

Teacher: Becky Koslowski

Unit: Housing

Theme: Housing advertisements

Language goals:

1. Common abbreviations in housing advertisements
2. Gerunds after prepositions...exemplary statement examples "I plan on buying a house." OR "Are you dreaming about buying a house?"
3. Communicate wants/needs in a house
4. Communicate the strengths and weaknesses of a house

Part of the lesson	Activity	Materials
Warm up	Brainstorm: What is important to you when you look for a new house?	List student ideas on the whiteboard as they share them.
Vocabulary	Find the common abbreviations in housing ads. Read the examples of the 8 different houses. Use the questions labeled a-h to ask/answer questions with a partner.	Textbook (All-Star 3 Second Edition)
Grammar	"Are you dreaming about buying a home?" Look at model sentence and label with the parts of the sentence. Practice gerunds after prepositions to communicate plans.	Grammar in the back of the textbook
Real life application	Lead: "Why is the word 'classifieds' becoming obsolete in the English language?"...share current, modern resources for finding homes. Zillow: Students each have a laptop and navigate to Zillow.com. They search for Troy, Michigan. Teacher demonstrates how to use search filters in case they haven't used this website previously. As a whole group, they make a distinction	Laptop cart, Zillow, Google

between “fun” and “practical” in terms of looking for a new house. Then, the teacher directs them to specific houses that were previously chosen because the advertisement on Zillow contains either vocabulary or grammatical structures from the lesson. Next, the teacher demonstrates how a realtor would highlight the pros of the house in order to try to sell it. Students have time to look through the website. They read the information about the house and look through the pictures. Students were directed to choose either a fun or practical house. They have time to prepare key sentences or phrases they would use if they were trying to sell the house. Next, students form small groups that were chosen based on first language, their location in the classroom, and speaking ability. Each student presents in the small group the house they had chosen. Other students in the group ask questions using vocabulary and grammatical structures previously studied during the housing unit.

After all students had an opportunity to present in their small group, a few students asked to present to the entire class because they enjoyed the activity. This led to an extension after the break to research real estate licensing classes. We were able to find the cost and the time commitment for classes. Then we problem solved to

	<p>evaluate the “bang for our buck.” It appeared that licensing courses in the Troy and surrounding areas was around \$350. Assuming a realtor charges 5% on a sold home, we did the math to see that with success in the business, one could quickly recuperate the \$350 on courses. Students asked great questions such as how realtors generally advertise in 2019. This led to social media use as a tool for marketing. A few students did say they wanted to research further on their own to see if this would be a good career choice for them.</p>	
Formative Assessment	<p>“It’s available immediately.” from the workbook that accompanies the textbook.</p> <p>Students had to read 6 short advertisements and decode the abbreviations. Then, using their realtor skills and prior knowledge, read about 4 situations in which a person or family are looking for a new house. They had to match each prospective buyer to one of the homes advertised in the first activity. Then, there were 4 reading comprehension questions. Finally, students wrote an ad for their actual house using vocabulary and grammar from the lesson.</p>	Workbook (All-Star 3)