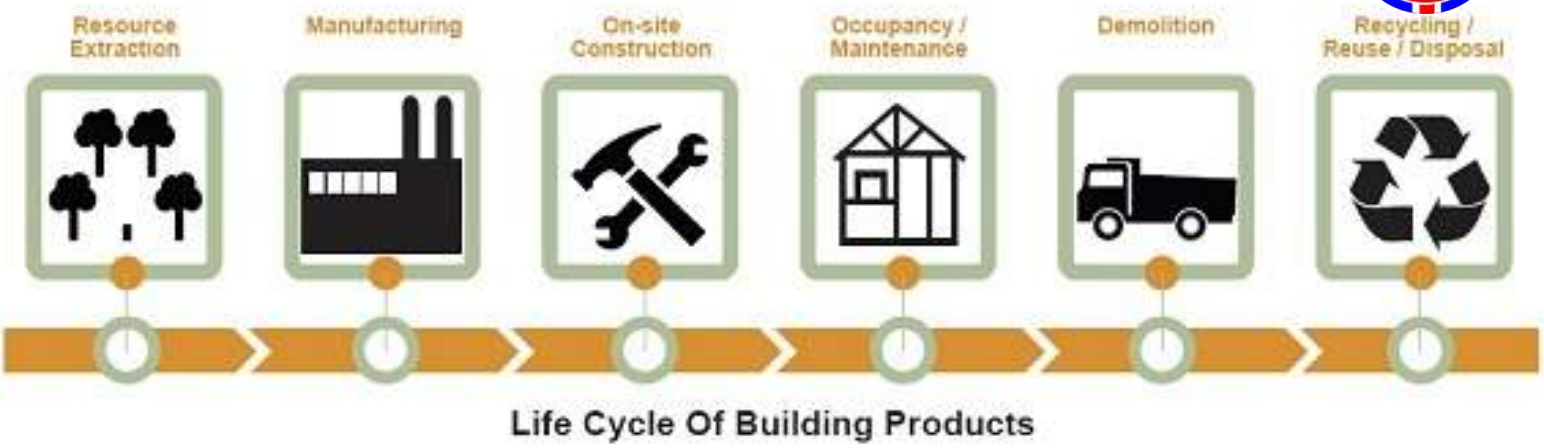


Activity Four: **Look** at the images and talk about what you could do to prevent this type of problem from occurring and what should be done now in this situation. Start by describing what you see and explaining the problem.






Activity Five : Tell the story of an IKEA store from the beginning to the end of its life.. tell this story in the past tense. Let's see if you get the **irregular past participles** right… here's a diagram to base your story on… Please prepare this activity at home before the lesson.



Life Cycle Of Building Products

Activity Six : Your opinion.

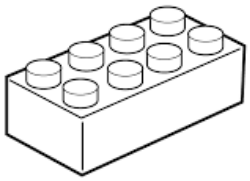
In your opinion how can you lower the cost of the life cycle of an IKEA building, a store or a warehouse? What are the most common **issues** you face in this area? What are the **threats** to the longevity of a building? Which **natural** events, or **intentional** events can be a threat? Which **accidental** events can be a threat?

Here are some words and expressions for giving your opinion:

In my view	Obviously
In my opinion	Basically
In my experience	Clearly
We have see that	I feel that
It seems obvious that	I'd like to emphasise the fac that
Ultimately	It's important to note that
Essentially	

Activity Seven : **Lego house**. Listen to the song to hear answers for these questions. Listen actively only for the information you need.
Ed Sheeran Lego House
https://www.youtube.com/watch?v=c4BLVznuWnU

1. What's he going to pick up?
2. What can they do if things go wrong?
3. What's on his mind?
4. What keeps him warm?
5. What will he shelter him from?
6. What will he do if she gets down?
7. Does he love her less now?
8. What's hard to say?
9. What will he do with his heart?
10. What will he do in time?
11. What's breaking?
12. What month is it?



Activity Eight - **20 questions.**

Think of an incident which could threaten or damage your building.

The other people in the group, or your teacher, have to ask you a series of questions until they guess what the incident is. You can only answer with yes or no. They should find the answer in less than 20 questions…. good luck!

