



The Minnesota Literacy Council created this curriculum with funding from the MN Department of Education. We invite you to adapt it for your own classrooms.

Beginning Level (CASAS reading scores of 181-200)

Housing: Week 1 of 2

Unit Overview

This 2-week unit focuses on skills learners need to find an apartment, be responsible tenants, and understand a few of their rights as renters.

Focus of Week 1

- Identifying **rooms in a home** and **common items** in a home
- Scanning **apartment ads**
- **Asking questions about apartments**
- **Using there is../there are...**

Focus of Week 2

- **Reporting problems** to an apartment manager
- **Documenting apartment problems**
- **Getting your damage deposit back**

Housing Unit: Week 1, Monday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: identify rooms in a house or apartment</p> <p>Life skill: scan housing ads for rent, number of bedrooms and bathrooms</p> <p>Literacy: read and recognize common items in a home</p> <p>Listening/speaking: Describe rooms in a home</p> <p>Grammar: use the simple present of 'have' to describe features of a home (ex. I have a sofa. My apartment has 3 bedrooms.)</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • <u>Textbook:</u> <i>Survival English Book 1, 2nd Ed. p. 189, p. 196</i> • <u>Textbook:</u> <i>Basic Grammar in Action, p. 57</i> • Handout: Your Home <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2012, p. 85

Lesson Plan

Warm up for today's Lesson

Description: learners interview each other and fill out a 'Mingle Grid' about their homes

Materials/Prep: copies of **Your Home** handout, ESL Volunteer Tutor Manual, 2012, **Mingle Grid**, p. 85

Activity 1: Life skill, listening and speaking

Description: introduce and practice rooms in a home

Materials/Prep: **Survival English Book 1, 2nd Ed. p. 189**

Activity 2: Listening/speaking, life skill

Description: identify abbreviations for bedroom and bathroom in an apartment ad

Materials/Prep: **Survival English Book 1, 2nd Ed. p. 196**

Activity 3: Literacy, Listening & Speaking

Description: introduce and practice vocabulary for common items in a home

Materials/Prep: (none)

Activity 4: Grammar, Literacy, Life Skills

Description: learners read and write descriptions of their homes

Materials/Prep: **Basic Grammar in Action, p. 57**

Teacher Directions: Warm Up

-Materials: **Your Home** handout, ESL Volunteer Tutor Manual, 2012, **Mingle Grid**, p. 85.

Using the **Your Home** handout, lead a **Mingle Grid** activity as described in the ESL Volunteer Tutor Manual, 2012, p. 85.

Your Home			
What is your name? How do you spell that?	Where are you from?	Do you live in a house or apartment?	What street do you live on?

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 6 Beginning Housing Unit

Teacher Directions: Activity 1: Life Skills, Listening & Speaking

-Materials: *Survival English Book 1, 2nd Ed. p. 189*

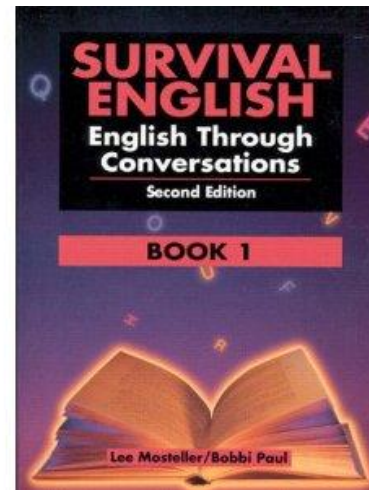
Step 1: Introduce rooms in a home vocabulary

Distribute textbook page.

Practice the pronunciation of the 4 rooms.

Ask "What do you do in the kitchen?" etc.

Ask "Where is the kitchen?" (learners point to the kitchen picture)



Teacher Directions: Activity 2: Life Skills

-Materials: *Survival English Book 1, 2nd Ed. p. 196*

Step 1: Context

Draw a stick figure on the board. "This is (Anna). She is new in Minnesota. She needs an apartment. What should she do?"

