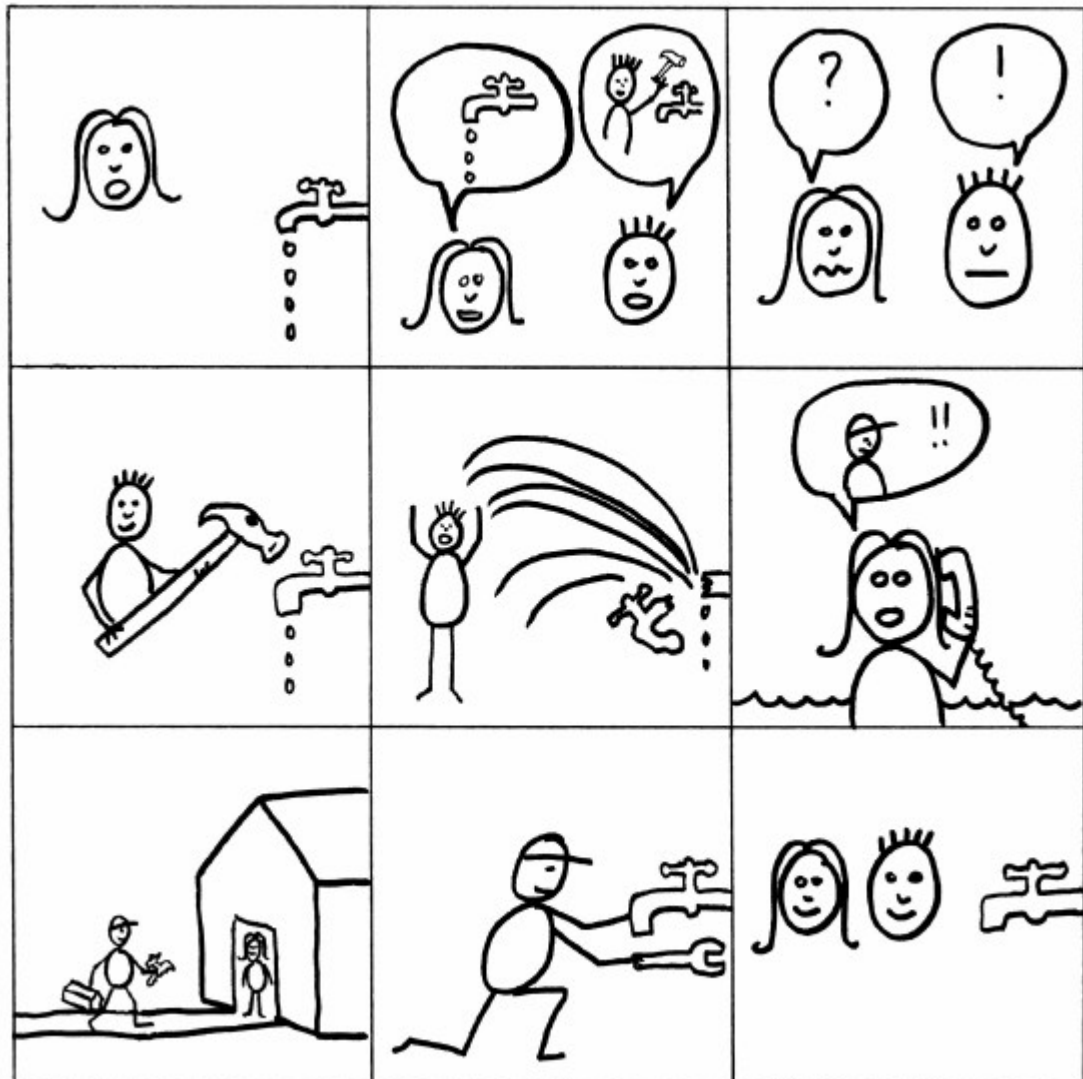


Around our homes

Call a plumber!



Tell the story from the pictures above. Use the words in the box to help you.

tap dripping plumber
telephone spanner

Using this resource:

- Have your learner tell the story as they see it. If they are lower level and you think it would be too hard you tell the story first and then have your learner tell the story - using their own words.
- Ask your learner to write the story.
- Cut the story into squares and have the learner sort and tell the story. It may be different from the original. Discuss why.
- Extension activity - tell your learner a similar story that happened to you and ask them to tell you a similar story. You might need to ask questions to get them started. Tape your learner's story, write it down and maybe work together to correct any errors.
- Draw your own picture story or find some more in books.

Call an electrician

Electrician: Burke's Electrical. How can I help you?

Mrs Yee: Hello. I need someone to install an extra power point and a new light fitting.

Electrician: So you want to install one power point and one light fitting?

Mrs Yee: Yes, that's right.

Electrician: Would early next week be okay?

Mrs Yee: Monday or Tuesday would be fine. How much will it cost?

