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**Intermediate Level (CASAS reading scores of 201-220)**

## Housing: Week 1

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### **Unit Overview**

This is a 3-week unit where students will become familiar with how to rent and buy properties. They will scan housing ads for information, practice reporting problems to a landlord, and chart monthly expenses. Additionally, they will learn how to express their own housing preferences and priorities, as well as learn the steps to buying a home. They will also use comparatives and superlatives to compare properties.

### **Focus of Week 1**

- Scanning Housing ads for key information/abbreviations
- Calling a landlord for more property information
- Express housing preferences
- Use comparatives/superlatives to compare rental properties
- Fill out rental application and answer questions about a rental lease

## Housing Unit: Week 1, Monday

<p><b>Objectives</b> <i>Learners will be able to...</i></p>	<p><b>Materials</b></p>
<p><b>Life skill:</b> Scan housing ads for key information and call about an apartment for rent.</p> <p><b>Literacy:</b> Recognize and understand housing ad abbreviations.</p> <p><b>Listening/speaking:</b> Ask and respond to questions about price, utilities, number of bedrooms, etc.</p> <p><b>Transitions:</b> Scan housing ads for relevant information.</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• <u>Textbook</u>: Stand Out 3, 2<sup>nd</sup> ed., p. 41</li> <li>• Handout: <b>Rental Ads</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• <u>Volunteer Manual, 2012</u>: Ball Toss, p. 46</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• ELMO or overhead projector</li> </ul>

### Lesson Plan

**Warm up (20-25mins)**

Description: Ss will answer questions about their housing situations (i.e., if they live in a house or apt, etc.)

Materials/Prep: reference **Volunteer Manual, 2012: Ball Toss, p. 46**

**Activity 1: Life Skill (30mins)**

Description: Ss will read rental ads and determine what the abbreviations mean.

Materials/Prep: make copies of **Stand Out 3, 2<sup>nd</sup> ed., p. 41**

**Activity 2: Transitions/Life Skill/Listening/Speaking (50mins)**

Description: Ss will scan rental ads for information (i.e., lease length), and if they think any important information is missing (i.e., move-in date), they will practice calling a landlord for answers.

Materials/Prep: make copies of **Rental Ads**; use Activity 1's handout, **Stand Out 3, 2<sup>nd</sup> ed., p. 41**.

**Wrap-up:**

Time permitting, ask Ss what they learned today and write their answers on the board.

## Teacher Directions: Warm Up

- **Materials:** *Volunteer Manual, 2012: Ball Toss, p. 46*

### Step 1: Prep

Write these questions on the board: 1) *What city do you live in?* 2) *Do you have an apartment or house?* 3) *Do you rent or own?* 4) *How many bedrooms do you have?* 5) *How many bathrooms do you have?*

Reference the **Ball Toss** on **p. 46** of the **Volunteer Manual**.

### Step 2: Writing

Go over the questions on the board with your class and make sure they understand them. Then discuss how they respond to them in complete sentences (i.e., *What city do you live in?* → *I live in Minneapolis.*) Do this by having your Ss ask YOU the questions and listen to your responses.

Then have them write their answers in their notebooks. Allow 10 minutes for this. Walk around the room and help where necessary, checking for comprehension errors, not necessarily grammar/spelling.

### Step 3: Oral Practice

Do the **ball toss game** to review Ss answers.

## Teacher Directions: Activity 1: Life Skill

- **Materials:** *Stand Out 3, 2<sup>nd</sup> ed., p. 41*

### Step 1: Setting the Context

Tell your Ss that for the next 3 weeks they will be learning about “housing” → *how to rent/buy; how to report problems to a landlord; etc.* Ask them how they can find a place to rent → *internet, craigslist, newspaper ad.* Ask them if they have ever read a rental ad. Assuming some people will say NO, write the following “ad” on the board:

Lrg 1 BR for rent in nice nbrhd.  
\$500/mo. Sec dep req.

Ask your class what the ad says. If someone gets it right, have them come up to the board and circle the abbreviations and tell the class what they mean: *lrg=large, br=bedroom, nbrhd=neighborhood,*

mo=month, sec dep req= security deposit required. Write them out completely on the board and discuss why ads use 'short hand' language.

Then write the rest of these abbreviations on the board one-by-one and see if they know what they mean: A/C (air conditioning), W/D (washer/dryer), appl (appliances).

**Step 2: Practice Reading Ads**

Pass out p. 41 of **Stand Out 3**. Read one of the ads in section (B) together as a class. Discuss the abbreviations: what the full word is, and how they determined the meaning. Then pair up your Ss and have them read the rest of the ads together and do section(C).



Once everyone is finished, write a list of all of the abbreviations, words, and meanings on the board.

**Teacher Directions: Activity 2: Transitions/Life Skill/Listening/Speaking**

- **Materials: Rental Ads, Stand Out 3, 2<sup>nd</sup> ed., p. 41**

**Step 1: Setting Context**

Ask your class what they think is the most important information a **landlord** should include in his/her ad. (**NOTE:** You may need to define what a *landlord* is/does.) Look for your Ss to say → *how much the rent is, how many bedrooms/bathrooms there are, if they have to pay utilities, etc.*

Make sure you have the following information written down on the board after your discussion: **Rent, bedrooms, bathrooms, utilities, security deposit, move-in date, lease length.**

Go over each word/term and make sure your class knows what they mean.

