

Unit 1: Housing

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Additional Materials: apartment ads, signs, sample rental application forms, notes from the landlord, and tenant lease forms.

Extension Activities:

1. Fill out an apartment application
2. Use the Internet or the newspaper to find apartment ads
3. Interview an apartment manager
4. Write and sign a tenant lease
5. Visit an apartment and ask appropriate questions

Lesson Topic: Types of Housing

Objectives: Identify and describe different types of housing.

ESL Level: High beginning

Grammar: none

Vocabulary:

house	apartment	unit	building
efficiency	bedrooms	families	

Teacher notes:

- Warm-up: Pass out the worksheet. Point to each picture and say the vocabulary word. Discuss what types of housing each student lives in.
- Read the paragraph out loud to your class. Then read each sentence one by one. Have students circle new vocabulary, elicit simple definitions from students and write on the board or on an overhead for other students to copy. Review pronunciation of new vocabulary words. Read the paragraph a second time and then have two students read the paragraph for the class. Correct pronunciation errors which arise by repeating the correct pronunciation as a group after each reading.
- Ask the class to read the paragraph together in pairs listening and helping each other with pronunciation problems. They will naturally discuss meaning together as well.
- Check for comprehension by asking the class to fill in the correct vocabulary words.
- Ask your class to write two sentences about housing.

Examples: I live in an apartment. My cousin lives in a house. I want to buy a house, too.

Extension activities:

Compare types of housing in between the U.S. and other countries.

Find pictures of different types of housing and ask the students to identify each picture correctly.

Match the type of housing with the correct number of persons living in the unit.

Useful resources: Pictures from newspapers and magazines, a copy of a rental magazine

Lesson Topic: Renting and Owning

Objectives: Distinguish between renting and owning. Identify the name and role of people who pay rent, own a house, or manage an apartment.

ESL Level: High beginning

Grammar: Prepositions: a/an. Quantities: much/many.

Vocabulary:

Buy	pay	rent	own
Tenant		landlord	manager

Teacher notes:

- Warm-up: Referring to the pictures of types of housing, tell the class the name of the person who lives or works there. Ask each of the students if they rent or own.
- Read the first paragraph out loud to your class. Then read each sentence one by one. Have students circle new vocabulary, elicit simple definitions from students and write on the board or on an overhead for other students to copy. Review pronunciation of new vocabulary words. Repeat with the second and third paragraphs. Read all of the paragraphs a second time and then have two students read one paragraph for the class. Correct pronunciation errors which arise by repeating the correct pronunciation as a group after each reading.
- Ask the class to read the paragraphs together in pairs listening and helping each other with pronunciation problems. The students can discuss meaning together as well.
- Check for comprehension by asking the class to circle the correct vocabulary words.
- Ask your class to circle the correct preposition for each vocabulary word.
- Ask the class to match each vocabulary word with the correct definition.
- Check for comprehension by asking the true/false questions to the class.
- Review measurements with the class. Ask the class to write the correct quantity for each sentence. Ask the students to practice asking the questions to one another.
- Ask the students to write two questions using much or many.

Examples: How many pets do you have? How much homework do you have?

Extension activities:

Generate a short set of questions about housing with your class. Take a survey of the students from a different ESL class about their housing situation.

Pair students and ask them to practice asking questions about housing to each other.

Useful resources: Pictures from newspapers and magazines, a copy of a rental magazine

Lesson Topic: Finding Housing

Objectives: Identifies different ways to find housing
Asks questions about available housing.

ESL Level: High beginning

Grammar: To be: Singular/plural; Forms questions using *to be* and *how much/many*.

Vocabulary:

Bedrooms rent parking
Safe utilities available

Teacher notes:

- Warm-up: Ask each student how they found out about their current housing. Discuss different places where you can look for and find housing.
- Pass out the worksheet. Read the list of places out loud to your class. Then read each phrase one by one.
- Discuss what questions you need to ask when you are finding an apartment.
- Read the list of questions out loud to your class. Have students circle new vocabulary, elicit simple definitions from students and write on the board or on an overhead for other students to copy. Review pronunciation of new vocabulary words. Read the list a second time. Correct pronunciation errors which arise by repeating the correct pronunciation as a group after each reading.
- Ask the class to read the questions to one another in pairs listening and helping each other with pronunciation problems.
- Grammar: Review singular vs. plural. Ask the class to circle the correct grammatical form for each housing question.
- Check for comprehension by asking the class to explain the vocabulary words to a partner.
- Ask the class to formulate an answer to each question. Examples: *Is there parking?*
Yes, there is.

Extension activities:

Compare how people find housing in the U.S. and in other countries.
Bring a collection of flyers or newspaper ads for housing to share with the class.
Create a class list of local resources that can help you find housing.

Supplemental materials: local flyers and brochures for housing resources, ads for available housing,

Lesson Topic: Reading Housing Ads

Objectives: Reads and understands housing ads and ad abbreviations.

ESL Level: High beginning

Grammar:

Vocabulary:

Studio	efficiency	utilities
Apartment	available	included

Teacher notes:

- Warm-up: Pass out the worksheet. Read the list of abbreviations out loud to your class, then read the meaning of each abbreviation. Explain that an abbreviation is a shorter way of writing a word.
- Read the questions about an ad to your class. Explain/review new vocabulary. Have students circle new vocabulary, elicit simple definitions from students and write on the board or on an overhead for other students to copy. Review pronunciation of new vocabulary words. Read the list a second time. Correct pronunciation errors which arise by repeating the correct pronunciation as a group after each reading.
- Ask the class to read the list to one another in pairs listening and helping each other with pronunciation problems.
- Look at the sample apartment ads with your class. Pick one ad. Ask the class to read the ad and find the answers to the questions from the ad. Review the answers as a group. Then ask each student to write the answers on the handout.
- Check for comprehension by writing an abbreviation on the board and asking the class to identify the correct word. Reverse the activity, writing the word on the board and asking the class to identify the corresponding abbreviation.

