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

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Materials</th>
</tr>
</thead>
</table>
| **Life skill**: identify rooms in a house or apartment  
**Life skill**: scan housing ads for rent, number of bedrooms and bathrooms  
**Literacy**: read and recognize common items in a home  
**Listening/speaking**: Describe rooms in a home  
**Grammar**: use the simple present of ‘have’ to describe features of a home (ex. I have a sofa. My apartment has 3 bedrooms.) | **Make Student Copies**  
- Textbook: *Survival English Book 1*, 2nd Ed. p. 189, p. 196  
- Textbook: *Basic Grammar in Action*, p. 57  
- Handout: *Your Home*  
**Make Single Copies or Reference**  
- 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  

**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


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

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

<table>
<thead>
<tr>
<th>What is your name?</th>
<th>Where are you from?</th>
<th>Do you live in a house or apartment?</th>
<th>What street do you live on?</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Housing Unit: Week 1, Tuesday

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Life skill:</strong> identify rooms in a home</td>
<td><strong>Make Student Copies</strong></td>
</tr>
<tr>
<td><strong>Literacy:</strong> recognize and understand housing ad abbreviations</td>
<td>- Textbook: <em>Survival English Book 1, 2nd Ed.</em> p. 189.</td>
</tr>
<tr>
<td><strong>Listening/speaking:</strong> ask and respond to the questions “How much is the rent?” “How many bedrooms are there?”</td>
<td>- Handout: <em>Apartment Ads</em></td>
</tr>
<tr>
<td><strong>Transition &amp; Critical Thinking:</strong> sort or rank housing ads based on a set of criteria (ex. number of bedrooms, cost)</td>
<td>- Handout: <em>Practice Reading Test</em></td>
</tr>
<tr>
<td><strong>Grammar:</strong> Use simple present of ‘have’ to describe features of a home (ex. I have a sofa. My apartment has 3 bedrooms).</td>
<td><strong>Make Single Copies or Reference</strong></td>
</tr>
<tr>
<td></td>
<td>- ESL Volunteer Tutor Manual, 2012, p.46</td>
</tr>
<tr>
<td></td>
<td><strong>Props, Technology, or Other Resources</strong></td>
</tr>
<tr>
<td></td>
<td>- 2 flyswatters</td>
</tr>
<tr>
<td></td>
<td>- Small bean bag or ball</td>
</tr>
<tr>
<td></td>
<td>- 3 authentic apartment ads from the newspaper or online</td>
</tr>
</tbody>
</table>

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

**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.
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:

<table>
<thead>
<tr>
<th>Bedroom</th>
<th>Bed</th>
<th>sofa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bathroom</td>
<td>Lamp</td>
<td>chair</td>
</tr>
<tr>
<td>Kitchen</td>
<td>Dresser</td>
<td>refrigerator</td>
</tr>
<tr>
<td>Living room</td>
<td>sink</td>
<td>freezer</td>
</tr>
<tr>
<td>Apartment</td>
<td>tub</td>
<td>cupboard</td>
</tr>
<tr>
<td>House</td>
<td>shower</td>
<td>stove</td>
</tr>
<tr>
<td>Rent</td>
<td>toilet</td>
<td>oven</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>bedroom</th>
<th>bathroom</th>
<th>apartment</th>
</tr>
</thead>
<tbody>
<tr>
<td>transportation</td>
<td>large</td>
<td>yard</td>
</tr>
</tbody>
</table>

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 1½ 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
### APARTMENTS for RENT

1. MPLS 2BR 1 BA $950, util. included, lg frnt yd.

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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.

#### Practice Reading Test

<table>
<thead>
<tr>
<th>Question</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Which apartment is near a bus line?</td>
<td>A. apartment 1</td>
</tr>
<tr>
<td></td>
<td>B. apartment 2</td>
</tr>
<tr>
<td></td>
<td>C. apartment 3</td>
</tr>
<tr>
<td></td>
<td>D. apartment 4</td>
</tr>
<tr>
<td>4. Which apartment has a big yard?</td>
<td>A. apartment 1</td>
</tr>
<tr>
<td></td>
<td>B. apartment 2</td>
</tr>
<tr>
<td></td>
<td>C. apartment 3</td>
</tr>
<tr>
<td></td>
<td>D. apartment 4</td>
</tr>
</tbody>
</table>
## Housing Unit: Week 1, Wednesday

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literacy:</strong> read and write the names of rooms in an apartment and common items in an apartment</td>
<td>Make Student Copies</td>
</tr>
<tr>
<td><strong>Listening/speaking:</strong> ask and respond to simple wh-questions</td>
<td>• Handout: About Your Home</td>
</tr>
<tr>
<td><strong>Listening/speaking:</strong> Ask and respond to the questions: “How much is the rent?” and “How many bedrooms are there?”</td>
<td>• Handout: The Same or Different</td>
</tr>
<tr>
<td><strong>Grammar:</strong> use non-referential ‘there’ to describe features of a home (ex. There is a sofa. There are 3 bedrooms).</td>
<td>Make Single Copies or Reference</td>
</tr>
<tr>
<td></td>
<td>Props, Technology, or Other Resources</td>
</tr>
<tr>
<td></td>
<td>• Old magazines or catalogs with pictures of rooms and furniture</td>
</tr>
</tbody>
</table>

### 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’  

**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.  

**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.
**Teacher Directions:** Review of Previous Lessons


**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


**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?


**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

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Make Student Copies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Life skill:</strong> report housing problems to a landlord</td>
<td>- Textbook: <em>Survival English Book 1, 2nd Ed.</em> p. 200-201</td>
</tr>
<tr>
<td><strong>Literacy:</strong> read and write simple sentences about housing problems using vocabulary including broken, leaking, locked, window, shower</td>
<td>- Handout: <em>Home Problem Flashcards</em></td>
</tr>
<tr>
<td><strong>Listening/speaking:</strong> ask and respond to the question “What’s the matter/problem?”</td>
<td>Make Single Copies or Reference</td>
</tr>
<tr>
<td><strong>Props, Technology, or Other Resources</strong></td>
<td>- Student scissors and tape</td>
</tr>
</tbody>
</table>

**Lesson Plan**

**Warm up and Review of Previous Lessons**
*Description:* review housing vocabulary by playing ‘Three Truths and a False’

**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

**Activity 3:** Listening/speaking, Literacy, Life Skill
*Description:* learners practice reporting problems in an apartment

**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**


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

Step 1: Introduce and Practice the dialogue

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

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.


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.

Adapted from Andrea Echelberger, MLC, 2012
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.

Adapted from Andrea Echelberger, MLC, 2012
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.

Adapted from Andrea Echelberger, MLC, 2012