**Step 2: Scanning Ads for Information**

Pass out the **Rental Ads** handout. Tell them they will need to use the handout from the previous activity (**Stand Out 3, p. 41**) to complete this activity. Explain that they will need to scan the ads on

Rental Ads						
Ad #1 - example						
How much is rent?	How many BRs?	How many bathrooms?	Who pays utilities?	Is there a security deposit?	What is the move-in date?	How long is the lease?
\$1500	2	2	?	?	?	?
What information is missing? Who pays utilities? Is there a security deposit? What is the move-in date? How long is the lease?						
Ad #5						
How much is rent?	How many BRs?	How many bathrooms?	Who pays utilities?	Is there a security deposit?	What is the move-in date?	How long is the lease?
What information is missing?						
Ad #6						
How much is rent?	How many BRs?	How many bathrooms?	Who pays utilities?	Is there a security deposit?	What is the move-in date?	How long is the lease?
What information is missing?						

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p. 41 for the information on the chart. If the ad has the information, they should then write it down in the chart. If the ad *doesn't* have the information, then they can just leave that part blank in the chart. Do the example (Ad #1) together as a class. Then do Ad #5 together as a class too.

Next have your Ss do Ad #6 on their own. Give them 5 or so minutes to complete this and then check answers as a class.

### Step 3: Calling for more Information

Ask your class what happens if the ad has missing information → Look for them to say, *call and find out the information*. Explain that in pairs they are going to practice calling for more information. Make a practice dialogue with your class using Ad #1. Use the ELMO or overhead projector. Your dialogue could be something like this:

Landlord: *Hello, how can I help you?*

Tenant: I have some questions about the 3 bedroom apartment for rent.

Landlord: *Sure...*

Tenant: Who pays the utilities?

Landlord: *I do.*

Tenant: Is there a security deposit?

Landlord: *Yes, it is one month's rent.*

Tenant: Ok, what is the move-in date?

Landlord: *September 1<sup>st</sup>.*

Tenant: Great. How long is the lease?

Landlord: *It's for one year.*

Tenant: Ok, thanks for the information.

Once you have the dialogue written down, have half of the class read the landlord part and the other half read the tenant part. Then have the class switch parts.

Put Ss in pairs and have them either write their own dialogue, or use the one your class wrote, to practice asking for more information for Ads 5 & 6. Make sure that each pair practices being the landlord *and* the tenant.

After about 15 minutes, regroup as a class and have a few pairs share their dialogues for the class.

# Rental Ads

## Ad #1 - example

How much is rent?	How many BRs?	How many bathrooms?	Who pays utilities?	Is there a security deposit?	What is the move-in date?	How long is the lease?
\$1500	3	2	?	?	?	?

What information is missing? **Who pays utilities? Is there a security deposit? What is the move-in date? How long is the lease?**

## Ad #5

How much is rent?	How many BRs?	How many bathrooms?	Who pays utilities?	Is there a security deposit?	What is the move-in date?	How long is the lease?

What information is missing?

**Ad #6**

<b>How much is rent?</b>	<b>How many BRs?</b>	<b>How many bathrooms?</b>	<b>Who pays utilities?</b>	<b>Is there a security deposit?</b>	<b>What is the move-in date?</b>	<b>How long is the lease?</b>

What information is missing?

## Housing Unit: Week 1, Tuesday

<b>Objectives</b> <i>Learners will be able to...</i>	<b>Materials</b>
<p><b>Life skill:</b> Scan housing ads for key information.  <b>Literacy:</b> Write 5 sentences about their own house/apt.  <b>Listening:</b> Listen for housing priorities and preferences.  <b>Grammar:</b> Use comparatives and superlatives to compare rental properties.</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• <u>Textbook:</u> <i>Stand Out 3, 2<sup>nd</sup> ed.</i>, p. 43-44</li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• Write <b>5 sentences</b> about your own house/apt.</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• ELMO or overhead projector</li> <li>• Laptop &amp; LCD projector</li> <li>• <i>Stand Out 3</i> CD</li> <li>• CD player</li> </ul>
<h3>Lesson Plan</h3>	
<p><b>Warm up: Life Skill (20mins)</b>  <u>Directions:</u> Ss will scan rental ads for abbreviations and then write out the abbreviations' matching words.  <u>Materials/Prep:</u> use one of the copies of <b><i>Stand Out 3, 2<sup>nd</sup> ed.</i>, p. 43</b> that you will use in Activity 1; <b>ELMO or overhead projector.</b></p> <p><b>Activity 1: Grammar (45mins)</b>  <u>Description:</u> Ss will use <i>comparatives</i> and <i>superlatives</i> to compare rental properties.  <u>Materials/Prep:</u> make copies of <b><i>Stand Out 3, 2<sup>nd</sup> ed.</i>, p. 43</b>; <b>Laptop &amp; LCD projector.</b></p> <p><b>Activity 2: Listening (20mins)</b>  <u>Description:</u> Ss will listen to a family describe their housing preferences.  <u>Materials/Prep:</u> make copies of <b><i>Stand Out 3, 2<sup>nd</sup> ed.</i>, p. 44</b>; <b><i>Stand Out 3</i> CD</b> and <b>CD player.</b></p> <p><b>Activity 3: Literacy (20mins)</b>  <b>*Time permitting*</b>  <u>Description:</u> Ss will write about their own houses/apartments and then compare them with other classmates.  <u>Materials/Prep:</u> T writes <b>5 sentences</b> about his/her own house/apt; student notebooks</p> <p><b>Wrap-Up</b>  Time permitting, have Ss get into pairs and write down 5 things they learned in class. Share afterwards.</p>	