Extension activities:

Bring a collection of flyers or newspaper ads for housing to share with the class. Practice reading different housing ads or classifieds.

Ask your students to find ads that have specific features. For example, ask the class to find a studio apartment with heat included.

Supplemental materials: local flyers and brochures for housing resources, ads for available housing,

Lesson Topic: Types of Utilities

Objectives: Identify house and apartment utilities.

Formulate the total monthly cost of utilities.

ESL Level: High beginning

Grammar: Forms and answers questions about utilities using “do you?”

Vocabulary:

Electricity heat gas

Water phone garbage

Teacher notes:

- Warm-up: Pass out the worksheet. Point to each picture and say the vocabulary word. Explain/ elicit simple definitions from students and write on the board or on an overhead for other students to copy. Review pronunciation of new vocabulary words. Read the list a second time. Correct pronunciation errors which arise by repeating the correct pronunciation as a group after each reading.
- Check comprehension by pointing to each picture and asking the class to correctly identify the utility.
- Read the set of questions about utilities out loud to your class. Ask the class to read the list back to you as a choral reading, one question at a time. Correct pronunciation as needed by reading the question out loud to the class after each reading.
- Ask the students to work in pairs and read the questions to one another.
- Ask the students to read the same questions to their partner and answer each question by saying yes or no. Ask the students to write their answers on the handout.
- Ask the class if they know how much they typically pay each month for their utilities. Ask each student to ask his or her partner to write down the amount they pay.

Extension activities:

Ask each student to compute a budget of their monthly utility bills. Compare the cost of rent with the total cost of utilities.

Compare the cost and necessity of each type of utility in the U.S. with other countries.

Supplemental materials: copies of utility bills, phone bills, or other receipts.

Lesson Topic: Dialogue Part 1: Calling about an apartment for rent.

Objectives: Calls about an apartment for rent
Arranges to look at an apartment

ESL Level: High beginning

Grammar: Forms and answers questions about an apartment for rent.

Vocabulary: bedroom apartment rent available
Office building manager

Teacher notes:

- Warm-up: Pass out the dialogue. Read the vocabulary words. Discuss what information you ask when you call about an apartment for rent.
- Read the dialogue out loud to your class. Then read each sentence one by one. Have students circle new vocabulary, elicit simple definitions from students and write on the board or on an overhead for other students to copy. Review pronunciation of new vocabulary words. Read one part of the dialogue and have the class read the other part in unison. Switch parts and repeat. Correct pronunciation errors which arise by repeating the correct pronunciation as a group after each reading.
- Pair the students and ask them to practice reading the dialogue together.
- Pass out the closed reading. Read the dialogue out loud to your class while they follow along silently. Read the dialogue a second time as a dictation exercise, asking the class to listen for the correct vocabulary words and write them in the blank.
- Hand out a page of apartment ads. Ask the class to pick one of the ads and use the information from the ad in the dialogue.

Lesson Topic: Housing Interview

Objectives: Ask questions about one's housing situation
Identify and discuss housing needs and issues

ESL Level: High beginning/low intermediate

Grammar: formulates questions using "do you" and "what."

Vocabulary:

house apartment rent lease deposit
manager move change

Teacher notes:

- Warm-up: Pass out the worksheet. Read the each question from the Interview out loud to your class. Have students circle new vocabulary, elicit simple definitions from students and write on the board or on an overhead for other students to copy. Review pronunciation of new vocabulary words. Read the questions a second time and then have the class read each question back to you in unison. Correct pronunciation errors which arise by repeating the correct pronunciation as a group after each reading. Go around the class and ask every student to repeat each question.
- Model an interview with a student volunteer.
- Pair students and have them interview one another and record the answers.
- Ask each pair to report their answers back to the entire class.
- Read the housing needs questions out loud to your class.
- Discuss each question with your class. Brainstorm types of issues or problems that the students might have about their housing situation.
- Generate a list of housing resources and options that are available to renters or homeowners who may have problems with rent or housing standards.
- Explain that U.S. residents can change their housing situation by using community resources, legal resources, or government resources. If the class is unaware of their options, use this opportunity to provide information about housing resources.

Extension activities:

- Give each student an assignment to interview a friend or family member and report the answers to the class. Create a chart to document your survey results.
- Pick one housing issue to explore in greater depth. Use the issue as a starting point to generate additional lesson plans or research projects with the class.
- Invite an affordable housing advocate, landlord, or federal housing employee to speak with the class.

Useful resources:

Affordable housing: www.housinglink.org

Housing information for consumers: www.ci.stpaul.mn.us/housing/

Federal Housing Authorities: www.hud.gov

Lesson Topic: Landlord and Tenant Rules

Objectives: understands and follows tenant/landlord rights and responsibilities

ESL Level: High beginning/low intermediate

Grammar: none

Vocabulary:

Care	problems	clean	hire	manager	landlord	illegal
Raise	rent	lease	copy	writing	pay	activity
						problems

Teacher notes:

- Warm-up: Pass out the worksheet. Ask the class if there are rules about housing in their home countries. Then ask the class if they know the state rules for people who pay rent or who own an apartment.
- Read the tenant/landlord rules out loud to your class, stopping after each sentence to check for comprehension. Have students circle new vocabulary, elicit simple definitions from students and write on the board or on an overhead for other students to copy. Review pronunciation of new vocabulary words. Read the list of rules a second time and then have the class read each rule back to you in unison. Correct pronunciation errors which arise by repeating the correct pronunciation as a group after each reading.
- Ask each student to read the rules together in pairs listening and helping each other with pronunciation problems. They will naturally discuss meaning together as well.
- Check for comprehension by asking the class to fill in the correct vocabulary words.
- Suggest to the class that they keep a journal or log to document any changes that occur during their lease.
- Discuss appropriate and inappropriate behavior for both tenants and landlords.
- Ask the class to share any experiences that they've had in resolving an issue between a tenant and a landlord. Focus on the positive by asking the student what they did to solve the problem. Discuss things you can say or do to solve a housing problem.