Elicit ways to look for an apartment (talk to friends, look for signs, newspaper, online, etc.)

Step 2: Introduce housing ad abbreviations

“In the newspaper, sometimes they use short words.”

Write the word **BATHROOM**. Underline the **BA**. Write **BA**.

Write the word **BEDROOM**. Underline the letters **B** and **R**.

Write **BR**.

Say and repeat “BA means bathroom” and “BR means bedroom”

Step 3: Reading simplified ads

Complete p. 196 as directed.

Pronunciation Note:

Learners often struggle to differentiate their pronunciation of **bedroom** and **bathroom**. It may help to practice lengthening the short A sound in the word ‘bath’

The main difference between these two sounds is a subtle shift in the position of the tongue (the tongue is back further for the short a sound).

In addition to practicing the pronunciation, encourage learners to use clarification strategies:

“Did you say bathroom?”

“Bedroom? Where you sleep?”

“Bedroom. B-e-d...”

Teacher Directions: Activity 3: Literacy, Listening & Speaking

-Materials: (none)

Step 1: Introduce vocabulary

Use p. 189 (the pictures of the 4 rooms) to identify and label the following vocabulary as a class.

- | | | |
|------------|------------------|--------------|
| 1. bed | 6. shower | 11. freezer |
| 2. lamp | 7. toilet | 12. cupboard |
| 3. dresser | 8. sofa | 13. stove |
| 4. sink | 9. chair | 14. oven |
| 5. tub | 10. refrigerator | |

Step 2: Where is the toilet?

Ask “Where is the bed?” etc. Learners point to the object on their worksheet.

Learners quiz each other using “where” questions.

Step 3: Do you have a sofa?

Write on the board: **Do you have a _____?**

Yes, I have a _____.

No, I don't have a _____.

Practice the questions and answers as a class with different items in the blanks.

Learners practice asking and answering the question with a partner.

Teacher Directions: Activity 4: Grammar, Literacy, Life Skills

-Materials: *Basic Grammar in Action, p. 57*

Step 1: Read the stories

Learners read the stories quietly.

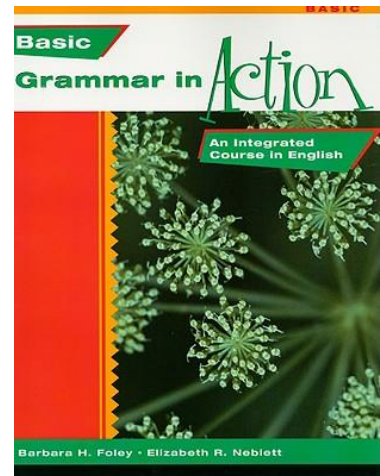
Teacher reads and learners follow.

Ask simple comprehension questions with “Who...” learners respond by pointing to the correct story.

“Who lives in one room?”

“who sleeps in the living room?”

“Who has a big house?”



Step 2: Pre-writing

Complete part B as a class. Read each sentence aloud and talk about the meaning before learners check their individual answers.

Step 3: Independent Writing

Model how to transfer the checked sentences into their notebooks and add details to write a story.

Learners work independently to write a story about their home.

Your Home

What is your name? How do you spell that?	Where are you from?	Do you live in a house or apartment?	What street do you live on?

Housing Unit: Week 1, Tuesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: identify rooms in a home</p> <p>Literacy: recognize and understand housing ad abbreviations</p> <p>Listening/speaking: ask and respond to the questions “How much is the rent?” “How many bedrooms are there?”</p> <p>Transition & Critical Thinking: sort or rank housing ads based on a set of criteria (ex. number of bedrooms, cost)</p> <p>Grammar: Use simple present of ‘have’ to describe features of a home (ex. I have a sofa. My apartment has 3 bedrooms).</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Textbook: <i>Survival English Book 1, 2nd Ed. p. 189.</i> • Handout: Apartment Ads • Handout: Practice Reading Test <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2012, p.46 <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • 2 flyswatters • Small bean bag or ball • 3 authentic apartment ads from the newspaper or online

