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| Skill Objective #1 (Students will be able to…)-describe problems in their home using the present progressive tense. |
| Frameworks: S2.4c, S3.4b, R 2.4f, L 2.4a |
| Content Objective #1 (Students will know …)-how to describe household problems.  |
| Frameworks: L2.4a, S2.4b |
| Activities1a. Students will brainstorm household problems. List on board. b. Students will look at pictures of household problems, describe the ones they know with a partner, and refer to vocabulary list. Circle the worst. WC discusses worst household problems, and why.c. Students review present continuous grammar box on page 90, and AB and Practice. Students choose a household activity or other action. In two groups, student mime the activity while other students guess in complete sentences, using the present continuous tense (*Joe is fixing a leak. Sheila is calling someone).*d. Students complete “Today at 101 Broadway” in pairs, using vocabulary and present continuous in pairs. e. Students watch *Mr. Bean Housekeeping* on the projector. Group A describes his actions in the present continuous tense. Group B takes notes. Halfway through, they switch.  |
| Materials: *Future 2: English for Results* pg 86-87, 90-91; *Future: Multi-Level Activities Book,* Youtube.com: <http://www.youtube.com/watch?v=M5rkQLXH9p4> |
| Assessment #1: To assess, each student must report about at least one activity Mr. Bean does as we re-watch the video together, tying in both the present continuous and household vocabulary and putting it to use. |
| Wrap Up ReflectionI write some frequent mistakes that students made while conversing onto the board. Correct as a class. I elicit each activity’s difficulty level from students.I have three volunteers explain what they learned.  |

Lesson\_\_\_\_Household Problems and Rent Date:11/06/13 Class:\_ELL 2B\_\_\_\_\_\_\_\_\_\_ Teacher: \_Jennifer Barrett\_

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| Skill Objective #2 (Students will be able to…)read and understand an apartment advertisement.  |
| Frameworks: R1.4a, W1.4b, W2.4b |
| Content Objective #2 (Students will know that…) the Internet and the newspapers are useful places to find ads for housing.  |
| Frameworks: R3.4c |
| Activities1a. Students brainstorm in pairs different means of finding a place to live (the Internet, newspaper, word-of-mouth), and how they go about choosing and obtaining the place.b. In the *Future* book, pg 92-93, students read an ad for a rental apartment and answer questions about that ad. They will define the common abbreviations associated with apartment ads.c. Students read three ads that are heavily abbreviated. In pairs, they answer questions about the three ads in relation to one another. d. Students read about two families. They chose which of the three ads would be best for the family, discussing reasons why with their partner(s). e. Students fill out apartment application (page 260).  |
| Materials*Future 2: English for Results* pg 92-93 and pg 260. |
| Assessment #2In the computer lab, students will research housing ads on craisgslist.com and write their own response to an advertisement in a MSWord document. They will hand in both the ad and the word document to the teacher. |
| Wrap Up Reflection: Ask students: how will this reading help them in the future? How can this be applied to their lives?  |