Extension activities:

Compare state housing rules with those of other countries.

LEA: Ask a volunteer student to tell the class about a housing experience. Write the story on the board, modifying the student's story as little as possible. Use the story for a dictation exercise, grammar activities, or as a group reading.

Assemble a class collection of positive and negative experiences with housing in the U.S. Encourage the students to share their solutions with other classes.

Useful resources: Federal Housing Authorities: <http://www.hud.gov>

Housing information for Consumers: <http://www.ci.stpaul.mn.us/housing/>

Lesson Topic: Non-Emergency Problems in an Apartment

Objectives: Identify and describe different types of problems in an apartment.
Distinguish between emergency and non-emergencies in an apartment.

ESL Level: High beginning/low intermediate

Grammar: none

Vocabulary:

Manager	bugs	kitchen	hole
Change	fan	broken	light bulb

Teacher notes:

- Warm-up: Ask the class if they've ever had problems in their apartment. Generate a list of problems and write them on the board.
- Pass out dialogue 1. Look at the picture and the title. Discuss what is happening in the picture. Ask the class what they can say if they have this problem. Ask the class if they've had this problem themselves. Elicit a phrase from the class' oral responses to respond to the problem in the dialogue.
- Read the dialogue out loud to your class. Repeat the dialogue line by line. Have students circle new vocabulary, elicit simple definitions from students and write on the board or on an overhead for other students to copy. Review pronunciation of new vocabulary words.
- Have two students read the dialogue for the class. Correct pronunciation errors which arise by repeating the correct pronunciation as a group after each reading.
- Ask the class to read the dialogue together in pairs listening and helping each other with pronunciation problems. They will naturally discuss meaning together as well.
- Check for comprehension by asking the class to fill in the correct vocabulary words.
- Discuss the dialogue with your class.
- Read the examples of non-emergency situations to your class. Explain that a manager may not respond immediately if you have a non-emergency situation.

Extension activities:

Write a dialogue with your class that describes a different non-emergency situation. Record the dialogue on the board. Ask the class to read the dialogue together in pairs. Pair students and ask them to perform a short skit based on the class' dialogue. Assign three vocabulary words to each student pair. Ask the students to create a short skit or dialogue using the vocabulary words, and then perform it for the class.

Useful resources: Federal Housing Authorities: <http://www.hud.gov>

Housing information for Consumers: [http:// www.ci.stpaul.mn.us/housing/](http://www.ci.stpaul.mn.us/housing/)

Lesson Topic: Emergency Problems in an Apartment

Objectives: Identify and describe different types of problems in an apartment.
Distinguish between emergency and non-emergencies in an apartment.

ESL Level: High beginning/low intermediate

Grammar: none

Vocabulary:

Heat	electricity	toilet	leak	manager
Sink	broken	window		rats

Teacher notes:

- Warm-up: Ask the class if they've ever had problems in their apartment. Generate a list of problems and write them on the board.
- Pass out dialogue 1. Look at the picture and the title. Discuss what is happening in the picture. Ask the class what they can say if they have this problem. Ask the class if they've had this problem themselves. Elicit a phrase from the class' oral responses to respond to the problem in the dialogue.
- Read the dialogue out loud to your class. Repeat the dialogue line by line. Have students circle new vocabulary, elicit simple definitions from students and write on the board or on an overhead for other students to copy. Review pronunciation of new vocabulary words.
- Have two students read the dialogue for the class. Correct pronunciation errors which arise by repeating the correct pronunciation as a group after each reading.
- Ask the class to read the dialogue together in pairs listening and helping each other with pronunciation problems. They will naturally discuss meaning together as well.
- Check for comprehension by asking the class to fill in the correct vocabulary words.
- Discuss the dialogue with your class.
- Read the examples of non-emergency situations to your class. Explain that a manager may not respond immediately if you have an emergency situation.

Extension activities:

Write a dialogue with your class that describes a different emergency situation. Record the dialogue on the board. Ask the class to read the dialogue together in pairs. Pair students and ask them to perform a short skit based on the class' dialogue. Assign three vocabulary words to each student pair. Ask the students to create a short skit or dialogue using the vocabulary words, and then perform it for the class.

Useful resources: Federal Housing Authorities: <http://www.hud.gov>

Housing information for Consumers: [http:// www.ci.stpaul.mn.us/housing/](http://www.ci.stpaul.mn.us/housing/)

Lesson Topic: A Bad Landlord

Objectives: Read a story about a bad landlord.
Identify ways of dealing with a bad landlord.

