

Lesson Plan - Looking for an Apartment

Reading and Vocabulary Lesson - TESL 0130

Date: 2/28/2021

Class Levels: Low-intermediate - Intermediate (CLB 3-5)

Class Time: 2 hours

Context: Newcomers in Canada attending LINC classes to help them integrate socially. Students' L1 language is Russian, they come from different countries such as Ukraine, Belarus, Russia and Israel. The majority of students are in their 30s and 40s and have children. The vast majority of the students have high education from their home countries. Most of them already have experience renting an apartment but as they settle more and learn more about neighborhoods and areas of the city, a lot of them will be relocating in the future. Knowing how to discuss rental property features with a landlord will be beneficial for them.

Communicative Language Task Goal

Students will be able to ask and answer questions about rental property when talking to their landlord.

Teaching Approach is content-based. Brown and Lee (2015, p. 630) define Content-Based Teaching as "an umbrella term for a multifaceted approach to L2 language teaching that integrates language teaching aims with content instruction."

The reading included in content-based ESL lessons will help students learn technical vocabulary related to a specific content.

Enabling objectives:

- Students will demonstrate comprehension of the new vocabulary.
- Students will be able to produce answers when asked to talk about their rental needs.
- Students will be able to politely ask questions about offered housing.
- Students will be able to develop a conversation with their landlord about renting an apartment.

Resources Needed

- Handouts with exercises for students.
- Projector
- Internet/Computer
- Whiteboard and/or flipchart

- Learner vocabulary journals
- Paper and pencils for students

Reading approaches used in this lesson:

1. Identifying the purpose of reading (in the pre-reading warmup activity)
2. Top-down processing (discussion about students' dream apartments and vocabulary activation are used)
3. Making predictions (the reading activity starts with making predictions)
4. Bottom -up decoding (teacher explaining new vocabulary to students, fill in the gaps exercise)
5. Analyzing vocabulary (during the reading activity and post-reading activity)
6. Skimming - the teacher first asks the students to read the text quickly to identify the main idea and the genre of the text.

Lesson Procedure

Lesson activities and procedure	Language Skills	Language focus	Anticipated problems & solutions	Purpose of the activity	Interaction	Time
<u>Warm -up</u> The teacher greets the students and reviews the previous lesson and asks students how they are doing today. The teacher takes attendance.	Speaking, Listening	Sociolinguistic knowledge		Give Ss an opportunity to get familiar with the topic and be ready for the new lesson	Class Activity	3-5 min
<u>Pre-reading warm-up</u>	Listening Speaking	Sociolinguistic knowledge	Students may find it	Identify what words the	Class Activity	15

<p>The teacher opens up a slide that shows three images - Canadian flag, apartment and housewarming party (Appendix A)</p> <p>The teacher shares his plans for that evening - he is invited to his friend's housewarming party. His friend has moved to Canada from Europe and rented his dream apartment (briefly describes it). The teacher asks some warm-up questions:</p> <ul style="list-style-type: none"> • How does your dream apartment look like on the inside? • What is near your dream place? • How is a good landlord different from a bad landlord? 		<p>Vocabulary</p>	<p>difficult to clearly explain their dream homes.</p> <p>Some of them maybe shy to speak in front of the class (alternatively, this can be done in small groups)</p>	<p>students are familiar with and what causes difficulties. This activity will also motivate the students to learn new words so they can freely talk about housing in real life.</p>		
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<p>The teacher asks the class “ Well, you can’t bring your friends and family to the housewarming party. The teacher writes down the vocabulary used by the students on the board.</p> <p>How can we let them know about the news? Right, we can call or email!”</p>						
<p><u>Pre reading activity:</u> The teacher breaks students into pairs and introduces new vocabulary with “match the words and their meanings” exercise (Appendix B).</p> <p>The students complete the task. The teacher can choose one pair to report their answers to the class. The teacher answers any questions students might have about the new words.</p>	<p>Reading Listening Speaking</p>	<p>Vocabulary, Sociolinguistic knowledge</p>	<p>May have difficulties with doing the exercise because of the unfamiliar words</p>	<p>Introduce the new vocabulary</p> <p>Prepares the students for the reading activity.</p>	<p>Working in pairs</p>	<p>20 min</p>

