



CLASS



## Housework My Way

### BOOKR Class Activity Tips

**Run time:** 3 minutes

**Topic:** housework

**Writer:** BOORK Kids

**Vocabulary:** to wash, to mop, to fold, to iron, to vacuum, dish soap, bucket

**Illustration:** Tamás Czuder

**Grammar Structures:** present perfect, can, should

**Narration:** Caroline Boulton

**Ages:** 10-14

**Focus of the games:** vocabulary (matching, word search), grammar (word ordering, quiz)

**Language level:** pre-intermediate

**Description:** Emily doesn't want to do any housework during the school holidays but then she realizes that she has got someone to help.



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## Activity Tips

### Brainstorming

#vocabulary

Ask the learners to look for the name of the household chores in the text. What else do they usually do at home? Collect some ideas. This activity lets the learners use the expressions from the book creatively, for instance: "to iron t-shirts", "to iron trousers", "to vacuum the floor in my room", "to wipe down the table". To continue the activity ask the learners to create sentences including the collected chores.

### Household chore activity

#vocabulary #cognitives skills

Prepare some slips of paper with the name of the household chores that you collected with the learners. Ask one learner to come to the front and pick a slip of paper. The learner's task is to act out the chore, and the other learners' task is to find it out.

### Role-play

#personal skills #language skills

Rehearse the short dialogue between Robbie and Emily using the polite questions from the text, ask the learners to act the dialogue out in front of the class. The viewers' task is to vote for the presentations. Which performance deserves the award for the "best pronunciation"? Which was the "best presentation"? Which was the "best grammar"? The learners can vote for each other and you can give them "prizes."

**Survey**

#personal skills #language skills #grammar

Give each learner an answer sheet that you create beforehand. Ask them to mingle and to ask each other questions about the household chores that they do e.g. how often they do that, what day, who does it in the family. After completing the survey the learners should talk to as many of their peers as they can, summarize the information in a big chart, that everybody can see. You can use this chart for further activities. For instance, say sentences based on the chart and the learners' task is to decide whether the statements were true or false.

Surveys are easy to combine with any grammar you wish to. Feel free to use this task creatively and modify it to suit your learners' needs.

*Alternative 1: Use the adverbs of frequency. Example sentences: How often do you wash the dishes? I wash the dishes once a week.*

*Alternative 2: Use the present perfect tense to ask and to answer questions: Have you washed the dishes this week? Yes, I have. / No, I haven't.*

Answer sheet (example):

chores	learners
to wash the dishes	
to mop the floor	
to vacuum the carpets	



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## Do you know me?

#vocabulary #personal skills

Ask the learners to write 3 sentences about the household chores that they usually do or never/rarely do. Collect the sentences. Read them for the class, and the learners' task is to find out who the sentences belong to. How well do the learners know each other?

## Worksheet

#cognitive skills #writing skills

Ask the learners to try to guess which household chores do the mini-situations imply. Ask them to explain their ideas.

## Polite requests

#writing skills #language skills

Give each learner a worksheet from the worksheet section. Ask them to read the household chores and to ask their imaginary robot to help them. Ask them to always use "please".

## What do we need for that?

#language skills #vocabulary

Divide the class into smaller groups and give each of them a card with a type of housework on it. Their task is to collect as many things needed for that chore as possible on a sheet of paper. After giving a shorter period of time for this brainstorming, stop the activity and ask the learners to run to each sheet with the lists and try to complete them. Then, you can encourage the learners to explain how that chore should be done from the very beginning until the end.



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## Who does what?

#vocabulary #personal skills

Ask your learners to form smaller groups and imagine that they live together. Their task is to distribute all the housework among each other and to fix their frequency. Who likes what? Who is good at what? Who seems to be too hard-working? Who gets the most difficult or time-consuming tasks? Hand out a page of a calendar and encourage the learners to write the chores and their names in the calendar. Remind them that the tasks should be distributed equally and their home should be clean at all times.



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Which household chores do the mini-situations imply? Write them in the boxes.

<p>"I've just eaten breakfast, an omelette and some orange juice."</p>	
<p>"I had karate training yesterday. I put my clothes in the linen-bin. In the morning I noticed that all my clothes were clean. I think my mother washed them all out in the evening."</p>	
<p>"We had a movie night yesterday! Everyone in my family was in the living room. The movie was great, we had some popcorn, too."</p>	
<p>"I've got a dog, Bobby. He lives in the house, he loves laying on the carpet! He really likes playing in the garden, just like all the beagles do. It was raining in the morning but he still went outside to play."</p>	
<p>"My mum will have a job interview tomorrow. It is always important to have a good first impression."</p>	

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- to mop the kitchen floor
- to vacuum the carpets
- to wash the dishes
- to iron some shirts
- to fold the clothes
- to wipe down the table
- to clean the windows
- to water the plants
- to take out the trash