ESL Level: High beginning/low intermediate

Grammar: none

Vocabulary:

Bedroom apartment oven broken manager

Fix call problem bad wait

Teacher notes:

- Warm-up: Pass out the story. Read the title and look at the picture. Ask the class to tell you what they story could be about. Ask the class what they think a bad manager does or does not do.
- Read the story out loud to your class. Then read each sentence one by one. Have students circle new vocabulary, elicit simple definitions from students and write on the board or on an overhead for other students to copy. Review pronunciation of new vocabulary words. Read the story a second time and then have the class read the story out loud together. Correct pronunciation errors which arise by repeating the correct pronunciation as a group. Divide the class into two groups. Ask each group to take turns reading alternate sentences. Read the story a third time, going around the class and asking each student to read one sentence.
- Check for comprehension by asking the class to answer yes or no to the questions.
- Circle the vocabulary word that does not fit.
- Use the discussion questions to talk about the story with your class. Ask the class if they think what the characters did was good or not. Ask the students what they would do if they had this problem.
- Explain the importance of recording your rental history in writing. Explain that you can write and sign a lease with a family member to establish good rental history.

Extension activities:

Ask the class to re-write the story in the past tense. Assign each student one sentence, or assign each student pair a paragraph.

Ask the class to formulate a question for each statement in the comprehension section.

For example: "The manager comes. *Does the manager come?*"

Useful resources: Federal Housing Authorities: <http://www.hud.gov>

Housing information for Consumers: [http:// www.ci.stpaul.mn.us/housing/](http://www.ci.stpaul.mn.us/housing/)

Lesson Topic: Communication with the Apartment Manager

Objectives: Write a short note to the manager
Read a short note from the manager

ESL Level: High beginning/low intermediate

Grammar: none

Vocabulary:

Faucet leaks manager note
Exterminator building inspect questions manager

Teacher notes:

- Warm-up: Review the apartment vocabulary. Point to each picture and say the vocabulary word. Explain/review who the manager is and what they do.
- Pass out the worksheet. Look at the picture of the leaking faucet. Ask the class to identify what the problem is and what should be done to fix the problem. Ask the class who they think is responsible for fixing the problem. Explain or clarify to the class that the manager is responsible for taking care of maintenance problems.
- Ask the class how they can tell the manager about the problem.
- Ask the class to write a short note to the manager to tell them about the problem. Fill in the missing information from the sample note, explaining each part of the note.
- When you are finished writing the note, read it out loud to the class. Check for comprehension by asking the class to answer questions about the note.
- Read the “Tenant Notice” from a manager out loud to the class. Ask the class to circle new vocabulary words. Elicit short definitions for each vocabulary word and write it down on the board for students to copy.
- Read the note a second time, then ask the class to read the note back to you in unison.
- Check for comprehension by asking the class to answer the questions about the note.
- Compare the note that the class wrote with the Tenant Notice. Ask your class to answer the comprehension questions for the note that the class has written.
- Explain that the tenant must contact the manager as soon as they have a problem in their apartment. Tell the students to find someone to translate or explain notes from the manager if they need help reading them.

Extension activities:

Pick a different example of an apartment problem and write a note to request help from the apartment manager.

Bring a variety of different notes from an apartment manager to class. Practice scanning the notes to find key information.

Compare tenant and landlord rights and responsibilities in the U.S. and in other countries.

Useful resources: Federal Housing Authorities: <http://www.hud.gov>

Housing information for Consumers: [http:// www.ci.stpaul.mn.us/housing/](http://www.ci.stpaul.mn.us/housing/)

Lesson Topic: Evictions

Objectives: Understand evictions and identify the reasons why you can get an eviction.

ESL Level: High beginning/low intermediate

Grammar: none

Vocabulary: eviction tenant rules reason rent notice
Law lease break

Teacher notes:

- Warm-up: write the word eviction on the board. Ask the class if they have seen the word and if they know what it means. Explain/review the word.
- Ask the class if they know why someone would get an eviction. Elicit several oral responses, or prompt the class by suggesting possible reasons to the class. Write these on the board.
- Pass out the worksheet. Read the list of reasons you can get an eviction. Ask the class to circle new vocabulary words. Explain the words, writing a short definition on the board for students to copy.
- Read the second paragraph. Then ask the class to read each sentence back to you as a group. Explain new vocabulary words.
- Check for comprehension by asking the class to answer the yes or no questions.
- Explain that the tenant must get a 30 day notice for an eviction.
- Explain that a lease is a legal agreement that you must follow to avoid evictions.
- Discuss whether or not you think eviction rules are fair to tenants and to managers.
- Discuss what you can do if you think you have been unfairly evicted from your apartment. Provide helpful resources to your class, such as: filing a complaint with HUD.

Extension activities:

Compare the reasons you can get an eviction in the U.S. and in other countries. Ask the class if there renters can be evicted in their home countries.

Provide/share resources that can assist renters who are evicted without justification.

Invite a representative from HUD or a local housing lawyer to speak with your class.

Practice filling out a complaint form from the HUD authorities.

Useful resources: Federal Housing Authorities: <http://www.hud.gov>

Housing information for Consumers: [http:// www.ci.stpaul.mn.us/housing/](http://www.ci.stpaul.mn.us/housing/)

Lesson Topic: Completing an Apartment move-out

Objectives: Understand the procedure for moving out of an Apartment

ESL Level: High beginning/low intermediate

Grammar: none

Vocabulary: clean keys walk-through address
Deposit notice furniture return damage unit

Teacher notes:

- Warm-up: Review the steps you take to move into an apartment. Then ask the class what you need to do when you move out of an apartment.
- Pass out the worksheet. Read the list of steps you need to complete before moving out of an apartment. Ask the class to circle new vocabulary words. Explain the words, writing a short definition on the board for students to copy.
- Read the steps again, then ask the class to read each step back to you one at a time, repeating new vocabulary or checking pronunciation as needed.
- Check for vocabulary comprehension by asking the class to write the correct vocabulary words for each step.
- Check for content comprehension by asking the class answer the yes or no questions.
- Explain or clarify that in some cities, including St. Paul, tenants receive their security deposits plus interest.
- Explain that you will be charged for any problems or damage to the apartment and that this will be deducted from your security deposit.
- Discuss what you should do if you are unfairly charged for damage to the unit.

