

ACTIVITY: APARTMENT HUNTING

Competency Area:

Housing

Objective:

Students read and interpret abbreviations in apartment classified ads.

Newspaper section:

Classified ads - housing.

Required Class Time:

45 - 60 minutes

Target Vocabulary:

Apartment ad abbreviations:

A/C - air conditioning

apt - apartment

BA - bathroom

Bdrm or BR- bedroom

DR - dining room

FP - fireplace

Furn/unfurn - furnished/unfurnished

NS/Smkr - non smoker/Smoker

pkg - parking

sec dep - security deposit

Utils incl - Utilities included

W/D - washer dryer

(See the Appendix for a list of typical housing abbreviations. Note-there is no consistent standard set of abbreviations for housing want ads so the teacher must use appropriate ads abbreviations for the newspaper used in this lesson.)

Grammar points:

None

Materials List:

Newspapers, activity worksheets, scissors, glue sticks

In-Class Procedure

1. **Warm up:** Question students about what they are looking for in a home or apartment. Write these needs, desires on the board, followed by the matching abbreviation.

SPL Level:

4-5 6+

Language

Skills:

R L S

CASAS

1.4.1

HOUSING

2. Introduce additional target vocabulary as necessary.
3. Hand out the newspaper housing classified ads, scissors and glue sticks to each student.
3. Lead the class in scanning the housing classified ad section. Explain how the ads are organized - by homes vs apartments, to buy vs to rent, by geographical section of the city, etc.
4. Explain how an ad is written if students are unfamiliar with the format.
5. Hand out a worksheet to each student. Preview each item that they must look for.
6. Students look for an ad that matches the description in each square of the grid. Students clip out the ad and tape/glue it to the grid. Allow students sufficient time to complete the worksheet.
7. When pairs are finished, students check each others' activity worksheets to see if the ads they found correctly match the description in the square.
8. Discuss if anyone found a rental that they would be interested in. Do students feel they would have a difficult time finding a place to live? Why? (Examples: smokers, pet owners, security deposits or high rents, etc.)

TAKE-HOME ACTIVITIES:

For adult learner:

Students imagine that they plan to sell or rent their current home/apartment. Ask students to write a classified ad for their current home/apartment using the abbreviations they learned.

For learner and child(ren):

Ages 2-5: Have the parents go on a scavenger hunt with their children to find the items used in the abbreviations. Example: "Let's find the washer and dryer. Now let's find the microwave."

Tips and Options:

The instructor should adapt the worksheet to fit the type of housing available locally for the students.

APARTMENT HUNTING

Directions: Look through the classified ads and find an example of each rental below. Cut it out and paste it in the correct box.

1. An apartment with paid utilities	2. A furnished apartment with laundry facilities	3. An unfurnished apartment with 2 bedrooms.
4. An apartment that allows pets	5. A furnished apartment	6. A studio apartment under \$500
7. A condominium or townhome with 2 bedrooms.	8. A shared house or roommate wanted	9. An apartment that allows smokers



ACTIVITY: FIND THE PERFECT HOME

SPL Level:
4-5 6+

Language Skills:
R L S

CASAS
1.4.2

Competency Area:

Housing

Objective:

Students identify important criteria for buying/renting a home and ask and answer questions.

Newspaper section:

Classified ads - Homes for Rent, Homes for Sale

Required Class Time:

45-60 minutes

Target Vocabulary:

Square footage, utilities, rent-to-own, financing, and abbreviations typically found in classified ads for housing (see Appendix for a list of abbreviations).

Grammar points:

Asking questions

Materials List:

Newspaper classified sections of homes for sale, worksheets, and telephone for role play.