## Teacher Directions: Warm up

- **Materials:** *Stand Out 3, 2<sup>nd</sup> ed., p. 43*; ELMO or overhead projector

### Step 1: Rental Ad Abbreviations

Project ONLY the rental ads on **p. 43** of **Stand Out 3** on the board. Ask your class to scan the ads to find ALL of the abbreviations. Once they've found the abbreviations tell them they need to write out the words to the abbreviations (i.e., Lge = large).



### Step 2: Checking Comprehension

After about 10-15 minutes, go over the answers together as a class.

## Teacher Directions: Activity 1: Grammar

- **Materials:** *Stand Out 3, 2<sup>nd</sup> ed., p. 43*; Laptop & LCD projector

### Step 1: Setting the Context

Write this on the board:

Apartment 1	Apartment 2
1 BR, 1 bath	2 BR, 1.5 bath
\$800/mo	\$1200/mo

Then ask your class: **“Which apartment is CHEAPER.”** If someone knows the answer, ask them to come up to the board and circle where they found the answer. Discuss what CHEAP means. Then write another rental ad next to the ones already on the board:

Apartment 3  
3BR, 2 bath  
\$1500/mo

Now ask your class: **“Which apartment is the CHEAPEST.”** If someone knows the answer, ask him to explain himself. Then explain the grammar rule.

### Step 2: Explaining the Grammar

\* **Comparatives** = When you compare two items together, you usually add *-er* to the adjective word (*cheap* → *cheaper*). This is called a *comparative*.

\* **Superlatives** = When you compare three or more items together, you usually add *-est* to the adjective word (*cheap* → *cheapest*). This is called a *superlative*.

Then write the words *big* and *clean* on the board again and ask them what the comparatives are for each word: *bigger* and *cleaner*. Then ask them what the superlatives are for the same words: *biggest* and *cleanest*. Choose a few objects around the room to practice more if necessary (i.e., *which book is bigger? Which student is the tallest?* etc.)

Next explain that because “English is crazy” there are exceptions to these rules. Write *expensive* on the board and ask them what they think the *comparative* is. They will probably say *expensiver*, so use that as a teachable moment to tell them that **usually if a word is really long**, the *comparative* adjective will add MORE (expensive) instead of *-er*, and that the *superlative* adjective will add MOST (expensive) instead of *-est*.

Then ask your class which apartment is the MOST expensive? → *Apartment 3*. Next, erase Apartment 3 and ask them which apartment is MORE expensive. Do a few more examples on the board with *beautiful* and *spacious*. **NOTE:** This is a complex grammar point, so try to go slow and be patient.

### Step 3: Practicing the Grammar

Pass out **p. 43** of **Stand Out 3**. Do section (H) together as a class, but DON'T have them answer in complete sentences. They will learn how to do this tomorrow.



### Step 4: Searching for online ads

Do section (J) together as a class by using Craigslist.

Set up the **laptop** and **LCD projector**. Open your internet browser and type in [www.craigslist.com](http://www.craigslist.com). Then search for rental ads together as a class. Have your class direct you on how to do this if they know how.

## **Teacher Directions: Activity 2: Listening**

- **Materials:** *Stand Out 3, 2<sup>nd</sup> ed., p. 44*; *Stand out 3 CD* and **CD player**

### Step 1: Setting the Context

Read the vignette on **p. 44** of **Stand Out**. Have your class **CIRCLE** the comparative (i.e., *bigger*) in the story.



### Step 2: Listening

Read the directions to section (B) for your class and then play the **Stand Out 3 CD** track at least a couple of times. If the CD is unavailable, read the dialogue on **p. 171** in the textbook. Discuss the answers afterward.

## **Teacher Directions: Activity 3: Literacy**

- **Materials:** 5 sentences about T's house/apt; student notebooks

### Step 1: Prep

Write **5 sentences** about your own house/apartment on the board to share with your class. Make sure to include the number of bedrooms/bathrooms, who pays for the utilities, if you rent or own, etc. The sentences should be short and uncomplicated – something to this effect:

*I own a house in St. Paul. It has 6 bedrooms and 2.5 baths. It is a duplex. I rent the upstairs to my brother. It is a big house in a nice neighborhood.*

### Step 2: Setting the Context

Read your paragraph to your class. Then have them read along with you. Ask them follow up questions like, *where do I live? Do I rent or own? How many bedrooms do I have?* etc.