Extension activities:

Compare the procedure for moving out of an apartment in the U.S. with other countries.

Useful resources: Federal Housing Authorities: <http://www.hud.gov>

Housing information for Consumers: <http://www.ci.stpaul.mn.us/housing/>

Unit 10: Housing

ESL Level: High Intermediate/Low Advanced

Additional Materials: apartment ads, signs, sample rental application forms, notes from the landlord, and tenant lease forms.

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Extension Activities:

6. Fill out an apartment application
7. Use the Internet or the newspaper to find apartment ads
8. Interview an apartment manager
9. Write and sign a tenant lease
10. Visit an apartment and ask appropriate questions

Student activities:

1. Students can generate a set of housing questions to be used in a survey. The students can then practice asking the questions to each other and recording the answers. The results of the survey can be used to initiate a discussion about housing needs among students in the class as well as the larger community.
2. Students can discuss positive and negative experiences with renting.
3. Students can write a renter bill of rights
4. Students can write a letter to paper asking for policy makers to create more affordable housing
5. Students can arrange to meet a neighbor
6. Students can take photographs of common problems in the apartment.

Lesson Topic: Types of Housing

Objectives: Identify and describe different types of housing.

ESL Level: High beginning

Grammar: Answering questions about types of housing.

Vocabulary: house apartment unit building
efficiency bedrooms families

Teacher notes:

- Warm-up: Ask the class if they know what type of housing they have.
- Pass out the worksheet. Point to each picture and say the vocabulary word. Read the paragraph out loud to your class. Then read each sentence one by one. Explain/review new vocabulary words. Read the paragraph a second time and ask the class to read the paragraph back to you in unison.
- Ask the class to read the paragraph together in pairs and as individuals.
- Check for comprehension by asking the class to fill in the correct vocabulary words.
- Ask your class to tell you about their housing.

Extension activities:

Compare types of housing in between the U.S. and other countries. Find pictures of different types of housing and ask the students to identify each picture correctly.

Match the type of housing with the correct number of persons living in the unit.

Useful resources: Pictures from newspapers and magazines, a copy of a rental magazine.

Types of Housing

Vocabulary: House apartment unit building
studio bedrooms families

A house is a building for one family.

An apartment is a building with many units.

Many people live in an apartment.

A studio is an apartment for one person.

Apartments can have one, two or three bedrooms.

Fill in the blank:

1. A _____ is a building for one family.
2. An _____ is a building with many families.
3. An apartment building has many _____.
4. A _____ is an apartment for one person.
5. Apartments can have one, two or three _____.

Discussion Questions:

Do you live in a house or an apartment?

What do you like about it? What do you not like about it?

How many bedrooms are there?

Renting and Owning

Vocabulary: buy pay rent own
 tenant landlord manager

When you buy a house, you own it. You are an owner.
You have to fix problems in the house.

You live in an apartment. You pay rent. You are a tenant
(tenant=renter). You do not fix problems in the apartment.

You own an apartment building. You are a landlord.
You hire a manager to work for you. The manager takes care of
problems in the apartments.

Take care of=fix problems.

Problems: broken parts, leaky faucet, trouble with a renter.

Circle the word:

1. You buy a house. You _____ it.
a. own b. rent c. sell
2. A person who buys a house is an
a. owner b. tenant c. manager
3. You rent an apartment. You _____ rent for it.
a. own b. pay
4. A person who pays rent is a
a. manager b. tenant
5. A person who owns apartments is a
a. landlord b. renter c. manager
6. A person who takes care of problems in the apartment is a
a. manager b. buyer c. tenant

A or An? Circle the preposition.

Example: a _renter an _efficiency

1. a/an house 2. a/an apartment 3. a/an owner
4. a/an tenant 5. a/an manager 6. a/an landlord

Match the word with the definition:

- | | |
|----------------|--|
| 1. House__ | a. you rent an apartment |
| 2. Apartment__ | b. what you pay for an apartment |
| 3. Rent__ | c. a building for one family |
| 4. Own__ | d. a person who takes care of problems |
| 5. Tenant__ | e. a building for many families |
| 6. Manager__ | f. you buy a house |

True or False?

- | | | |
|---|------|-------|
| 1. You can live in an apartment for free. | True | False |
| 2. You can own a house. | True | False |
| 3. You can rent a house. | True | False |
| 4. You can own an apartment building. | True | False |

Much or Many? Fill in the blank.

How much is the rent?

How many bedrooms are there?

1. How _____ time before class ends?
2. How _____ students are in the classroom?
3. How _____ children do you have?
4. How _____ money do teachers make?
5. How _____ does a house cost?
6. How _____ chairs are in the room?

Finding Housing

Where can you look?

- Talk to friends and family
- drive or walk around the neighborhood
- read classified ads
- look on the Internet
- look for signs at the store, work, school, or the laundromat.

Ask a partner: Where did you find out about the place you live?

What do you want to know about an apartment?

- Where is the apartment?
- How many bedrooms are there?
- How much is the rent?
- Is there parking / a garage?
- Is the building safe?
- Are utilities included?
- When is the apartment available?

Read the sentence. Circle the correct word.

1. Bedrooms How many bedrooms **is/are** there?
2. Rent How much **is/are** the rent?
3. Parking **Is/Are** there parking or a garage?
4. Safe **Is/Are** the building safe?
5. Utilities **Is/Are** utilities included?
6. Available When **is/are** the apartment available?

