



Do it yourself?

Worksheet

29

ACTIVITY

Whole class: speaking

Mill drill (For detailed instructions and advice on using mill drills, see the notes for teachers at the beginning of the Resource Pack.)

AIM

To speak to as many partners as possible about jobs that need doing.

GRAMMAR AND FUNCTIONS

Need + *-ing* and passive infinitive

Causative construction with *have* and *get*

Reflexive pronouns

VOCABULARY

Household jobs

Professions

PREPARATION

Make one copy of the worksheet for each group of up to 12 students in the class. Cut the worksheet into cards. You will need to keep one card for yourself to demonstrate the activity.

TIME

15 minutes

PROCEDURE

- 1 If there are more than 12 students in the class, divide them into groups. Give one card to each student in the class. Keep one for yourself.
- 2 Make sure each student knows what job needs doing in the picture on their card.
- 3 Tell the students that they are going to talk about jobs that need doing, using the pictures as prompts. Write an example dialogue on the board, indicating the language the students should use.
For example:
Student A: *My carpet needs cleaning.*
Student B: *Are you going to clean it yourself?*
Student A: *No, I'm going to have it cleaned.*
(or *No, I'm going to ask a cleaner to do it.*)
- 4 Demonstrate the activity with individual students using the card you kept for yourself. Tell the students to hold their cards so that the picture is facing them. Ask several pairs of students to demonstrate the activity to the whole class, using their pictures as prompts.
- 5 Now ask the students to go round the class or group and talk about the job that needs doing with as many different partners as possible, using their pictures as prompts. In this part of the activity, the students talk about the same job that needs doing each time they change partner.
- 6 When the students have finished, ask them to exchange cards and to go round the class or group again, this time holding their cards the other way round so that the picture is facing their partner. The students take it in turns to talk about the job that needs doing using the pictures on their partners' cards. In this part of the activity, the students talk about a different job each time they change partner.
- 7 The students continue in this way until they have spoken to as many different partners as possible.