

# Household duties



## Teacher's Pack



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## Introduction

**About the house** gives learners the language needed to be able to talk about where they live and address common problems. The main foci of the lessons in this pack are speaking, listening and vocabulary; there are also some opportunities to develop reading and writing skills. There are three units in this pack **House and home**, **Household appliances**, and **Household duties** (this unit). These nine lessons complement each other, but can be used separately. Timings are approximate and may take more or less time than shown, depending on your learner.

Bearing in mind that some learners' oral skills are in advance of their literacy skills, accessing the materials in this pack does not require strong reading and writing ability on the part of the learner. However, there are activities which aim to improve basic literacy.

Where real objects are available (realia) as a stimulus for activities it is good to use them. In the event of realia being unavailable pictures have been provided for all lessons.

## Unit 1: house and home

1a: my home

1b: flat to rent

1c: finding out about a flat or house

## Unit 2: household appliances

2a: household appliances

2b: cooker for sale

2c: selling a household appliance

## Unit 3: household duties

3a: housework

3b: questions for a landlord

3c: reporting a problem

**Level:** QCF Entry 1/2, CEFR A1/A2 , SQA Access 2/3

## Household duties: housework – teachers' notes

**Lesson 3a: housework****Time:** 60 minutes**Aims:**

- To revise language from the previous two units and to give the learner practice in speaking about household tasks (saying what he or she does and likes or dislikes doing).

**Objectives:****Your learner will be able to:**

- name the household tasks which are done in the different rooms of the house, for example: *clean the bathroom, vacuum the living room floor, defrost the fridge*
- use topic related verb noun collocations correctly, for example: *make the bed, do the ironing, mop the floor, cook the dinner, clean the bath, vacuum the carpet, take the bins out, wash the dishes*
- talk about which household tasks he or she does, what he or she likes and does not like doing, what he or she is good at doing and bad at doing.

**Preparation****You will need:**

- a selection of portable housework related realia, for example: *tea towel, scourer, duster, washing up liquid, washing powder, bin bags, furniture polish, rubber gloves* etc.
- a few large pieces of A3 paper for writing words and phrases on (which the learner can keep at the end of the lesson).
- **Worksheet 1** household tasks cut up and shuffled
- **Worksheet 2** household collocations cut up and shuffled
- **Worksheet 3** housework questions
- audio file.

**Consider:**

- This lesson introduces a significant amount of vocabulary. If you think that all of this vocabulary will be new to your learner, consider reducing the number of collocations in **Activity 2**.

## Household duties: housework – teachers' notes

### Introduction: (5 mins)

- Place the housework-related realia on the table. Encourage your learner to look at the items and elicit what the topic of this lesson is going to be.
- Elicit the names of the items and write them down. Encourage your learner to tell you which item he or she uses and what he or she uses the items for.

### Differentiation:

For a lower level learner, limit the amount of new vocabulary you introduce at this stage by showing two or three items of household realia.

### Activity 1: household tasks (10 mins)

- Lay the cut-up picture cards from **Worksheet 1** on the table and elicit the names of the household tasks pictured. Encourage your learner to tell you which room the household task is being carried out in and to name the household appliances pictured.
- Drill the pronunciation of any tricky words or phrases.
- Give your learner the household tasks word cards from **Worksheet 1** and ask him or her to match the pictures with the words. Support your learner wherever necessary.
- Ask your learner to tell you which of the tasks he or she usually does. Ask: *How often do you do this? Do you like doing it? Are you good at it?*

### Differentiation:

- With lower level learners, select 5 or 6 new phrases to introduce from **Worksheet 1**.
- Use the phrases you have selected to practise simple phonics and sound letter recognition. For example, with the phrases *cook the dinner*, *clean the bath* and *vacuum the carpet*, read the phrases and elicit the initial letter sound in *cook* and *clean*.
- Say *vacuum the carpet*, etc. and ask the learner to identify and point out a similar sound.

### Activity 2: household task collocations (10 mins)

- Tell your learner that you are going to practise making sentences about household tasks.
- Focus your learner's attention on the verb cards from **Worksheet 2** only. Go through them one by one. Read the verb (for example: *wash*) and elicit the other half of the collocation from your learner (*dishes*). Continue in this way until you have worked your way through the verb cards. Offer support wherever necessary. Use the pictures from **Worksheet 1**, if required.
- Shuffle all the cards from **Worksheet 2** together and deal them out so that you and your learner both have equal amounts. Take it in turns to lay a card on the table and ask your learner to identify any matching pairs.
- Ask your learner to think of more noun phrases which collocate with the verbs, for example: *make the dinner*, *wash the clothes* etc.