In-Class Procedure

1. **From a previous lesson:** Be sure students understand the abbreviations typically used in housing "For sale/For Rent" classified ads so they are able to read and interpret an ad spontaneously. See a list of abbreviations in the Appendix.
2. **Warm up:** Class brainstorms important things to look for when buying a home. Instructor writes all of the ideas on the board.
3. Give each student a worksheet. Each student chooses the 5 items that are most important to her/him and writes them on the worksheet, Step 1.
4. Students work together in pairs to form good questions about the housing items on their lists (worksheet, Step 2). (E.g.: How many bedrooms does the apartment have?")
5. Give each student the home classified section of the newspaper.
6. Students each choose 3 ads for homes for sale/rent.
7. Students role play with a partner. Referring to her/his worksheet, Partner A uses her/his questions from Step 4 and pretends to be buying or renting a house. Partner B uses the home ads clipped from Step 6 and pretends to be the seller/landlord. Partner A asks questions about all three properties, and records the information on the worksheet, Step 3. When finished, Partner A decides which of the three properties to rent or buy and explains why. Then, partners reverse roles.
8. When pairs are finished, the class discusses their results.

TAKE-HOME ACTIVITIES:

For adult learner:

1. Students may choose one of their ads and call for specific information on the house.
2. Students can swap ads with others in the class. At home, each student rewrites each housing ad, spelling out all abbreviations.

For learner and child(ren):

Grades 1-4:

The child identifies the names of rooms in their house or apartment and writes the names on strips of paper. The adult student places the word strips in the rooms, with some word strips in the correct rooms, others in the wrong rooms. The child reads the strips and moves them into rooms until all matches are correct.

Ages 4-Grade 4:

The adult student and child make a list of common housing items - doors, windows, sinks, chairs, ovens, light bulbs, etc. The child goes through the home or apartment and counts how many of each item can be found.

Tips and Options:

None

WHICH HOME IS BEST FOR ME?

1. You are looking for a home. What 5-6 things are most important to you when you make your decision? (examples: cost, number of bedrooms, fenced back yard, access to bus stop, etc.) Write your choices in the box below.

2. You plan to call landlords about some houses or apartments they advertised in the newspaper classified advertisements. What questions will you ask the landlords? Write a good English question for each item you chose in Step 1.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

3. Your partner is a landlord who is advertising three homes/apartments. "Call" your partner. Ask your questions about each of the three ads. Write your partner's answers below.

Ad #1: _____

Ad #1: _____

Ad #1: _____

4. Which home/apartment will you choose? Why? _____

ACTIVITY: HOME BLUEPRINTS

Competency Area:

Housing

Objective:

Students describe the layout of a house using use prepositions and precise description.

Newspaper section:

Real estate ads for new homes showing blueprints (usually found in weekend real estate section)

Required Class Time:

45 minutes

Target Vocabulary:

Directional words: above, alongside, behind, below, beside, between, across from, in, inside, near, next to, under, down the hall from,

Shape words: square, rectangle

Names of rooms: kitchen, living room, bathroom, bedroom, closet, laundry room, hall, entryway, balcony etc.

Grammar points:

Prepositions of location

Materials List:

Newspapers, blank paper, (Crossroads 2 - page 14 and Crossroads 4 - page 75 both show examples of simple house plans)

In-Class Procedure

1. **Warm-up:** Review the target vocabulary of prepositions of location with the students. Show a rough blueprint of the school (or draw the simple floor plan on the board). Have students describe where their classroom is in relation to other rooms or objects. Options for the warm up could also be Crossroads pages mentioned above.
2. Ask a student to describe the layout of their apartment while you draw it on the board. Demonstrate "active listening" by repeating the student's description while you draw the layout. (e.g. "So, the bathroom is between the two bedrooms. Is that right?")
3. Divide class into partners. Give each pair a "new home" advertising section of the newspaper and a few sheets of blank paper.
4. One student in each pair chooses a blueprint plan from the "new home" advertising section of the newspaper. Remind these students that the activity is for listening practice, so they should NOT show the blueprints to their partners.
5. The student describes the blueprint plan to his/her partner while the partner listens and draws it. Encourage the student who is drawing to practice "active listening" by repeating his/her partner's instructions.

SPL Level:

4-5 6+

Language

Skills:

R L S

CASAS

1.4.2

HOUSING

6. When finished, partners compare the blueprint in the newspaper and the picture drawn by the partner.
7. Repeat the process with students changing roles. (If more than 1 blueprint is not available in that day's edition the instructor can make copies of a second one from another day's edition.)

TAKE-HOME ACTIVITIES:

For adult learner:

Students describe their own homes and draw it as a simple blueprint. Students describe their results to a partner in class.