Lesson Plan

Warm up and Review of Previous Lessons

Description: learners follow written directions to review vocabulary

Materials/Prep: copies of *Survival English Book 1, 2nd Ed. p. 189*

Activity 1: Grammar

Description: review simple present with *have* by playing **ball toss**

Materials/Prep: ESL Volunteer Tutor Manual, 2012, **Ball Toss**, p. 46, small bean bag or ball

Activity 2: Literacy, Listening & Speaking

Description: practice reading and talking about apartment ads

Materials/Prep: copies of **Apartment Ads**, 3 authentic apartment ads from the newspaper or online

Activity 3: Literacy

Description: practice reading skills needed for the CASAS Life and Work reading test

Materials/Prep: copies of **Practice Reading Test**

Activity 4: Checking for Understanding

Description: review housing vocabulary by playing the ‘flyswatter’ game

Materials/Prep: 2 flyswatters

Teacher Directions: Warm Up and Review

-Materials: *Survival English Book 1, 2nd Ed. p. 189*,
(optional) crayons or colored pencils

Step 1: Prep.

Write 6-8 sentences like this on the board:

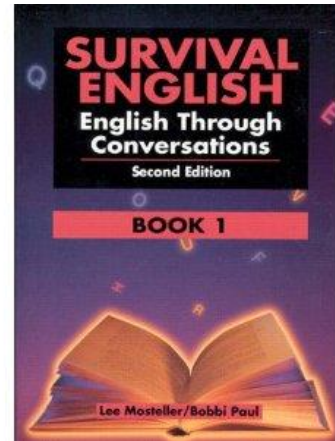
- Circle the sofa.
- Color the bed blue.
- Put an X on the kitchen.

Step 2: Learners work independently

As learners arrive, give them a copy of p. 189.

Learners will follow the directions on the board.

As they finish they can compare their picture with other learners who are finished.



Teacher Directions: Activity 1: Grammar

-Materials: ESL Volunteer Tutor Manual, 2012, **Ball Toss**, p. 46, small bean bag or ball

Step 1: Review the sentences

Write on the board: **My name is _____ and I have a _____.**
Her name is _____ and she has a _____.
His name is _____ and he has a _____.

Practice the sentences out loud, putting names of rooms or items in a house in the last blank.

Show how the verb HAVE changes to HAS when used with he or she.

Step 2: Structured Practice

Using the phrases on the board, lead a **Ball Toss** activity as described in the ESL Volunteer Tutor Manual, 2013, p. 46,

Teacher Directions: Activity 2: Literacy, Listening & Speaking

-Materials: copies of **Apartment Ads** handout, 3 authentic apartment ads from the newspaper or online

Step 1: Context

Draw a stick figure on the board. "This is (Anna). She is new in Minnesota. She needs an apartment. What should she do?"

Elicit ways to look for an apartment (talk to friends, look for signs, newspaper, online, etc.)

Step 2: Review ad abbreviations

Complete **Apartment Ads** handout as directed.

Step 3: Review scanning for specific information

Show one of the authentic apartment ads.

"I'm looking for a 2 bedroom apartment."

Use your finger to track as you read the ad word-for-word from the beginning.

Ask "is this a good way to read an ad?" (no)

"I'm looking for a 2 bedroom apartment."

Use your finger to track as you jump around from heading to heading, scanning the page for the word "bedroom".

Briefly talk about other types of materials that you scan for information (schedules, maps, dictionaries, phone books, ads, etc.)

Step 4: Reading authentic ads

Distribute copies of the authentic apartment ads.

In pairs, learners find and circle the rent cost for each apartment.

Have them rank the apartments by cost.

Suggest a situation: "Tom needs an apartment; he can only pay \$800. Which apt. is good for him?"

In pairs, learners find and circle the number of bedrooms in each apartment.

Have them rank the apartments by number of bedrooms and choose apartments to fit specific situations.