### Step 3: Writing

Tell your class that they now need to write 5 sentences about their own house/apartment. Tell them to include how many bedrooms/bathrooms they have, if it is big/small, etc. Leave your example up on the board for them to reference.

As they finish, pair them up and have them read their paragraphs to each other. Have them determine which person's place has more bedrooms and bathrooms, etc.

Once everyone has finished, ask a few Ss to read their paragraphs for the class. Ask the rest of the class follow up questions about the paragraph.

## Housing Unit: Week 1, Wednesday

<p><b>Objectives</b> <i>Learners will be able to...</i></p> <p><b>Life skill/listening/speaking:</b> Express preferences about rental properties.</p> <p><b>Literacy:</b> Read two paragraphs about rental properties.</p> <p><b>Transitions:</b> Distinguish and compare relevant information in two housing ads using a Venn diagram</p> <p><b>Grammar:</b> Compare two rental properties using the comparative adjective form with “than”</p>	<p><b>Materials</b></p> <p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Comparing Apartments</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• <u>Textbook:</u> <i>Stand Out 3, 2<sup>nd</sup> ed., p. 43</i></li> </ul>
<p><b>Lesson Plan</b></p>	
<p><b>Review : Literacy/Transitions (30mins)</b></p> <p><u>Description:</u> Ss will read two paragraphs about different apartments and then distinguish and compare relevant information about the apartments using a <i>venn diagram</i>.</p> <p><u>Materials:</u> make copies of <b>Comparing Apartments</b>.</p> <p><b>Activity 1: Grammar (60mins)</b></p> <p><u>Description:</u> Ss will review <i>comparatives/superlatives</i> to compare rental properties; they will also use the <i>comparative adjective form</i> with “<i>than</i>” to describe the two different properties.</p> <p><u>Materials/Prep:</u> make copies of <b>Stand Out 3, 2<sup>nd</sup> ed., p. 43</b>.</p> <p><b>Activity 2: Literacy/Speaking/Listening (20-30mins)</b></p> <p><u>Description:</u> Ss will express preferences about certain rental ads in writing; they will then share those preferences with a partner.</p> <p><u>Materials/Prep:</u> use the copies of <i>Stand Out 3, 2<sup>nd</sup> ed., p. 43</i> and student notebooks.</p> <p><b>Wrap-up</b></p> <p>Ask Ss to tell you what they learned today.</p>	

## Teacher Directions: Review: Literacy/Transitions

- **Materials: Comparing Apartments**

### Step 1: Introduce the activity

As Ss come in, give them the **Comparing Apartments** handout. Explain what they need to do, or have another student explain the activity to them.

### Step 2: Checking Comprehension

After about 15 minutes (this will provide a buffer for the late Ss), regroup as a class and go over the entire handout together.

Read each paragraph twice: first, read the paragraph for your class; second, have your Ss read along with you. Then do the *ven diagram* together and explain what it's for → *comparing and contrasting information*.

### Comparing Apartments

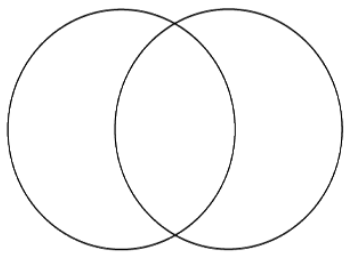
**Read the paragraphs below.**

**Apartment 1:** I live in an apartment in Minneapolis. My rent is \$650 per month. There are two bedrooms. There is one bathroom. My landlord pays all utilities. I have a one year lease, it ends in September and I will move to a bigger apartment.

**Apartment 2:** John lives in a house in Minneapolis. His rent is \$1200 per month. There are four bedrooms. There are two bathrooms. He has to pay for the gas and electricity. The landlord pays for the water and sewage. He has a one year lease. His lease will end in September. He will sign the lease for one more year. After that, he will try to buy his own house.

**Now write how they are similar and different in the *ven diagram* below.**

Apartment 1		Apartment 2
(Different)	(Same)	(Different)



### Step 3: Introducing/reviewing Comparatives and Superlatives

Finally, ask your class the following questions:

- Which apartment is bigger?*
- Which apartment is more expensive?*
- Which apartment has more bedrooms?*
- Which apartment has more bathrooms?*

## Teacher Directions: Activity 1: Grammar

- **Materials: Stand Out 3, 2<sup>nd</sup> ed., p. 43**

### Step 1: Reviewing the Grammar Rule

Yesterday your class learned about *comparatives* and *superlatives*. Review the grammar rules as a class.

Write the word BIG on the board, and ask what the *comparative* is. If they don't say **BIGGER** and/or look confused, refer back to the questions you asked them in the review/warm up → Say, *Which apartment is big\_\_\_?* Look for them to add the -er to BIG. If your class is still confused, write the entire sentence on the board (*which apartment is bigger?*) and circle **BIGGER**. Then explain the grammar rule:

\* **Comparatives** = When you compare two items together, you usually add *-er* to the adjective word (*cheap* → *cheaper*). This is called a *comparative*.