Reading Housing Ads

Vocabulary: studio efficiency utilities

Abbreviations: What it means:

apts.	apartments
Br	bedroom
“from” (price)	starting price—could be more than this
avl	available: the apartment is ready to rent
incl	included
ht	heat
wtr	water
off str parking	off street parking. You do not need to find parking on the street
effic	efficiency
util	utilities
stud	studio

Find an apartment ad. Answer these questions:

1. How many bedrooms are there? _____
2. How much is the rent? _____
3. Do you pay for utilities? _____
4. When is it available? _____
5. How long is the lease? _____
6. Who do you call? _____

Types of Utilities:

Electricity

heat

gas

water

phone

garbage

Read the questions. **Ask** a partner. **Write** down the answers.

- | | <u>Yes or no?</u> | <u>How much?</u> |
|--------------------------------|-------------------|------------------|
| 1. Do you pay for electricity? | _____ | \$ _____._____ |
| 2. Do you pay for heat? | _____ | \$ _____._____ |
| 3. Do you pay for gas? | _____ | \$ _____._____ |
| 4. Do you pay for water? | _____ | \$ _____._____ |
| 5. Do you pay for a phone? | _____ | \$ _____._____ |
| 6. Do you pay for trash? | _____ | \$ _____._____ |

Add up the utilities.

Total: \$ _____._____

How much do you pay *every month* for all of your utilities?

Dialogue: Calling about an Apartment

vocabulary: bedroom apartment rent available
 office building manager

Yeng: Hi, I'm calling about the one bedroom apartment for rent.

Manager: The apartment is still available.

Yeng: When can I look at the apartment?

Manager: Can you come tomorrow at 9:30 pm?

Yeng: Yes. Where is the apartment?

Manager: 1445 Como Avenue. The office is at the end of the building on the left side. Ask for Diego. He is the manager.

Yeng: Okay. I'll be there at 9:30 tomorrow morning.

Clozed Dialogue: Calling about an Apartment

Yeng: Hi, I'm calling about the one _____ apartment for rent.

Manager: The apartment is still _____.

Yeng: When can I look at the _____?

Manager: Can you come tomorrow at 9:30 pm?

Yeng: Yes. Where is the apartment?

Manager: 1445 Como Avenue. The _____ is at the end of the building on the left side. Ask for Diego. He is the _____.

Yeng: Okay. I'll be there at 9:30 tomorrow morning.

Read the dialogue with a partner. Call about an apartment.

You: Hi, I'm calling about the _____ bedroom apartment for rent.

Manager: The apartment is available.

You: When can I look at the apartment?

Manager: Can you come _____?

You: Yes, I can. No, I cannot. Where is the apartment?

Manager: The address is _____.

You: Thank you.

Dialogue: Looking at an apartment

vocabulary: rent month deposit available lease

Yeng: How much is the rent?

Manager: Five hundred and fifty dollars every month.

Yeng: How much is the deposit?

Manager: It is the same as the rent.

Yeng: When is it available?

Manager: It's open on the first day of the next month.

Yeng: Is there a lease?

Manager: Yes. The lease is for 6 months.

Clozed Dialogue: Looking at an Apartment

Yeng: How much is the _____?

Manager: Five hundred and fifty dollars every month.

Yeng: How much is the _____?

Manager: It is the same as the rent.

Yeng: When is it _____?

Manager: It's open on the first day of the next _____.

Yeng: Is there a _____?

Manager: Yes. The lease is for 6 months.

You are looking at an apartment. What do you ask? Read the dialogue with a partner.

You: How much is the rent?

Manager: The rent is _____ every month.

You: How much is the deposit?

Manager: The deposit is _____.

You: Is there a lease?

Manager: Yes, there is. No, there isn't.

You: Thank you.

Jesus' Apartment Search

Jesus looks for an apartment in St. Paul. He finds an efficiency in the newspaper in Midway. The rent is \$440 every month. He calls about the apartment and talks to the manager. He is going to look at the apartment on Friday at 2:00.

Answer the questions:

1. Does Jesus call about a house or an apartment? _____
2. Where does he find an apartment? _____
3. How much is the rent? _____
4. Who does he call? _____
5. When is he going to look at the apartment? _____

Change the verb to the past tense.

Ex: To look: She reads. She read.

1. To find: Jesus finds _____.
2. To be: The apartment is _____.
3. To call: Jesus calls _____.
4. To talk: He talks _____.
5. To look: He is going to look. He _____.

Lia Looks at an Apartment

Lia looks at a two bedroom apartment. She asks the manager, “How much is the deposit?” The deposit is \$650. She asks the manager, “Is there a lease?” The apartment has a 12 month lease. Lia asks, “When is the apartment available?” The apartment is available right now. She likes the apartment.

Answer the Questions:

1. How many bedrooms are there? _____
2. How much is the deposit? _____
3. Is there a lease? _____
4. How long is the lease? _____
5. When is the apartment available? _____

Change the verb to the past tense.

Ex: He wants. He wanted.

1. To look: Lia looks _____.
2. To ask: Lia asks _____.
3. To be: There is _____.
4. To be: There are _____.
5. To like: She like _____.

Questions about an Apartment

Write the questions in the past tense.

Ex: When does he see the apartment?

When did he see the apartment?

1. Do you want an apartment or a house?
2. Where do you look for an apartment?
3. How many bedrooms are there?
4. How much is the rent?
5. How much is the deposit?
6. Is there a lease?
7. When is the apartment available?
8. What is the name of the manager?
9. Where is the apartment?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

You find an apartment to rent. What do you do?

Vocabulary: application fee credit check
credit history government

1. You have to **fill out** a rental application.
2. You have to **pay** an application fee.

The application fee pays for a credit check.

The credit check shows if you have good credit history.