NOTE: avoid teaching all the vocabulary in the housing ad. The goal is for them to scan for information they can recognize: rent cost and number of bedrooms.

The handout is titled "Apartment Ads" and contains several sections:

- Match the word to the picture.** A list with two items: "1. Yard" and "2. transportation". To the right are two photographs: a bus and a house with a yard.
- Circle these words in the apartment ads.** A box containing the words: bedroom, bathroom, apartment, transportation, large, yard.
- Two sample apartment ads:
 - Ad 1: "2 BR, 1 BA house Fenced yd. Lg. kitchen \$850 /month"
 - Ad 2: "APT for RENT \$775 per month. 3 BR, 2 BA Near trans."
- Footer: "Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 12 Beginning Housing Unit"

Teacher Directions: Activity 3: Life Skills, Literacy

-Reading Test Practice

Step 1: Independent Practice

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners' papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

Step 2: Reviewing Answers

Use a projector to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

Teacher Directions: Activity 4: Checking for Understanding

-Materials: 2 flyswatters

Step 1: Prep

Write at least 10 of the words from the unit on the board:

Bedroom	Bed	sofa
Bathroom	Lamp	chair
Kitchen	Dresser	refrigerator
Living room	sink	freezer
Apartment	tub	cupboard
House	shower	stove
Rent	toilet	oven

Step 2: Vocabulary Review

Play “flyswatter” with these words. In this game all the words are written on the board in random order. Two learners, each equipped with a flyswatter, try to be the first to “swat” the words that the teacher says.

Show pictures, draw pictures, or provide clues (“The room where you sleep.”).

Need a challenge?: have a learner be the caller and call out words on the board for the other two competitors.

Apartment Ads

Match the word to the picture.

1. Yard

2. transportation



Circle these words in the apartment ads.

bedroom

bathroom

apartment

transportation

large

yard

2 BR, 1 BA house

Fenced yd.

Lg. kitchen

\$850 /month

APT for RENT

\$775 per month.

3 BR, 2 BA

Near trans.

Practice Reading Test

APARTMENTS for RENT

1. MPLS 2BR 1 BA \$950, util. included, lg frnt yd.
2. ST. PAUL 2 BA 3 BR, \$1200, 2 blks to trans.
3. OAK PARK 2 BR 1 ½ BA, \$900, nr shops & schools
4. MPLS 1 BR 1 BA \$575, renter pays util. except water and grbg.

1. Which apartments have 2 bedrooms?

- A. apartments 1 and 2
- B. apartments 2 and 3
- C. apartments 1 and 3
- D. apartments 2 and 4

2. Which apartments have 1 bathroom?

- A. apartments 1 and 2
- B. apartments 2 and 3
- C. apartments 3 and 4
- D. apartments 1 and 4

Practice Reading Test

APARTMENTS for RENT

1. MPLS 2BR 1 BA \$950, util. included, lg frnt yd.
2. ST. PAUL 2 BA 3 BR, \$1200, 2 blks to trans.
3. OAK PARK 2 BR 1 ½ BA, \$900, nr shops & schools
4. MPLS 1 BR 1 BA \$575, renter pays util. except water and grbg.

3. Which apartment is near a bus line?

- A. apartment 1
- B. apartment 2
- C. apartment 3
- D. apartment 4

4. Which apartment has a big yard?

- A. apartment 1
- B. apartment 2
- C. apartment 3
- D. apartment 4

Housing Unit: Week 1, Wednesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Literacy: read and write the names of rooms in an apartment and common items in an apartment</p> <p>Listening/speaking: ask and respond to simple wh-questions</p> <p>Listening/speaking: Ask and respond to the questions: “How much is the rent?” and “How many bedrooms are there?”</p> <p>Grammar: use non-referential ‘there’ to describe features of a home (ex. There is a sofa. There are 3 bedrooms).</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: About Your Home • Handout: The Same or Different <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2012, p.59, p. 69-70. <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Old magazines or catalogs with pictures of rooms and furniture

Lesson Plan

Warm up for today’s Lesson

Description: learners answer questions about their home and compare answers using a Venn diagram

Materials/Prep: copies of **About Your Home**, copies of **The Same or Different**

Review of Previous Lessons

Description: review vocabulary and phrases with a ‘walking dictation’

Materials/Prep: ESL Volunteer Tutor Manual, 2012, **Walking Dictation**, p. 59

Activity 1: Life skill

Description: review common items in a home by labeling pictures, introduce “There is/there are...”