Next ask your class what the word is if you were to compare three or more apartments together → Look for them to say *BIGGEST*. If they don't know the answer, supply it for them and then explain the grammar rule:

\* **Superlatives** = When you compare three or more items together, you usually add *-est* to the adjective word (*cheap* → *cheapest*). This is called a *superlative*.

Finally, explain that because "English is crazy" there are exceptions to these rules. Write *expensive* on the board and ask them what they think the *comparative* is for that word. If they don't know, write this question on the board: *Which apartment is \_\_\_\_\_ expensive?* Hopefully they will say *more*. If they don't, supply the answer for them and explain the grammar rule:

\*\* **If a word is really long (2 or more syllables)**, the *comparative* adjective will add *MORE*, as in *more expensive*, instead of *-er* when comparing two items, and the *superlatives* will add *MOST*, as in *most expensive*, instead of *-est* when comparing three or more items. Provide a few more examples for them to practice with: *beautiful, difficult, intelligent*.

### Step 2: Comparing adjective form

Explain that when they compare two items together, they use "than" to connect the items. Write the following example on the board for them: *Which apartment is bigger? Apartment 2 is BIGGER THAN apartment 1.*

Then write the rest of the questions on the board one-by-one and have them write their answers in their notebooks. Check comprehension after each question:

Q: *Which apartment is more expensive?*

A: Apartment 2 is MORE EXPENSIVE THAN apartment 1.

Q: *Which apartment has more bedrooms?*

A: Apartment 2 has MORE bedrooms THAN apartment 1.

Q: *Which apartment has more bathrooms?*

A: Apartment 2 has MORE bathrooms THAN apartment 1.

### Step 3: Grammar Practice

Pass out p. 43 of **Stand Out 3**. Instruct your class to work on sections (H) and (I) individually. **NOTE:** Have them write out their answers to section (H). Walk around the classroom and assist where necessary.



As Ss finish, pair them up and have them practice asking/answering the questions in section (H) and then reading their sentences for each other in section (I)

Once everyone has finished, go over the two sections together as a class.

## Teacher Directions: Activity 2: Literacy/Speaking/Listening

- **Materials:** *Stand Out 3, 2<sup>nd</sup> ed., p. 43*; student notebooks

### Step 1: Setting the Context

Ask your class to look at the 4 apartment ads on **p. 43** of **Stand Out 3** and determine which one they like the BEST. Give them a few minutes to read and think it over. Then ask classmates to share their answers by explaining WHY → Look for them to use the word *because*.



### Step 2: Expressing Preferences

Explain that you want them to write two sentences about each rental ad, using comparatives/superlatives when/if possible. Give them a couple of examples:

*I like apartment d BECAUSE it is the CHEAPEST. I don't like apartment d BECAUSE it is a studio.  
I like apartment b BECAUSE it is the BIGGEST. I like apartment b BECAUSE it is a house.*

When Ss finish, pair them up together and have them express their preferences to each other.

Once everyone has finished, ask if a few Ss want to share some of their sentences with the class.

# Comparing Apartments

Read the paragraphs below.

**Apartment 1:** I live in an apartment in Minneapolis. My rent is \$650 per month. There are two bedrooms. There is one bathroom. My landlord pays all utilities. I have a one year lease. It ends in September and I will move to a bigger apartment.

**Apartment 2:** John lives in a house in Minneapolis. His rent is \$1200 per month. There are four bedrooms. There are two bathrooms. He has to pay for the gas and electricity. The landlord pays for the water and sewage. He has a one year lease. His lease will end in September. He will sign the lease for one more year. After that, he will try to buy his own house.