Electrician: I can't say without coming to see, but it shouldn't be more than \$100.

Mrs Yee: Could you come and give me a quote?

Electrician: Sure. Where do you live?

Mrs Yee: 325 Harding Street. You need to turn left after the bridge.

Electrician: I'm out that way this afternoon. Can I come around then?

Mrs Yee: Yes, I'll be in all afternoon. I'll see you then.

Electrician: Great. Can I get your name please?

Mrs Yee: Yes, Kirsty Yee.

Electrician: I should be there around 4pm. Bye then.

Mrs Yee: Good bye.



Using this resource:

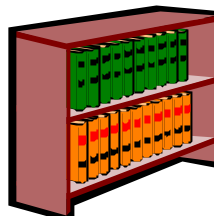
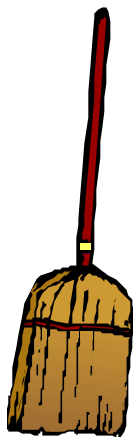
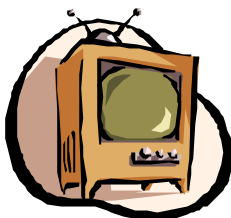
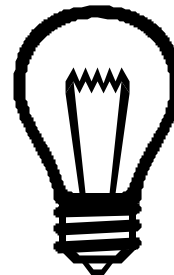
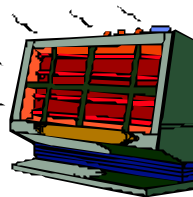
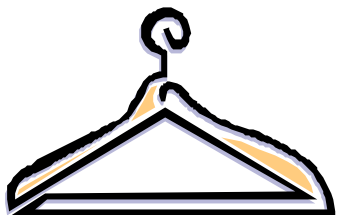
- This is for intermediate learners. Record the dialogue on to a tape, using two voices if possible.
- Ask your learner if they have ever called a tradesman. Discuss some of the things they might say when you do call.
- Play the conversation for you learner a couple of times. Ask them to tell you something simple, like what work needs to be done, or where the woman lives.
- Listen again in small bits so the learner can understand. Then give the transcript and listen again.

Other ideas:

- Cut the dialogue into strips and have your learner order them according to what they hear.
- Blank out some words, photocopy the page and have your learner fill in the blanks.
- Role play the situation. Practice using other trades people or service staff. (eg TV repair person)

A

Do you have?



coat hanger

scissors

bookcase

heater

light switch

light bulb

pliers

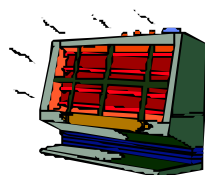
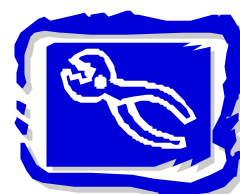
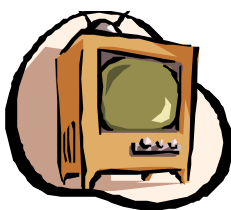
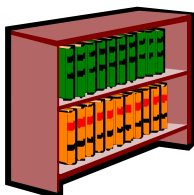
broom

television

hair dryer

Do you have...?

B



scissors

bookcase

pliers

hair dryer

broom

light bulb

heater

coat hanger

television

light switch

Do you have?

Ask your partner what articles they have in their home. Then find out what they do with them. This first is an example.

Name of article	Yes/No	What do you do with it?
<i>Broom</i>	Yes	<i>I sweep the floor with it.</i>

Some questions:

- What do you think are the ten most important articles in a house?

Why?

- Compare you list with someone else's. Do you agree?

Using the resources on this page and the previous page.

- There are two parts to the previous page, A and B. Photocopy it and cut it in half. Give your learner one and you keep the other or give half the group part A and half the group part B.
- Work with your learner to name the articles. If you are working in a group ask Group A and Group B to work together to label the articles. Group A pairs off with Group B and they discuss whether the articles are the same or different without looking at each other's part. This is difficult so you may need to pre-teach some vocabulary or give an example. You can also do this with your learner.
- Use the table on this page for the learners in your group to do a survey to find out who has the articles shown in their home and what they use them for. Discuss any differences between their home in their country and in New Zealand. (eg. They may not have used a heater often before). If your learners are more advanced have them think of different items to ask others in the group about. Collate the results as a group.
- Answer the two questions on this page with your learner. You may want your group learners to work together and reach a consensus because this provides lots of good language practice. The answer isn't really important.

Extension activities – look at the different verbs that are used for each article. See if you and your learner can think of other places that verb is used. Eg. We say *watch the television* and we say *watch a tennis match* but you don't say *watch a book*.

- look at the use of prepositions with these articles. Most take *with*, one uses *on*, one *in* and the last one no preposition. Eg. I sweep *with* a broom, but I hang clothes *on* a coat hanger.