Materials/Prep: old magazines or catalogs with pictures of rooms and furniture

Activity 2: Listening/speaking, Literacy

Description: practice calling about an apartment for rent.

Materials/Prep: ESL Volunteer Tutor Manual, 2012, **Disappearing Dialogue**, p. 69,-70

Activity 3: Life Skill

Description: play ‘pictionary’ to review common items in a house

Materials/Prep: (none)

Teacher Directions: Warm Up

-Materials: **About Your Home** handout, **The Same or Different** handout

NOTE: 2 versions of this handout are provided. One is simplified and has fewer questions. You may choose to assign a particular handout to specific students, based on their abilities. Or you may use one handout or the other.

Step 1: Review the Questions

Read the questions aloud and learners repeat.

Talk about the meaning of the questions and call on one or two learners to answer each question.

Step 2: Independent Practice

Learners work independently to answer the questions.

Step 3: Model Venn diagram

Ask a student or volunteer to help you demonstrate,

Draw two overlapping circles on the board.

Write your name above one circle and the learner's name above the other.

Ask the learner about their answers to the questions.

For each answer, discuss whether you have the same or different answers.

Record the information in the appropriate place on the Venn diagram.

Step 4: Pair practice

Learners work in pairs, comparing their answers to the questions and writing the information in the Venn diagram.

The image shows two handouts. The first handout, titled "About Your Home", contains the following questions:

1. What is your address?
2. Do you live in a house or an apartment?
3. How many bedrooms do you have?
4. How many people live in your home?
5. How much money is your rent?
6. How much money was your damage deposit?
7. What

The second handout, titled "The Same or Different?", features a Venn diagram with two overlapping circles. Above each circle is a line for a name: "Name: _____". At the bottom of the handout, it reads: "Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 22 Beginning Housing Unit".

Teacher Directions: Review of Previous Lessons

-Materials: write sentences on sheets of paper, hang in the hallway, ESL Volunteer Tutor Manual, 2012, **Walking Dictation**, p. 59

Step 1: Prep

Copy these sentences onto pieces of paper in large lettering.

1. I don't have a dresser in my bedroom.
2. I have a sofa in my living room.
3. How much is the rent?
4. Where is the bathroom?
5. My bathroom doesn't have a tub.
6. There are 3 bedrooms in my apartment.

Step 2: Model and complete "walking dictation"

Lead a walking dictation activity as described in the ESL Volunteer Tutor Manual, 2012, p. 59. After completing 3 sentences, learners should switch roles.

Teacher Directions: Activity 1: Life Skills

-Materials: old magazines or catalog with pictures of rooms and furniture, scissors, glue or tap

Step 1: Select a picture

Learners look through magazines and select a picture of a room in a house.

Cut and paste that picture onto a blank sheet of paper, leaving room for writing.

Step 2: Label the picture

Using room and furniture vocabulary from this unit, learners label as many of the items in the picture as they can.

Step 3: Review "there is/there are"

Write on the board: **There is a sofa. There are 2 lamps.**

Review singular and plural items and how the verb changes to match the item.

Step 4: Learners write full sentences about the picture

Using "there is" and "there are", learners write sentences about the picture.

Teacher Directions: Activity 2: Listening & Speaking, Literacy

-Materials: ESL Volunteer Tutor Manual, 2012, **Disappearing Dialogue**, p. 69-70.

Step 1: Context

Draw a stick figure on the board: "This is (Anna). She looks in the newspaper for an apartment. She sees 3 good apartments. She will call the apartment managers."