For learner and child(ren):

Age 2 - Grade 2: Parent can describe a home and have child build it with blocks. Or the child builds a home with blocks and describes it to the parents.

Grades 3 and 4: Student repeats the activity at home having the child draw the picture or the child can describe their own home and have the parent draw it.

Tips and Options:

Use cuisenaire rods or blocks to have the students build rather than draw the blueprint from their partner's directions.

ACTIVITY : HOUSING CLASSIFIED ADS

SPL Level:
4-5

Language Skills:
R L S

CASAS
1.4.2

Competency Area:

Housing

Objective:

Students use the housing classified ads to compare different types of housing.

Newspaper section:

Classified ads for housing.

Required Class Time:

50 minutes

Target Vocabulary:

amenities	mobile home
apartment	rent
condominium	roommate
deposit / security deposit	town home
duplex	utilities
lease	

Appropriate ad abbreviations (abbreviations need to match the newspaper that is used). See the Appendix for a list of housing abbreviations.

Grammar points:

None

Materials List:

Newspapers, enlargement of one ad for an overhead, overhead of in-class worksheet, overhead marker, worksheet for each student

In-Class Procedure

1. **Before class:** Make an overhead of the student worksheet for demonstration. Enlarge a housing classified ad and make an overhead.
2. **Warm up:** Ask students about the types of homes they have, for example, "I live in an apartment". Ask students about different features of their homes. Write their responses on the board, followed by the abbreviation used in classified ads, e.g. "air conditioning - AC, fireplace - FP, 2 bedrooms - 2BR."
3. Introduce or review additional target vocabulary by writing the words on the board, pronouncing them, explaining their differences and adding the abbreviation.
4. Show on overhead the sample rental ad. Give each student a worksheet. As a whole class fill out the "example" column of the worksheet.
5. Put students in pairs. Give each pair a page from the housing classified ads. With a partner the students find 2 more ads and complete their worksheets.
6. The students compare the information taken from the ads. Students decide which would be the best rental and why.

TAKE-HOME ACTIVITIES:

For adult learner:

1. Students read the housing rental ads and choose 3 places that would be appropriate for themselves.
2. Students write a classified ad for the home that they are presently living in.

For learner and child(ren) :

Using the same template as in class, have the parent and child go around the house to complete the advertisement for their home. Example: Does our house have air conditioning?

Tips and Options:

Have students draw a 4 x 4 BINGO grid and write 16 housing abbreviations randomly in the squares. Call out the full words as BINGO clues and have students put their markers on the matching abbreviation. When students get BINGO, have them read back their words to check their pronunciation. Don't stop playing when the first student gets a BINGO. Play until all or almost all the clues have been given.

USING THE HOUSING CLASSIFIED ADS

1. Complete the "Example" column with your teacher in class.
2. With your partner find two more rental ads in the classified section of the paper. Fill in the second and third columns of the table.

	Example #1	Rental #2	Rental #3
Location			
Type of Home			
Type of Lease			
Number of Bedrooms			
Utilities Included (Y/N)			
Air Conditioning (Y/N)			
Laundry Facilities (Y/N)			
Near Schools (Y/N)			
Furnished (Y/N)			
Covered Parking (Y/N)			
Roommates (Y/N)			
Other amenities			

3. Compare all three rentals. Which would be the best choice for you? Why?

ACTIVITY: ROOMS OF FURNITURE

Competency Area:

Housing

Objective:

Students identify common household rooms and the furniture and appliances found in each room.

Newspaper section:

Newspaper advertisement inserts for furniture and major appliances.

Required Class Time:

45 - 50 minutes

Target Vocabulary:

Names of the rooms of a house, of furniture and appliances.

Grammar points:

Singular and plural nouns.

Materials List:

Newspapers, scissors, glue sticks. Large pieces of blank newsprint, flip chart paper, or sets of 4 sheets of 8 x 14 pieces of blank paper — enough for each pair of students to have one piece/set. The Oxford Picture dictionary (if available).