<p><u>Reading Activity:</u></p> <p>The teacher tells students that they are going to read the text. He/she asks students to make predictions - what do you think the text is going to be about? Students will give correct and incorrect predictions. There's no need to correct students as all of them will contribute to better understanding of the text.</p> <p>The teacher distributes the paper copies with the text (Appendix C) and asks students to read the text quickly to themselves (skimming)</p> <p>The teacher asks the following questions:</p> <ul style="list-style-type: none"> • What type of text is it? Is it an ad? An article? A menu? 	Reading, Listening, Speaking, Writing	Reading comprehension Textual knowledge, Functional knowledge, Grammatical knowledge	<p>May have difficulties comprehend ing ; try to ask questions about the reading to see if everybody understood it.</p> <p>If some new words are still not clear, the teacher can try to explain them differently or ask the class to help.</p>	<p>Improve reading comprehension</p> <p>Practice using the new vocabulary</p>	Class Activity	30 min

<ul style="list-style-type: none">• What is the email about?• Can you think of a title for it?• How do you know? <p>The teacher asks students to take turns reading the text. Students circle any new words or phrases that they come across. They can add the new words to their vocabulary journals.</p> <p>The teacher picks some words that he notices the students find difficult. For example, the word nearby. What part of speech is it? Can be adverb or adjective. What is the synonym?</p> <p>The teacher then reads the text aloud to the class stressing the pronunciation and intonation.</p>						
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<p><u>After Reading activity 1:</u> Ask Ss to break into pairs again. The teacher distributes the handouts (Appendix D)</p> <p>The students practice reading the dialogue with their partners taking turns being each character. The teacher walks around the class making corrections where needed.</p> <p>After the students finished role-playing the dialogues, the teacher brings on a slide with the dialogue. He/she points at some phrases and asks students if they can say it in a different way. (Can you please give me more information - Could you please provide more information? When can I see it? - When can I take a look?</p>	Reading, Speaking	Reading comprehension Sociolinguistic knowledge, Textual knowledge, Grammatical knowledge	May have difficulties in using the new vocabulary. The teacher provides support when circling the class.	<p>Improve reading comprehension</p> <p>Learn new vocabulary</p> <p>Practice the new words and expressions</p>	Pair work	20 min

The students then role play the dialogue using paraphrasing.						
<u>After-reading activity 2:</u> The students are going to listen to a recording. The teacher provides a gap fill worksheet (Appendix E) of the dialogue asking students to fill it out. The teacher can play the recording twice - one for the general ideas, one for specific information. After the students finish listening, the teacher goes over the correct answers with the class.	Listening, Reading,	Listening comprehension Sociolinguistic knowledge, Grammatical knowledge, Functional knowledge	May have difficulties understanding the dialogue. The teacher repeats the recording twice if needed.	To practice new vocabulary To practice listening for specific information	Group activity	20 min
<u>Wrap-up</u> The teacher goes over the objectives of the lesson. Did we learn some new words today? Do you know						10 min

<p>how to ask questions about an apartment? Do you know how to answer them? Can you use different expressions to do it? The teacher answers any questions students have and assigns homework.</p>						
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Homework assignment

Ask the students to call one of the rental companies and make inquiries about one of their properties. Reflect on what worked well and what was still causing difficulties. Did they feel comfortable having this conversation? If not, what was the issue? As an optional activity students can search for a rentals advertisement on Craigslist website (the teacher provides the [link](#)), pick one they like most and write an email to their friend summarizing all the features of the place. The students are offered to use the email that they read in class.

Transfer Activities

For more advanced students - the students will write a dialogue between a landlord and a potential tenant using the new knowledge they have learned during the lesson. The students can choose to work in pairs if they wish. For lower level students the teacher provides the worksheet with the dialogue where landlord's lines are already written and they just need to fill in the answers.

Reflection and Suggestions for Next Time

I feel like this lesson has a lot of new material to process so the teacher should monitor time closely. If the teacher is not able to complete the lesson, he/she can adjust some activities (for example, in the wrapup activity not to go over all the objectives but to ask if they feel they can develop this type of conversation. If no, work more on it during the next lesson)

Optionally, to make this lesson more live, the teacher can bring cutout ads from one of the local newspapers and distribute to students when they are creating their own dialogues in the after-reading activity 1. Real newspaper ads usually have a lot of abbreviations, so the teacher might prepare the list of most common abbreviations related to rentals.

References

Andrew Drummond. (2016, January 27). *How to teach a reading skills lesson TESOL/CELTA* [Youtube video].

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