Step 2: Practice the dialogue

Write on the board and allow learners time to copy in their notebooks:

Hi. I'm calling about the apartment on Lake Street.

It's \$900 a month. Heat and water are included.

Can I see it?

Sure. Can you come today at 4:00?

Use the instructions for **Dialogue** and **Disappearing Dialogue** in the ESL Volunteer Tutor Manual, 2012, p. 69-70.

Teacher Directions: Activity 3: Life Skill

-Materials: (none)

Play "Pictionary" with vocabulary from activity 1.

About Your Home

1. What is your **address**?



1. Do you live in a **house** or an **apartment**?



2. Do you live **upstairs** or **downstairs**?

3. How many **bedrooms** do you have?

4. How many **people** live in your home?

5. How much money is your **rent**?

6. How much money was your **damage deposit**?

7. What is your **apartment manager's** name?

About Your Home

1. What is your **address**?



2. Do you live in a **house** or an **apartment**?



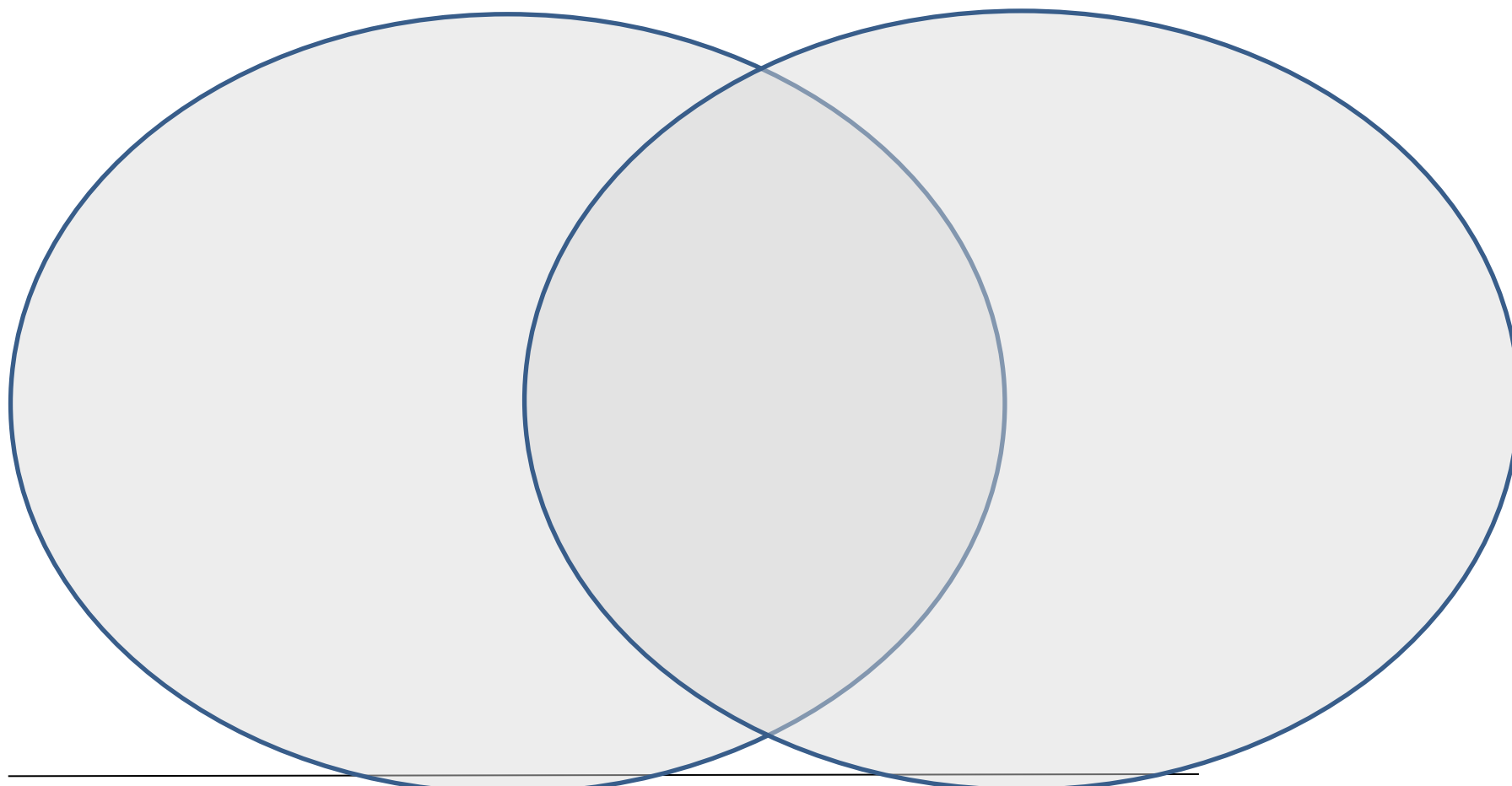
3. How many **bedrooms** do you have?