**Now write how they are similar and different in the *ven diagram* below.**

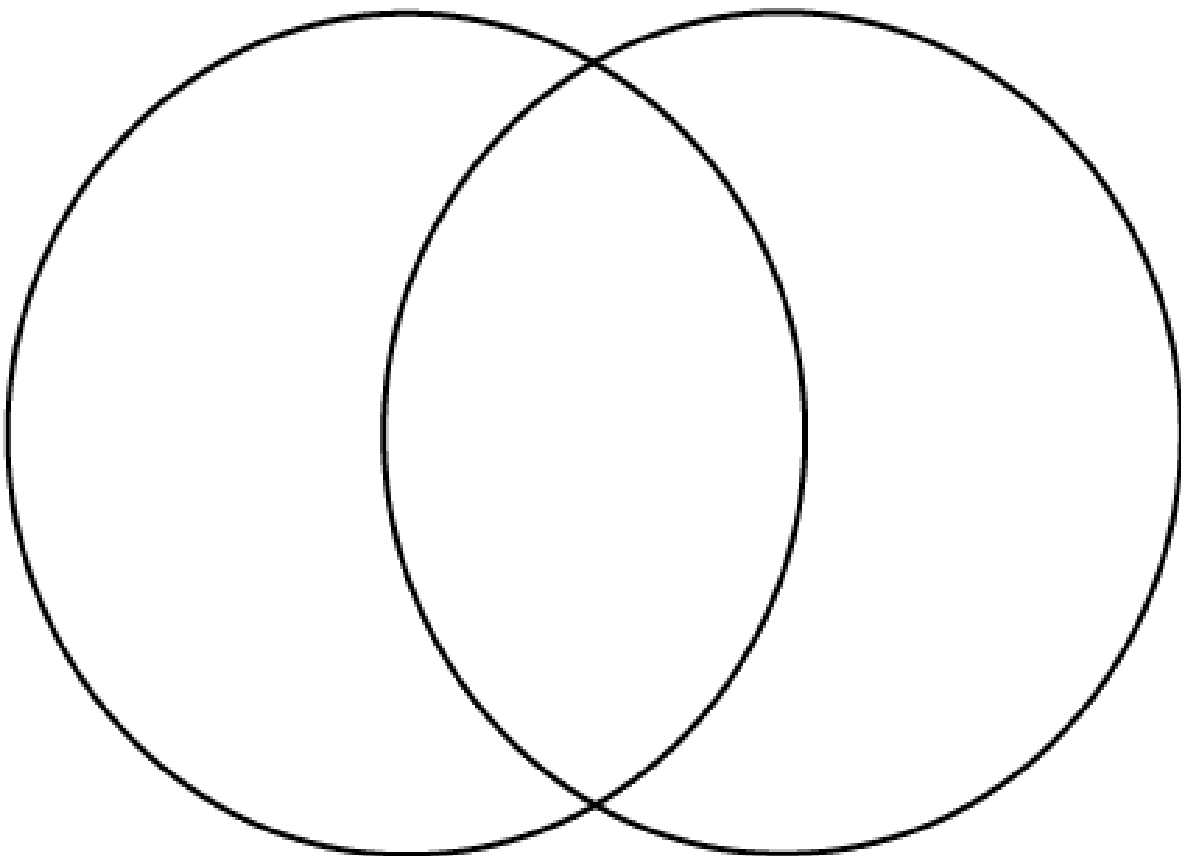
**Apartment 1**

(Different)

(Same)

**Apartment 2**

(Different)





## Housing Unit: Week 1, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<p><b>Life skill:</b> Fill out a simple housing application and understand a rental lease.</p> <p><b>Literacy:</b> Recognize and understand housing ad abbreviations.</p> <p><b>Listening/speaking:</b> Ask and respond to wh-questions about housing.</p> <p><b>Grammar:</b> Compare rental properties using the comparative adjective form with “than” and superlatives.</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• <u>Textbook</u>: <i>The New Grammar in Action 3</i>, p. 54-55</li> <li>• Handout: <b>Rental Application</b></li> <li>• Handout: <b>Rental Lease</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• <u>Volunteer Manual, 2012</u>: Ball Toss, p. 46</li> <li>• <i>Stand Out 3, 2<sup>nd</sup> ed.</i>, p. 43</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• ELMO or overhead projector</li> </ul>

### Lesson Plan

#### Review: Literacy/Speaking (30mins)

Description: Ss will scan rental ads in order to identify abbreviations; they will then discuss questions about housing.

Materials/Prep: copies of *The New Grammar in Action 3*, p. 54; ELMO or overhead projector; reference *Volunteer Manual, 2012: Ball Toss*, p. 46.

#### Activity 1: Grammar (50mins)

Description: Ss will review *comparatives/superlatives* and using the comparative adjective form with “than” to compare two items.

Materials/Prep: copies of *The New Grammar in Action 3*, p. 55; make one copy of *Stand Out 3, 2<sup>nd</sup> ed.*, p. 43; ELMO or overhead projector.

#### Activity 2: Life Skill (30mins)

Description: Ss will fill out a rental application and read a lease for information.

Materials/Prep: copies of *Rental Application* and *Rental Lease*.

#### Wrap Up

Ask your class to tell you two things they learned today.

## Teacher Directions: Review: Life Skill/Speaking

- **Materials:** *The New Grammar in Action 3*, p. 54; *Volunteer Manual, 2012: ball Toss*, p. 46; ELMO or overhead projector

### Step 1: Introduce the activity

Pass out p. 54 of **Grammar in Action** to Ss as they come in to class. Instruct them to work on section (C) by themselves.

As Ss finish, pair them up to check answers and then do section (D) together.

### Step 2: Checking comprehension

After about 20 minutes, regroup as a class and go over section (C) together. Then do the **ball toss** game to review the questions/answers in section (D)



## Teacher Directions: Activity 1: Grammar

- **Materials:** *The New Grammar in Action 3*, p. 55; *Stand Out 3, 2<sup>nd</sup> ed.*, p. 43; ELMO or overhead projector

### Step 1: Setting the Context

Using the rental ads on p. 54 of Grammar in Action from the previous activity, ask your class the following questions:

*Which apartment is the MOST EXPENSIVE? Which apartment is the LEAST EXPENSIVE? Which apartment has a HIGHER security deposit? Which apartment is the CLOSEST to the bus and subway?*

### Step 2: Grammar Review

Write the following words on the board, and ask your class if they are called *comparatives* or *superlatives* - **NOTE:** this is review for most of the class: *most expensive* (superlative), *least expensive* (superlative), *higher* (comparative), *closest* (superlative).