## Household duties: housework – teachers' notes

### Activity 3: talking about household tasks (10 mins)

- Focus your learner's attention on **Worksheet 3**. Begin by asking your learner to read the questions aloud (or read the questions yourself and ask your learner to repeat after you).
- Ask your learner to ask you the questions. Give answers as full as you think your learner will be able to follow. Then ask your learner the questions.
- Use this as an opportunity to practise adverbs of frequency, so that the learner can say how often he or she does certain household tasks. Draw a line with the adverbs *never*, *sometimes*, *often* and *always* placed along the line at intervals. Elicit what they mean. Extend the activity by asking the learner to think of a different household task which you can ask questions about.

### Learning check:

Assess how well your learner can use housework vocabulary by monitoring **Activity 3**. Note whether your learner is able to use:

- the appropriate verbs as presented in **Activity 1**
- the collocations presented in **Activity 2**.

### Activity 4: listening (10 mins)

- Tell your learner that he or she is going to listen to Jane talking about who does the housework in her home.
- Focus your learner on the pictures on **Worksheet 1**. Explain the need to listen to Jane speaking and initial the household tasks which she does with a *J*
- Play the recording again. Ask your learner to write the letter *B* beside tasks both Jane and her husband do, and the letter *P* beside the tasks which Jane's husband, Peter, does.
- Ask your learner further questions to check understanding, for example: *When does Jane cook the dinner? When does Peter cook dinner? What is Peter good at? Why doesn't Jane like taking the bins out? Does Jane like housework?*
- Ask your learner to talk about who does which housework tasks in his or her home and who is good and bad at each task.

## Household duties: housework – teachers' notes

**Activity 5: vocabulary review (10 mins)**

- Revisit the housework realia from the warmer activity. Ask your learner to remember the names of the items in English and to tell you what kind of household task they are used for.
- Ask your learner which tasks are easiest, most difficult and most important. Encourage conversation.

**Learning check:**

- Use **Activities 4 and 5** to assess whether your learner is able to talk about the household tasks that they do every week.
- Consider how successful the learner is at communicating his or her opinions.

## Household duties: questions for a landlord – teachers' notes

**Lesson 3b: questions for a landlord**

**Time:** 60 minutes

**Aims:**

- To revise language learned from **Lesson 3a** and to support your learner in asking his or her landlord important questions for the start of a tenancy.

**Objectives:****Your learner will be able to:**

- ask his or her landlord questions, for example: *Where do I put my rubbish? Is it okay to have parties? When do I pay the rent? What if something gets broken? Are there spare keys? How do I switch the electricity/water off? How does the heating work?*
- ask simple questions to ask for clarification, where necessary, *Could you repeat that please? Sorry, I didn't catch that. Could you speak more slowly please?*
- use strategies to check understanding, rephrasing, asking for repetition, asking questions.

**Preparation****You will need:**

- a large piece of paper for writing notes on (which the learner can keep)
- **Worksheet 2** cards (for use in warmer activity)
- **Worksheet 4:** Landlord questions
- **Worksheet 5:** Picture prompts
- audio file

**Consider:**

- This lesson focuses on questions. Support a lower level learner by introducing a smaller number of questions. Take sufficient time to drill the questions: focusing on one word at a time before drilling the whole utterance.
- Your learner may not live in rented property with a landlord. Therefore, try to focus especially on questions from the lesson that may be general in nature and could be asked to a neighbour or a friend or relative who has been called on to help.

## Household duties: questions for a landlord – teachers' notes

### Introduction: (5 mins)

- Use the collocation cards on **Worksheet 2a and 2b** to revise household tasks. Shuffle the cards well and place them face down on the table.
- Pick up one of the cards. Read the word on the card and provide the missing half of the collocation, for example: *cooking – the dinner*.
- Ask your learner to pick a card and do the same. Offer support if needed.
- Continue until you have worked your way through all of the collocation cards.

