

**Foreign Language**  
**Spanish 2**  
**Grades 7 and 8**



**Lesson Plans**

## **“Se vende: la casa y los bienes raíces”**

**Subject:**

**Foreign Language:** Spanish 2

**Level:**

Grades 7-8

**Abstract:**

Instead of presenting the house within a vacuum, this unit allows the students to use their Spanish language skills to explore their own community. They will be introduced to vocabulary associated with the house, furniture, neighborhoods, etc., and will learn to search online for an apartment or a house in a Spanish-speaking country. Students will compare the costs of housing in their own community to those in Latin America. They will then create a PowerPoint presentation in Spanish in which they write a description of a house, draw visuals to accompany the description, and assume the role of real estate agents to “sell” the house to the class. Finally, students will use Spanish in a real-life context by interviewing a realtor in their community.

**Invitation:**

“Se vende: la casa y los bienes raíces” will allow you not only to master the vocabulary associated with the house, but also to compare the housing market in your neighborhood with one in Latin America or Spain, to act as a real estate agent yourself, and to interview an agent in your own community.

You will acquire language skills as well as several skills that you can transfer to the real world. You will draw on your knowledge in other disciplines: Math (currency conversion), and English (persuasive writing skills).

Each activity in this lesson is designed to allow you to express your own desires, thus enabling you to express a personally meaningful message in Spanish.

**Situations:**

**Where:** This lesson will take place after the students have learned to form questions, comparisons, and the formal commands in Spanish.

**When:** This lesson will take place during discussions of the house and neighborhood.

**How Long:** This lesson will take seven to nine class days.

**Tasks:****Task 1:**

In the introduction to the vocabulary, the teacher will discuss the summer spent with a famous actor/actress in Latin America. Using visuals from a magazine such as Architectural Digest, the teacher will introduce students to each room in the house: living room, dining room, office or den, bedroom, kitchen, bathroom, patio, swimming pool, etc. As each room is identified, teachers will mention the furnishings as well. At the end of the presentation, teachers will check student comprehension with the "La casa" PowerPoint presentation.

**Task 2:**

Using the same images as those in the PowerPoint presentation (print outs can be made from the slides and enlarged), the teacher will post the pictures around the classroom with a blank piece of paper next to each one. The teacher will then divide the class into four groups, each with its own color marker. The teacher will then instruct the groups to go to a particular room. Example: Group A to the kitchen, Group B to the pool, etc. Once in the room or place, students will think of two activities that can be done in that place. They will write these activities on the paper next to the picture. Each group will add to the list, but without repeating ideas.

**Task 3:**

Students will bring pictures of house interiors to the class. They will sit in pairs, and quiz each other on what each room is.

**Task 4:**

In pairs, students will decide on their ideal home. How many bedrooms would it have? Bathrooms? Would it have a garden? Garage? Patio? Students will fill out the form according to their ideas. Encourage them to be realistic: 1-3 bedrooms, not 17. Finally, students will guess the price of the house. They will record this information on the "¿Cómo es su casa ideal?" attachment.

### Task 5:

For homework, students will look in the local newspaper and real estate guides for a house that meets their expectations. They will compare the estimated cost of the house to the real cost in their area. Students will also find rental properties that fulfill their specifications. They will come to class prepared to compare their ideal house to the real house. The teacher will ask for several students to present their findings.

### Task 6:

Using the information from the "Worksheet: ¿Cómo es su casa ideal?" attachment, students will now look for a similar house in a Latin American country. Students will decide on a country from the list provided by the teacher. They will look for the sale price, and in some cases the rental price of a house that compares to their ideal.

A partial list of countries and newspapers is given below:

Argentina: <http://www.clarin.com> (Clarín)

Once students reach this site, they should go to classified, housing, and then look for a house according to the number of bedrooms that they specify.

Costa Rica: <http://cfusion.nacion.com/nacion/economicos/> (La Nación)

This section has rental properties under "bienes raíces."

Dominican Republic: <http://www.listin.com.do/> (Listín)

Information can be found under classified section.

El Salvador: <http://www.elsalvador.com/> (El Salvador.com)

Information can be found under classified section.

Guatemala: <http://www.prensalibre.com> (Prensa libre)

This site is quite complex. However, it does offer some properties for sale in the Classified section.

Spain: <http://www.elmundo.es/clasificados/> (El mundo)

Information can be found in the classified section.

Students will be sure to write down a description of each house that they find, the price, and the source on the "Worksheet: América Latina y España Nuestra casa ideal" attachment. They will write down the price as given (in US \$ or in local currency). They will have to convert local currencies to dollars later.

