

### SIOP Lesson Plan Template 3

<p>Topic: Shopping for an apartment or a house</p>		<p>Class: Adult ESL class</p>
<p>Content objectives: SWBAT discuss the reasons that people rent.</p> <p>SWBAT recognize other costs involved in leasing an apartment or house, such as deposits, late fees, and utilities.</p> <p>SWBAT evaluate the cost and benefits of renting.</p> <p>SWBAT compare and contrast the difference of house-renting in different cultural backgrounds</p>		<p>Language objectives: SWBAT know the basic vocabulary and phrases to maintain the basic conversations on renting a house or an apartment.</p> <p>SWBAT know the difference between English and their first languages in house-renting, and be able to make the change easily between the different languages</p>
<p>Key vocabulary:</p>		<p>Materials (including supplementary and adapted): YouTube video Handout with visual materials and scripts Whiteboard Marker Overhead projector</p>
<p>Higher-order questions: What are the similarities and differences in house-renting among different cultures? What are the fundamental reasons behind the different practices in house-renting? What kinds of strategies and solutions they could rely on to avoid cultural faux pas and adopt the practices that are congruent with American Culture?</p>		
<p>Time: 60 min</p>	<p>Activities</p> <p><b>Warm-up (5 min)</b> Greet students and ask them how they are doing? And choose two or three students to talk about how they have been for the past week, to get students ready for the class (3 min). Then I will talk about my recent problem looking for a new apartment and why I want to move, to lead students in on the topic (2 min).</p> <p><b>Word matching and explanation activity (15 min)</b></p>	

	<p>I will divide students into 4 groups based on their English level, pair strong students with weak ones to work on the word matching activity in the handout, then I will let students to explain to each other the meaning of the vocabularies in English and also teach one of the vocabularies in their first languages to their partners (11 min).</p> <p>Then I will review the vocabularies on the handout with students, and give students time to ask questions (4 min).</p> <p><b>Retell and act out each others' stories (20 min)</b></p> <p>I will provide students handouts with question patterns for house-renting, give them time to go through the handouts and let them ask questions (2 min).</p> <p>I will regroup the students, make two in each group and label them A and B respectively. Then I will ask students to share their personal experiences with their partners about house renting or house-purchase in America or back in their home countries. For instance, students A share their stories of house renting with B, vice versa, let students B share the personal stories with A (8 min).</p> <p>After stories sharing, I will model to students how to their stories or scenarios on the handout, for students of high English ability, I will let them play out their personal stories with their partners, while for students of low language ability, I will let students performance the role-play based on the scenarios in the handout (10 min).</p> <p>Then I will let each group to think about their biggest-take-away from the class, and write on the white board and explain to the rest of the class (5 min).</p>
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