Then review the grammar point from this week:

\* **Comparatives** = When you compare two items together, you usually add *-er* to the adjective word (*cheap* → *cheaper*). This is called a *comparative*.

\* **Superlatives** = When you compare three or more items together, you usually add *-est* to the adjective word (*cheap* → *cheapest*). This is called a *superlative*.

Next, ask your class what to do if a **word is really long** and has **2 or more syllables** → *add MORE* instead of *-er* for comparatives and *MOST* instead of *-est* for superlatives. Provide a few examples for them to practice with: *convenient, expensive, helpful*.

Finally, write this sentence on the board: *My house is bigger \_\_\_\_\_ my friend's house*. Ask your class what word is missing → *than*. Explain that when they are comparing two things, they use "than" to put those two things together in a sentence.

Project p. 43 of **Stand Out 3** on the board and ask your class this series of questions. Make sure they answer your questions in complete sentences:

- Which apartment is bigger, apartment a or b? Apartment b is bigger than Apartment a.*
- Which apartment has the higher rent, apartment b or c?*
- Which apartment has fewer rooms, apartment a or c?*
- Which apartment has more bathrooms, apartment b or c?*



### Step 3: Grammar Practice

Ask your class to turn over their handouts from the previous activity to see **p. 55** of **Grammar in Action**. Go over the chart and explain how to read it as a class. Then explain what they need to do in order to answer the questions correctly.

Allow Ss to work independently, and circle around the room helping where necessary. As they finish, pair them up together to compare answers.

Once almost everyone has finished, regroup and go over the answers together.



## **Teacher Directions: Activity 2: Life Skill**

- **Materials: Rental Application, Rental Lease**

### Step 1: Setting the Context

Ask your class what happens once they find an apartment they like? They will probably say things like, *move in, move out of old place, pack up furniture*, etc. If they don't say anything about the RENTAL APPLICATION or LEASE, ask them how they are guaranteed the apartment will be held for them? If they still don't know, write *rental application* on the board and ask what it means. Discuss.

Then write down *lease* and ask if they know what that is. Discuss. Make sure to point out how important the lease is, as it is a legally binding contract, so if the rules aren't followed, they could get in to trouble. (Which is why it's important they understand the lease completely before signing it.)

**Step 2: Filling out a Rental Application**

Pass out the **Rental Application** handout and explain what they need to do. If they can't fill in some of the information because it doesn't apply to them (i.e., they're currently *not* employed) tell them to use previous information, or to make the information up.

Once Ss finish, pair them up and have them ask/answer the questions.

**Rental Application**

Fill out the rental application below. If you don't understand what to do, ask a classmate for help in English.

Rental Application			
<b>Applicant Information</b>			
Name: _____			
Date of birth: _____	SSN: _____	Phone: _____	
Current address: _____			
City: _____	State: _____	ZIP Code: _____	
Own / Rent (Please circle)	Monthly payment or rent: _____	How long? _____	
Previous address: _____			
City: _____	State: _____	ZIP Code: _____	
Owned / Rented (Please circle)	Monthly payment or rent: _____	How long? _____	
<b>Employment Information</b>			
Current employer: _____			
Employer address: _____			
Phone: _____	E-mail: _____	Fax: _____	
City: _____	State: _____	ZIP Code: _____	
Position: _____	Hourly Salary (Please circle)	Annual income: _____	
<b>Emergency Contact</b>			
Name of a person not residing with you: _____			
Address: _____			
City: _____	State: _____	ZIP Code: _____	Phone: _____

**Now ask your partner the following questions:**

1. What is your current address?
2. Do you rent or own?
3. How long have you lived there?

**Step 3: Understanding a Lease**

Now pass out the **Rental Lease** handout and project a copy on the board. Read and discuss each part of the lease, answering any questions along the way.

Then have your Ss answer the questions about the lease on the second page. When they're finished, pair them up so they can check answers. After almost everyone has finished, go over the answers together as a class.