After students have found five houses that meet their criteria, they will convert the local currency amount to US\$. An up-to-date currency converter can be found at: <http://www.xe.com/ucc/> With the information on this site, the teacher can create a chart with the current currency exchange for those countries that the students will be choosing from.

After the pairs have all of the necessary information, they will decide which house meets most of their criteria, and for the best price.

### **Task 7:**

Students will sit in groups of four while each pair presents in Spanish the houses that they found. Together the students will decide which is the best house and why. As one group, they will present the house they have chosen as "the best" to the class. During the presentations, the students will take notes regarding the houses presented by classmates. The teacher will also take notes on a transparency. After all presentations, the teacher will ask students questions on the houses presented, and check responses. Finally, the teacher will show the transparency and ask the class to vote on the best house.

### **Task 8:**

Students will now work individually to develop an ideal house and present it to the class in Spanish. The teacher will model with a PowerPoint presentation. In this presentation the teacher will take on the role of real estate agent, presenting visuals and a description of the property to the class. The audience will take notes during these presentations, as they will have to decide which house they will purchase at the end. These presentations should be spread over several days, allowing a maximum of five or six presentations a day. Each class period will choose a winning house. If the teacher chooses to make the activity into a competition, after all houses have been presented, the class will choose the top three houses: 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> place from the daily winners.

### **Task 9:**

Now that students are comfortable with the vocabulary associated with housing in Spanish, they will work in groups of four to develop interview questions in Spanish for a realtor in the area. The teacher will encourage students to have a face-to-face interview with a Spanish-speaking realtor. See Tip #3.

### **Interactions:**

**Full Class:** Class will work together to learn and master the vocabulary. The entire class will also work together to reconstruct the information presented in peer presentations.

**Small Groups:** Students will work in groups of four to discuss homes that they have found, as well as to determine the interview questions for a realtor in the area.

**Partners:** Students will work in pairs to discuss their ideal home and find an ideal home in Latin America or Spain.

**Individual:** Students will work individually to compare their ideal homes to real homes in their area. At the end of the unit, students will work individually to present a house to the class for sale.

### **Standards:**

Foreign Language: Spanish  
Communication

1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

1.2: Students understand and interpret written and spoken language on a variety of topics

1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics

Cultures

2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Connections

3.1: Students reinforce and further their knowledge of other disciplines through foreign language

3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture

## Comparisons

4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

4.2: Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own cultures.

## Communities

5.1 Students use the language both within and beyond the school setting

## Mathematics Standards, Grade 7

### Number Sense

1.0: Students know the properties of, and compute with, rational numbers expressed in a variety of forms.

### **Assessment:**

- "Se vende Rubric"

### **Tools:**

- Microsoft Power Point
- Microsoft Word
- Real estate guides
- Real estate section of newspapers
- Magazines such as *Architectural Digest*
- Blank 3x5 index cards
- Scanner

### **Project Tips and Alternatives:**

#### **Tip #1:**

Before beginning this unit, teachers should ask students to start collecting images of houses and their interiors. Teachers should also collect a variety of magazine images (*Architectural Digest*, the housing section of the local newspaper, free real estate magazines, etc.)

#### **Tip #2:**

Teachers should check the links to the newspapers to be sure they have not been changed.

#### **Tip #3:**

To carry out the interview, there are three options. 1. To have students visit a real estate office in the area, and conduct an interview with a Spanish speaking realtor. The students would need to show evidence of contacting the office, and making an appointment. 2. The teacher could find one or two realtors that would volunteer to come to the class and be interviewed. 3.

The teacher could ask realtors about their willingness to participate in an email interview with students.

**Attachments:**

- "PowerPoint Presentation: La casa"
- "Worksheet: ¿Cómo es su casa ideal?"
- "Worksheet: América Latina y España Nuestra casa ideal"
- "PowerPoint Presentation: Se vende"
- "Step Sheet: Presentación se vende"
- "Se vende Rubric"
- "Step Sheet: Creating a PowerPoint Presentation"
- "Step Sheet: Recording Sound into the Presentation"

**Web Resources – Content:**

A list of [linked web resources](#) related to the content of this lesson can be found on the Lesson Page.

**Web Resources – PowerPoint:**

A list of [linked web resources for PowerPoint](#) can be found on the PowerPoint Resources page.

**Assistive Technology:**

Please refer to the [Assistive Technology section](#) for information on methods and devices to help ensure that all students have access to the curricula in the least restrictive environment.