3. You can **apply** for government help to pay part of your rent.
4. You **pay** the security deposit and rent for the first month.
5. You **sign** a lease.

Do not sign a lease if you do not understand what it says.

Get a friend or relative to help you with the lease.

Co-sign the lease if you do not have credit history.

6. You **get** a set of keys.
7. You **take** a walk-through with the manager.

You go through the apartment and check for any problems.

Note: Before you move in. Write down a list of things that are broken or missing before you move into the apartment.

Note: Credit History Sign a lease even if you do not pay rent. If you live with a friend or a relative, write a contract and sign your name. This is a way to show you have good credit history.

Match the verb with the word:

- | | |
|----------------------|------------------------------|
| 1. Apply ____ | a. the apartment |
| 2. Sign ____ | b. the application fee |
| 3. Walk-through ____ | c. a set of keys |
| 4. Take ____ | d. a rental application |
| 5. Pay ____ | e. for government assistance |
| 6. Fill out ____ | f. a lease |
| 7. Pay ____ | g. the deposit and the rent |

Circle the word. Write the word.

1. _____ (Fill out/pay) an application.
2. _____ (apply/make) for government assistance.
3. _____ (pay/buy) the application fee.
4. _____ (sign/sit) a lease.
5. _____ (fill out/pay) the deposit and the rent
6. _____ (get/fill out) a set of keys.
7. _____ (walk through/pay) the apartment.

Circle the word that does *not* fit:

- | | | | |
|----------------|----------------|----------|--------------|
| 1. Sign a | a. contract | b. lease | c. check |
| 2. Fill out an | a. application | b. a map | c. timesheet |
| 3. Pay | a. a tenant | b. a fee | c. a deposit |
| 4. Get | a. a rent | b. a key | c. a check |

Housing Interview

Talk to a partner. Ask them these questions:

- | | | |
|---------------------------------|-----|----|
| 1. Do you live in a house? | Yes | No |
| 2. Do you live in an apartment? | Yes | No |
| 3. Do you pay rent? | Yes | No |
| 4. Do you have a lease? | Yes | No |
| 5. Do you pay rent every month? | Yes | No |
| 6. Do you pay a deposit? | Yes | No |
| 7. Do you have a manager? | Yes | No |
| 8. Do you want to own a house? | Yes | No |
| 9. Do you want to move? | Yes | No |

Housing Issues: Read the questions. Share it with your class.

1. What is one thing you want to *change* in your apartment?
 2. What can you do to change it?
 3. Where can you get help?
 4. Who can help you?
-

Tenant and Landlord Rules

Every state has rules that landlords and tenants need to follow.

Landlord:

1. Take good care of the building
2. Fix problems
3. Clean the apartment before tenants move in
4. Hire a manager to take care of problems for tenants
5. Tell you before they go into your apartment
6. Do not raise the cost of the rent during your lease
7. Give you a copy of your lease in writing

Tenant:

1. Pay rent on time every month
2. Pay utilities
3. Be quiet and respect other tenants
4. Tell the manager about problems
5. No illegal activity (drugs, prostitution)
6. Tell your landlord if more people move into the apartment
7. Tell your landlord 30 days before you move out of the apartment

Note: Keep a tenant journal to record changes in your apartment. Write it down if you change your lease, pay for a repair, or report a problem. Write down the *date* and *what happened*.

Tenant and Landlord Rules

Write the correct word.

Landlord:

- | | |
|--|-----------|
| 1. Take good care of the _____. | manager |
| 2. Fix _____. | apartment |
| 3. Clean the apartment before _____ move in. | rent |
| 4. Hire a _____ to take care of problems. | problems |
| 5. Tell you before they go into your _____. | lease |
| 6. Do not raise the cost of the _____. | building |
| 7. Give you a copy of your _____ in writing. | tenants |

Tenant:

- | | |
|---|-----------|
| 1. Pay _____ on time every month. | landlord |
| 2. Pay _____. | illegal |
| 3. Be quiet and respect other _____. | rent |
| 4. Tell the manager about _____. | move |
| 5. No _____ activity (drugs, prostitution). | utilities |
| 6. Tell your _____ if people move in. | problems |
| 7. Tell your landlord before you _____ out. | tenants |

Discussion Questions:

What can you do to be a good tenant?

Do you have problems with your manager or your landlord?

What did you do to solve the problem?

Problem: Broken Sink

What can you say?

Emergency Problems:

The heat does not work
the electricity does not work
the toilet leaks
the sink is broken
the window is broken
there are rats

Dialogue:

Tenant: Hello, I need to talk to the manager.

Manager: This is the manager.

Tenant: My bathroom sink is broken. There is water all over the floor.

Manager: Okay. Try to wipe up the water with an old towel.

Tenant: Please come soon. It's very bad.

Manager: I'll be right over.

Problem: Bugs in the Kitchen

What can you say?

Non-emergency problems:

Bugs or spiders

A hole in the door

Change the light bulb

Bathroom fan is broken

Tenant: Hi, is this the manager?

Manager: Yes. What do you need?

Tenant: I have ants in my kitchen.

Manager: Okay. I'll try to stop by this week.

Tenant: Can you come today? The ants are very bad.

Manager: I'll come as soon as I can. I have other things to do too.

A Bad Landlord

Muhamed is new to Minnesota. He moves into a one bedroom apartment with his brother. Muhamed does not pay rent. His brother lives in an apartment building in Minneapolis. There are many apartments in the building. It is an old building.

One day Muhamed wants to take a shower. He turns on the shower but it is broken. He calls the manager. The manager tells Muhamed that he will try to fix the shower soon. The next day Muhamed waits for the manager, but he does not come. Muhamed calls the manager again. He asks the manager when he will fix the shower. The manager tells him that he is very busy. Muhamed waits for three more days. His brother calls the manager and the manager tells him that he does not know that the shower is broken. They have to wait two more weeks before he can fix the shower!