4. How much money is your **rent**?

The Same or Different?

Name: _____

Name: _____



Housing Unit: Week 1, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: report housing problems to a landlord</p> <p>Literacy: read and write simple sentences about housing problems using vocabulary including broken, leaking, locked, window, shower</p> <p>Listening/speaking: ask and respond to the question "What's the matter/problem?"</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • <u>Textbook:</u> <i>Survival English Book 1, 2nd Ed.</i> p. 200-201 • Handout: Home Problem Flashcards <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2012, p. 76, p.44, p. 69 <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Student scissors and tape

Lesson Plan

Warm up and Review of Previous Lessons

Description: review housing vocabulary by playing 'Three Truths and a False'

Materials/Prep: ESL Volunteer Tutor Manual, 2012, **Three Truths and a False**, p. 76.

Activity 1: Literacy, Listening and Speaking

Description: learners create flashcards of common home problems

Materials/Prep: copies of **Home Problem Flashcards**, student scissors and tape

Activity 2: Listening/speaking, Literacy, Life Skill

Description: practice calling a landlord about problems in an apartment

Materials/Prep: *Survival English Book 1, 2nd Ed.* p. 200-201, ESL Volunteer Tutor Manual, 2012, **Dialogue**, p. 69.

Activity 3: Listening/speaking, Literacy, Life Skill

Description: learners practice reporting problems in an apartment

Materials/Prep: ESL Volunteer Tutor Manual, 2012, **Conversation Queue**, p. 44

Activity 4: Checking for Understanding

Description: Each learner writes one sentence about a problem in his/her home

Materials/Prep: (none)

Teacher Directions: Warm Up and Review

-Materials: ESL Volunteer Tutor Manual, 2012, **Three Truths and a False**, p. 76.

Step 1: Review sentence structures

Write on the board: **I have** _____.

My apartment has _____.

There is _____ **in my** _____.

There are _____ **in my** _____.

Elicit from learners suggestions of how to complete these sentences.

Step 2: Play the game

Play **3 Truths and a False** using sentences about each person's home. See ESL Volunteer Tutor Manual, 2012, p. 76 for instructions.

Teacher Directions: Activity 1: Literacy, Listening & Speaking

-Materials: **Home Problems Flashcards**, a single set of large images

Step 1: Vocabulary Introduction

Hold or use a projector to show each of the **Large Home Problems Pictures**.

Ask learners for words they know.