### Activity 1: questions for a landlord (10 mins)

- Give your learner **Worksheet 4**. Focus his or her attention on the pictures and ask him or her to describe the things he or she can see.
- Write down the words *landlord* and *landlady* and explain or elicit their meaning. Tell your learner that this lesson is going to help him or her speak to and understand his or her landlord or landlady more easily.
- Focus on the pictures and questions again and explain that tenant might need to ask his or her landlord these questions. Ask your learner to read the questions (or read them aloud and ask your learner to repeat after you).
- Ask your learner to tell you any more questions he or she thinks are important. Write these down and ask your learner to read them aloud.

### Differentiation:

- With learners who have literacy needs, focus on saying rather than reading the questions.
- Introduce two of the questions and drill one word at a time, until the learner can confidently ask the question.
- With more able learners, elicit more questions which could be asked.

### Activity 2: listening (10 mins)

- Tell your learner that he or she is going to listen to a recording in which a landlord gives some instructions to his tenant. Place **Worksheet 4** in front of your learner and ask him or her to point to the questions in the order he or she hears them.
- Play the recording again and ask your learner to listen for the answers to each question. Play the recording more than once, if needed.

**Activity 3: asking for clarification (10 mins)**

- Explain that it is fine to ask people to repeat what they are saying or to slow down if you do not understand. Tell your learner to listen to the recording again and identify what Toufiq says when he is not sure if he has understood (*Sorry, could you speak more slowly please?*)
- After listening write the phrase down and drill pronunciation. Elicit further ways of asking for repetition, for example: *Pardon? Could you repeat that please?*
- Play the first four lines of the conversation again. Explain that Toufiq is not sure he has understood the landlord, so rephrases what has been said to make sure he has understood correctly.
- Play the rest of the recording again. Pause the recording each time Toufiq clarifies what the landlord says (by asking him to repeat what he has just said or by paraphrasing). Elicit the language Toufiq uses and ask your learner to repeat it.

**Differentiation**

- With learners who are confident readers, photocopy the listening transcript and read it together.
- Draw the learner's attention to the parts of the dialogue where Toufiq asks for clarification (by asking them to underline them, for example).

**Activity 4: questions practice (10 mins)**

- Look at **Worksheets 4 and 5**. Point to the pictures only on **Worksheet 4**. Ask your learner to recall the tenant's questions. Practise until confident.
- Look at **Worksheet 5**. Elicit what each picture represents. Elicit possible questions to ask a landlord. Where necessary teach the questions *What if something gets broken? Are there spare keys? How do I switch the electricity/water off? How does the heating work?* Practise until confident. Weaker speakers may only manage two questions.

**Activity 5: role play (10 mins)**

- Conduct a role-play where you are the landlord and your learner is the tenant. Give your learner the pictures from **Worksheets 4** and **5** for prompts.
- Make sure your learner knows to ask for repetition or rephrase your replies if he or she does not understand. To prompt your learner to use the phrases, draw a question mark on a piece of paper and point to it when you want him or her to use a phrases to ask for clarification.
- Swap roles. Record your conversation using a mobile phone, tablet or computer. Ask your learner to listen back to the recording and identify whether he or she used any of the clarification phrases that Toufiq used in the recording. Repeat the role play and encourage your learner to improve.

**Learning check**

Assess your learner's ability to ask a landlord questions during their final attempt at **Activity 5**. Monitor to see how well he or she:

- uses appropriate vocabulary
- clarifies information.

**Activity 6: questions review (5 mins)**

- Revise the target language by showing your learner the pictures from **Worksheets 4** and **5** and eliciting the required questions.

## Household duties: reporting a problem – teachers' notes

**Lesson 3c: reporting a problem****Time:** 60 minutes**Aims:**

- To revise language learned from lessons 3a and b. To support the learner in contacting his or her landlord to report a problem.

**Objectives:****Your learner will be able to:**

- name a number of common problems which can go wrong with flats or houses for example: *the walls are damp, the neighbours are noisy, the window is broken, the kitchen is flooded.*
- make a telephone call, explaining what the problem is and asking for help.
- write a short email to a landlord about a problem (with support)

**Preparation:****You will need:**

- a large piece of paper for writing notes on (which the learner can take away at the end of the lesson)
- **Worksheet 6:** Flat problems (cut up and shuffled).
- audio file
- a copy of the listening transcript
- **Worksheet 7** Flat problem dialogue
- **Worksheet 8** Writing frame

**Consider:**

- This lesson requires the learner to write an email to his or her landlord. Consider the literacy level of your learner and look at the suggestions for differentiation before you begin to decide how best to approach this task.
- If your learner is not a tenant, turn the scenario into phoning a friend or relative for help or advice.