<div style="border: 1px solid gray; padding: 5px;"> <p style="text-align: center;"><b>Rental Lease</b></p> <p style="text-align: center; font-size: x-small;">THIS IS A LEGALLY BINDING CONTRACT</p> <p><b>PROPERTY TO BE RENTED:</b> #21 Cobble Street, St Paul, 55116 is to be rented from June 1, 2012 to May 31, 2012. Discussion of renewal will be discussed on May 1, 2012.</p> <p><b>RENT:</b> Rent is \$1000 a month and should be paid to PETER SMITH. If, however, rent is received BEFORE the first of the month, \$100 will be deducted from that month's rent.</p> <p style="margin-left: 20px;">Rent received on June 1<sup>st</sup>: \$1000 Rent received on May 21<sup>st</sup>: \$900</p> <p>If rents received 5 days late, \$100 will be added every day late thereafter:</p> <p style="margin-left: 20px;">Rent received on June 6<sup>th</sup>: \$1100 Rent received on June 7<sup>th</sup>: \$1200 Rent received on June 8<sup>th</sup>: \$1300</p> <p><b>UTILITIES:</b> All utilities (gas, electric, etc.) are to be paid by the tenant(s). Water, garbage, and sewage are to be paid by the landlord.</p> <p><b>DAMAGE DEPOSIT:</b> One month's rent (\$1000) is required for a security deposit BEFORE the rental move in. The damage deposit will be returned after tenancy is over and if the unit is found to be in the same condition as it was on the day tenancy moved in June 1, 2012.</p> <p><b>OCCUPANCY:</b> This unit is to be occupied by Rose and Jan.</p> <p>Unit CAN be subleased, but landlords will need 2 copies of lease and tenant(s) will have to help find the subtenant(s). If this does not happen, the damage deposit(s) will be withheld.</p> <p>I agree to the above terms and conditions:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">_____ Tenant</td> <td style="width: 50%; border: none;">_____ Date</td> </tr> <tr> <td style="border: none;">_____ Tenant</td> <td style="border: none;">_____ Date</td> </tr> <tr> <td style="border: none;">_____ Landlord</td> <td style="border: none;">_____ Date</td> </tr> </table> </div>	_____ Tenant	_____ Date	_____ Tenant	_____ Date	_____ Landlord	_____ Date	<p>Use the lease to answer the questions below.</p> <ol style="list-style-type: none"> <li>1. What is the address of this rental property?</li> <li>2. How long is the lease?</li> <li>3. How much is the rent?</li> <li>4. How much is the rent if it is paid before the 1<sup>st</sup> of the month?</li> <li>5. How much is the rent if it is paid 5 days late?</li> <li>6. Who pays for the utilities?</li> <li>7. Is there a security deposit?</li> <li>8. How many people will be renting this apartment?</li> </ol>
_____ Tenant	_____ Date						
_____ Tenant	_____ Date						
_____ Landlord	_____ Date						

# Rental Application

Fill out the rental application below. If you don't understand what to do, ask a classmate for help in English.

## Rental Application

### Applicant Information

Name:			
Date of birth:	SSN:	Phone:	
Current address:			
City:	State:	ZIP Code:	
Own    Rent    (Please circle)	Monthly payment or rent:		How long?
Previous address:			
City:	State:	ZIP Code:	
Owned    Rented    (Please circle)	Monthly payment or rent:		How long?

### Employment Information

Current employer:			
Employer address:			How long?
Phone:	E-mail:	Fax:	
City:	State:	ZIP Code:	
Position:	Hourly    Salary    (Please circle)	Annual income:	

### Emergency Contact

Name of a person not residing with you:			
Address:			
City:	State:	ZIP Code:	Phone:

**Now ask your partner the following questions:**

1. What is your current address?
2. Do you rent or own?
3. How long have you lived there?
4. Who is your current employer?
5. What is your position there?

# Rental Lease

## THIS IS A LEGALLY BINDING CONTRACT

**PROPERTY TO BE RENTED:** 921 Cobble Street, St Paul, 55116 is to be rented from **June 1, 2012** to **May 31, 2013** Discussion of renewal will be discussed on **May 1, 2013**.

**RENT:** Rent is **\$1000** a month and should be paid to **PETER SMITH**. IF, however, rent is received BEFORE the first of the month, \$100 will be deducted from that month's rent.

Rent received on June 1<sup>st</sup>: \$1000

Rent received on May 31<sup>st</sup>: \$900

IF rent is received 5 days late, \$100 will be added every day is late thereafter:

Rent received on June 6<sup>th</sup>: \$1100

Rent received on June 7<sup>th</sup>: \$1200

Rent received on June 8<sup>th</sup>: \$1300

**UTILITIES:** All utilities (gas, electric, etc.) are to be paid by the tenant(s). Water, garbage, and sewage are to be paid by the landlords.

**DAMAGE DEPOSIT:** One month's rent (**\$1000**) is requested for a security deposit BEFORE the tenant(s) move in. The damage deposit will be returned after tenant(s) move out IF the unit is found to be in the same condition as it was on the day tenant moved in: **June 1, 2012**.

Also, NO pets; NO smoking; NO painting until colors have been approved by landlord.

**OCCUPANCY:** This unit is to be occupied by **Rosa** and **Jen**.

Unit CAN be subleased, but landlords will need 3 month's notice and tenant(s) will have to help find the sublease(s). If this does not happen, the damage deposit(s) will be withheld.

**I agree to the above terms and conditions:**

\_\_\_\_\_

Renter

\_\_\_\_\_

Date

\_\_\_\_\_

Renter

\_\_\_\_\_

Date

\_\_\_\_\_

Landlord

\_\_\_\_\_

Date

**Use the lease to answer the questions below.**

1. What is the address of this rental property?
2. How long is the lease?
3. How much is the rent?
4. How much is the rent if it is paid *before* the 1<sup>st</sup> of the month?
5. How much is the rent if it is paid 5 days late?
6. Who pays for the utilities?
7. Is there a security deposit?
8. How many people will be renting this apartment?