Questions: Yes or No?

- | | | |
|--|-----|----|
| 1. Muhamed is new to Minnesota. | Yes | No |
| 2. He moves into an apartment with his sister. | Yes | No |
| 3. His brother lives in St. Paul. | Yes | No |
| 4. There are many apartments in the building. | Yes | No |
| 5. The shower is broken. | Yes | No |
| 6. Muhamed calls the manager. | Yes | No |
| 7. The manager comes. | Yes | No |
| 8. The manager tells him that he is busy. | Yes | No |
| 9. Muhamed waits for ten more days. | Yes | No |
| 11. His brother calls the manager. | Yes | No |
| 12. The manager fixes the shower. | Yes | No |
| 13. They have to wait two more days. | Yes | No |

Circle the word that does not fit:

- | | | | |
|--------------|-----------|-------------|---------|
| 1. brother | sister | mother | teacher |
| 2. St. Paul | Minnesota | Minneapolis | |
| 3. apartment | house | school | |
| 4. building | street | tree | car |
| 5. old | new | big | house |
| 6. call | talk | fix | oven |
| 7. day | month | wait | hour |

Discussion Questions: What should Muhamed do? Can he ask someone to help him write down the problem and send it to the landlord? What would you do?

Notes: Can Muhamed sign a lease with his brother even if he does not pay rent? Is this a good idea? Why or why not?

Writing a note to the Manager

Your faucet leaks. Write a note to tell the manager:

Date: __/__/__

To: _____ (the manager)

Apartment #: _____

Problem: _____

From: _____ (your name)

Read the note:

Tenant Notice 5/10/04

On May 12, an exterminator will be going through the building. He will inspect your apartment between the hours of 10 am and 2 pm. If you have any questions please call the Manager at 443-2464. Thank you!!!

1. Who is the note for? _____
2. What is an exterminator? _____
3. What day is he coming to the apartment? _____
4. What time? _____
5. Who can you call if you have a question? _____

Evictions

If a tenant does not follow the tenant rules or the lease, they can get an eviction. The manager can give a tenant an eviction for many reasons.

Reasons for an eviction:

1. you do not pay rent
2. your rent is late
3. you do not pay for your pets
4. illegal activity (you break the law)

You get a warning from the manager before you get an eviction. The landlord must give you 30 days notice before an eviction.

An eviction hurts your credit history. If you get an eviction, talk to the manager and ask for more information.

Yes or No?

- | | |
|--------------------------------------|----------|
| 1. A tenant needs to follow the law. | Yes / No |
| 2. A manager can give an eviction. | Yes / No |

Can you get an eviction?

- | | |
|--|----------|
| 3. Your rent is late. | Yes / No |
| 4. You do not speak English. | Yes / No |
| 5. You do not pay rent. | Yes / No |
| 6. You have a family. | Yes / No |
| 7. You pay utilities. | Yes / No |
| 8. You break the law. | Yes / No |
| 9. You are an immigrant. | Yes / No |
| 10. You get a 10 day notice. | Yes / No |
| 11. You get a warning before an eviction. | Yes / No |
| 12. An eviction helps your credit history. | Yes / No |
| 13. You can talk to the manager. | Yes / No |

Moving Out

You want to move out of the apartment. *What do you do?*

1. Tell the manager. Give them 30 day notice.
2. Move your furniture out of the apartment.
3. Clean the apartment
4. Do a walk-through with your manager.
5. Give your keys to the manager.
6. Give the manager your new address.
7. Wait for the manager to send back your security deposit.

The manager must give you back your deposit after 3 weeks.
The manager can take money out of the deposit to pay for:

1. broken windows

2. cleaning costs
3. missing doors
4. fixing holes in the walls
5. burns in the carpet

Write the word:

- | | |
|--|--------------|
| 1. Tell the manager. Give them 30 day _____. | clean |
| 2. Move your _____ out of the apartment. | keys |
| 3. _____ the apartment. | Walk through |
| 4. Do a _____ with your manager. | address |
| 5. Give your _____ to the manager. | deposit |
| 6. Give the manager your new _____. | notice |
| 7. Wait for the security _____. | furniture |

Can the manager take money from your deposit?

- | | |
|------------------------------|----------|
| 1. broken windows | Yes / No |
| 2. combing costs | Yes / No |
| 3. missing doors | Yes / No |
| 4. fixing holes in the walls | Yes / No |
| 5. painting | Yes / No |

Housing Discrimination

Vocabulary: Discrimination Rent Contract

File complaint illegal

You are a **tenant**. you have to talk to the **landlord**. If you did not have a **fair** or even chance to rent the apartment, then you may have been a victim of **discrimination**. This means that the reason the landlord decided not to rent to you or help you was **because of** your race, color, national origin, religion, sex, family status, or handicap.

File a housing discrimination complaint:

1. Go to the Department of Housing and Urban Development (HUD) website: www.hud.gov.
2. Click on **“Information For”** and choose **“Tenants.”**
3. Under **“Rights and Responsibilities”** choose **“Fair Housing Information.”**
4. Choose **“Housing Discrimination Complaints.”**
5. You can file a complaint three different ways:

File online. This means you use the computer.

Print out a form. This means you can write up your story.

Write a letter. You can write a letter and send it to HUD.

Choose **“print out a form.”** Then choose **“Open file.”** This will print out the form.

Discussion: What other examples of housing discrimination can you think of? Have you ever been the victim of discrimination? How did you know? Why is it hard to prove discrimination?