Say the name of the problem using

the sentences on the flashcards

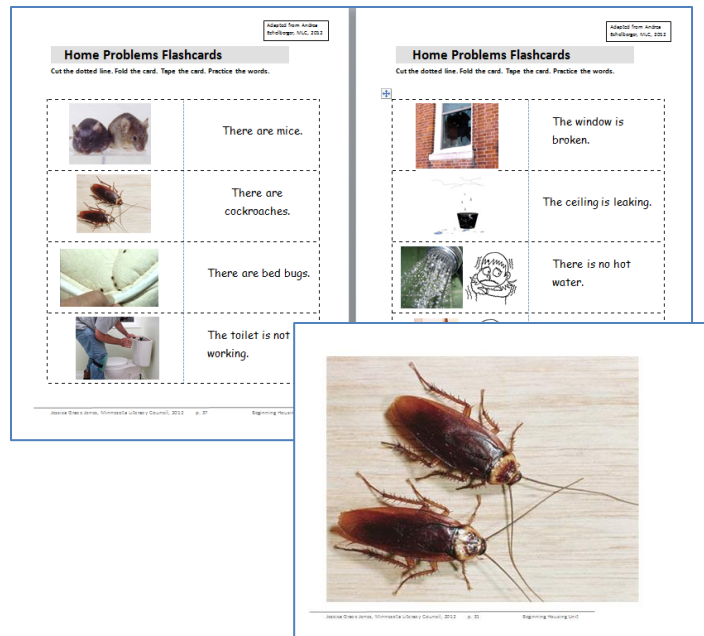
Learners repeat several times.

Ask "What's the matter?"

Say the problem sentence on the

flashcard.

Learners repeat several times.



Step 2: Learners create flashcards

Distribute **Home Problems Flashcards** (3 pages)

Read the directions together.

Model the directions.

Repeat the directions as the whole class acts them out.

Hand out scissors and tape and allow work time for learners to create and practice with their flashcards.

Step 3: Partner practice

With another volunteer or learner model the following:

One person in each pair is the “teacher”, one is the “student”

The teacher holds the flashcard with the picture facing the student.

Teacher asks: “What’s the matter?” Student responds with the name of the problem (if he/she can).

They repeat the problem together.

After several minutes, they switch roles.

(ask learners to bring their flashcards back to class every day!)

Teacher Directions: Activity 2: Listening & Speaking, Literacy, Life Skills

-Materials: *Survival English Book 1, 2nd Ed. p. 200-201*, ESL Volunteer Tutor Manual, 2012, **Dialogue**, p. 69

Step 1: Introduce and Practice the dialogue

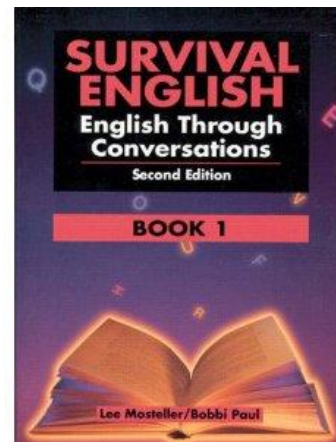
Introduce and practice the dialogue on p. 200. See the ESL Volunteer Tutor Manual, 2012, p. 69 for instructions.

Step 2: Vary the dialogue

Learners complete the sentences on the worksheet.

Practice varying the problem in the dialogue.

Repeat steps 1-2 for p. 201.



Teacher Directions: Activity 3: Listening & Speaking, Literacy, Life Skill

-Materials: ESL Volunteer Tutor Manual, 2012, **Conversation Queue**, p. 44.

Write on the board: **What's the matter?**

Lead a **Conversation Queue** activity in which one line is the apartment manager and asks the question on the board. The other line is the tenant and responds with any problem they choose.

See ESL Volunteer Tutor Manual, 2012, p. 44 for instructions.

Teacher Directions: Activity 4: Checking for Understanding

-Materials: (none)

Each learner writes one sentence about a problem in his/her home.

























Home Problems Flashcards

Cut the dotted line. Fold the card. Tape the card. Practice the words.



There are mice.



There are
cockroaches.



There are bed bugs.



The toilet is not
working.

Home Problems Flashcards

Cut the dotted line. Fold the card. Tape the card. Practice the words.



The window is
broken.



The ceiling is leaking.



There is no hot
water.



There is no heat.

Home Problems Flashcards

Cut the dotted line. Fold the card. Tape the card. Practice the words.



The carpet is
stained.



The paint is peeling.



The air conditioner
isn't working.



The smoke alarm is
not working.