In-Class Procedure

1. **Warm-up:** With whole class elicit/review the target vocabulary, for example, the main rooms of a home such as kitchen, living room, bedroom, bathroom, etc. Discuss the furniture and appliances that are common in each of the rooms. Using the Oxford Picture Dictionary would be appropriate.
2. Write the vocabulary words on the board.
3. Put students in pairs. Distribute flip chart paper, glue, scissors, and appropriate advertising inserts of the newspaper to each pair.
4. Students fold their plain paper into 4 sections (or use 4 pieces of the 8 x 14 paper), each representing a room of a house and label each section with the name of a room. Students then go through the newspapers and cut out pieces of furniture that belong in each room.
5. Students glue the pictures into the appropriate rooms and label each piece of furniture. Other items can be drawn onto the paper such as windows, doors, closets, sinks, etc. (anything which supports the vocabulary of items in a home).
6. When completed the pairs share their "newly furnished homes" with another group or the entire class. Explanations could be given such as "In my living room I have a sofa and two lamps." Monitor for singular and plural nouns.

SPL Level:

2-3

Language

Skills:

R L S

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1.4.1

HOUSING

TAKE-HOME ACTIVITIES:

For adult learner:

Students write a list of the furniture they have in each room of their home.

For learner and child(ren):

Grades K-2: Children can cut pictures out of the newspaper of furniture. The children can sort the furniture by rooms and paste onto a blank piece of paper to make a house. Students or children can then label each piece of furniture.

A complimentary activity can be found CDE's IGL Activities Notebook-Housing Take Home Activity.

Tips and Options:

This activity should be done on a day when there are insert ads in the newspaper showing furniture and appliances.

ACTIVITY: WHAT'S THE AVERAGE RENT?

Competency Area:

Housing

Objective:

Students determine the average cost of an apartment for rent.

Newspaper section:

Classified Ads - Houses / Apartments for Rent

Required Class Time:

30 - 40 minutes

Target Vocabulary:

Average, median

Grammar Points:

None

Materials List:

Newspaper classified ads, worksheets, calculators (optional)

In-Class Procedure

1. **Warm up:** Write the following question on the board. "What is the average cost of an apartment in our community?" Ask each student to write their guess on a piece of paper. Elicit responses from students and write them on the board.
2. Discuss the meaning of the target vocabulary (average and median). Give several examples of finding the average of numbers and the median.
3. Put students in pairs. Distribute newspapers and worksheets. Direct students to the "For Rent" section of the classified ads. Have students circle the prices of 11 rentals in the classified section of the paper and write them on the worksheet in the "COST" column in ascending order (least expensive to most expensive. Monitor students to be sure they understand how to order the rental costs and write the numbers.
4. Work through the worksheet determining the median price of a rental, and the average price of rentals. (optional) Students check their work with calculators.
5. Discuss the results found by the student pairs. As a follow-up the class can calculate the average of the pairs' averages. Whose guess from the "Warm up" was closest to the class average?



SPL Level:

4-5, 6+

Language

Skills:

R L S

CASAS

1.2.2

6.7.5

TAKE-HOME ACTIVITIES:

For adult learner:

Students can calculate the average cost of 5 products (used automobiles, washing machines, computers) advertised in the "For Sale" section of the classified ads.

For learner and child(ren):

Grades 1-4: Parents can give children a list of numbers on flash cards. The child can put them in order from lowest to highest. Older children can compute the median and the average.

Tips and Options:

This is a good activity for discussing the cost of housing in an area, comparing the costs to the area where the students previously lived.

For a lower level class just finding the average cost would be an appropriate lesson.

Students could be put into groups with each grouping finding the average cost of a specific type of rental, i.e. 1 bedroom, 2 bedroom, etc.

WHAT'S THE AVERAGE RENT?

Look in the "For Rent" section of the newspaper classified ads. Circle the prices of 11 rental apartments or homes and write those prices below on the "Cost" lines in order from the cheapest to the most expensive.

Cost (least expensive to most expensive)

_____ (least expensive)

* (median)

(most expensive)

The middle number (*) on your "order" list is the "median" price.
What is that number? Median _____

Add up the cost of all the rentals and write that total here.

Total _____

Divide the total number by 11 to find the average cost.

Average _____

What's the Average Rent?