## Household duties: reporting a problem – teachers' notes

### Introduction (5 mins)

- Tell your learner about a problem you have had with your house or flat recently: a broken appliance or a problem with the house itself. Tell your learner what you did to sort the problem out. Then ask him or her what he or she does when something goes wrong in his or her house. Encourage the learner to tell you about a time he or she had a problem and what he or she did to resolve it.

### Activity 1: flat problems (10 mins)

- Focus the learner's attention on the pictures of accommodation problems. Ask him or her to describe what he or she can see.
- Ask your learner to match the picture with the description and read it aloud (or read it aloud and ask your learner to repeat after you).
- Ask your learner if he or she has ever experienced any of these problems and, if so, what he or she did about them.

### Activity 2: listening to a conversation about a problem (10 mins)

- Ask your learner to listen to a conversation between a tenant and a landlord.
- Ask your learner to listen carefully and tick the picture on **Worksheet** which is mentioned in the recording. Play the recording twice, if necessary.
- Ask your learner to tell you which problem he or she identified from **Worksheet 6**. Ask further questions to check understanding, e.g.: *What has happened to the floor?* (It's covered in water); *What does the landlord promise to do?* (Come along to the flat); *When is the landlord going to come round?* (In 5 minutes).

### Activity 3: reading and memorising a dialogue (10 mins)

- Give your learner the transcript from the recording. Ask your learner to read the part of Bozena. (If your learner is not confident reading, read the lines aloud and ask your learner to repeat).
- Focus your learner's attention on the dialogue on **Worksheet 7**. Read the part of Steve and ask your learner to read the part of the tenant. Prompt your learner to fill in the gaps with his or her own information and personal data.
- Repeat until your learner is confident. Finally, remove **Worksheet 7** and ask your learner to attempt the dialogue from memory.

## Household duties: reporting a problem – teachers' notes

### Activity 4: roleplay (10 mins)

- Ask your learner to choose a different flat problem from **Worksheet 6**. Talk about the problem your learner has chosen. Decide how your learner could report this problem and write down some words and phrases.
- Tell your learner to phone you about the problem, and that you will play the part of the landlord or landlady. Rehearse what you are going to say together.
- Make the role-play more challenging by turning your chairs so that you are back to back. Record your role-play using the voice recorder on your mobile phone so that you can refer to it during feedback. Alternatively, go into another room and telephone your learner.

### Learning check

- Assess your learner's ability to ask a landlord questions during their final attempt at **Activity 5**.
- Monitor to see how well he or she can communicate the details of the problem

### Activity 5: emailing a landlord (10 mins)

- Explain to your learner that it can sometimes be easier to email a landlord about a problem rather than telephone.
- Ask your learner to choose one of the flat problems from **Worksheet 6** or to think of a similar problem he or she has experienced in real life.
- Help your learner to think of what he or she would need to say in the email to his or her landlord. If necessary, provide the writing frame on **Worksheet 8** to support your learner.

### Differentiation

With learners who have writing difficulties (e.g.: problems with understanding and writing Roman script) you may need to use the language experience approach (see CPD module for more information).

- Ask your learner to tell you what he or she would like to say about the problem, and scribe the responses clearly on to a large sheet of paper.
- Use the sentences your learner has dictated to help your learner's reading and writing skills. Cut the sentences into strips and lay them out in random order. Read the sentences together (or ask your learner to read the sentences after you). Then ask your learner to order the sentences. Read the text aloud together (or ask your learner to read it).
- One by one, cut the sentences up into individual words and shuffle the words. Elicit the words from your learner, and ask him or her to order them to make sentences. Ask the learner to copy the words to make sentences.

## Household duties: reporting a problem – teachers' notes

**Cooler (5 mins)**

- Ask your learner to see how many housing problems he or she can remember from the lesson. Use the picture prompts to help if necessary.

**Learning check**

Assess how well your learner is able to recall and use the problem vocabulary by monitoring **Activity 6**.



## Household duties: transcripts

**Transcripts****Lesson 3a Activity 4**

**Jane:** I think I do most of the housework! I cook the dinner every night during the week, but Peter cooks at weekends. We both usually wash the dishes together – I like that because it's our time to talk about our day. Peter usually does the ironing – he's very good at it – and he also takes the bins out because I don't really like that job – it's a bit smelly. I think I do everything else though. I clean the bath, I vacuum the carpet and I mop the floor. I don't really like housework, but it has to be done!

**Lesson 3b Activity 2**

**Landlord:** Well, I hope you'll be happy here.

**Claudia:** Thank you. Um, what do I do if something gets broken?

**Landlord:** Give me a call if that happens. Alright?

**Claudia:** I need to phone you? Okay. And where do I put my rubbish?

**Landlord:** You have to take the bins out to the big bin in the garden.

**Claudia:** Sorry – could you speak more slowly please?

**Landlord:** Take the bins into the garden. The blue bin is for glass and the green bin is for plastic.

**Claudia:** Ah – the blue is for glass and the green is for plastic? Yes, I see. And when do I pay the rent?

**Landlord:** Oh yeah – good question. Pay the rent by the 25th of each month.

**Claudia:** Pardon?

**Landlord:** The 25<sup>th</sup>. You need to pay your rent on the 25<sup>th</sup> every month

**Claudia:** The 25<sup>th</sup>. Yes, okay. One last thing. It's my birthday soon – is it okay to have a party?

**Landlord:** Well, this is a very quiet street - so you mustn't make too much noise after midnight. No loud music or parties after midnight, okay?

**Claudia:** Don't worry! I have to get up early every morning, so I don't have a lot of parties!

**Lesson 3c Activity 2**

**Bozena:** Hello, is that Steve? It's Bozena here from 10 Mill Road.

**Steve:** Hi, Bozena. Is everything okay?

**Bozena:** Not really. I'm calling because there is a problem with the washing machine.

**Steve:** Oh? What's the matter?

**Bozena:** Well, the kitchen's flooded. There's water everywhere – all over the floor.

**Steve:** Is the washing machine switched off?

**Bozena:** Yes, it is.

**Steve:** Okay. I'll come along to the flat in 5 minutes.

Lesson 3a. Worksheet 1

	mop the floor
	cook the dinner
	do the ironing
	clean the bath
	make the bed
	vacuum the carpet
	take the bins out
	wash the dishes

## Lesson 3a. Worksheet 2

<b>wash</b>	<b>the dishes</b>
<b>mop</b>	<b>the floor</b>
<b>make</b>	<b>the bed</b>
<b>clean</b>	<b>the bath</b>

## Lesson 3a. Worksheet 2 cont.

<b>cook</b>	the dinner
<b>vacuum</b>	the carpet
<b>do</b>	the ironing
<b>take</b>	the bins out

**Lesson 3a. Worksheet 3**

**1. What housework do you do?**

**2. How often do you do it?**

**3. Do you like doing it**



Lesson 3b. Worksheet 4



**Where do I put my rubbish?**



**Is it okay to have parties?**



**When do I pay the rent?**



**What if something gets broken?**

Lesson 3b. Worksheet 5



Lesson 3c. Worksheet 6



**The walls are  
damp.**



**The neighbours  
are noisy.**



**The window is  
broken.**



**The kitchen is  
flooded.**

**Lesson 3c. Worksheet 7**



**You:** Hello, is that Steve? It's \_ here from \_.

**Steve:** Hi. Is everything okay?

**You:** Not really. There's a \_ with the \_ \_

**Steve:** Oh? What's the matter?

**You:** Well, the kitchen's \_ . There's \_ everywhere – all over the \_ .

**Steve:** Is it switched off?

**You:** Yes, it \_

**Steve:** Okay. I'll come along to the flat in 5 minutes.

Lesson 3c. Worksheet 8

To: [Steve@housing.co.uk](mailto:Steve@housing.co.uk)

Subject: problem with 65 Station Road

Dear \_\_\_\_\_

I'm afraid there is a problem.

The \_\_\_\_\_ is \_\_\_\_\_

Can you \_\_\_\_\_ please?

Thank you,

Best wishes

\_\_\_\_\_

Household duties: reporting a problem – classroom materials

**To:**

**Subject:**

