

Bridging the gap: No learner left behind

Level: Beginner to Pre-Intermediate

Age: 8–10

Time needed: 60 minutes

Lesson aim:

- To describe helping at home
- To practice adverbs of frequency

Skills: Speaking, reading, writing

Materials needed: Worksheet

Warmer: Think and Talk

1. Ask the class: “Do you help at home?” Allow some time for them to think individually about what they do and recall any vocabulary from previous lessons before they talk to their partners.

Vocabulary

2. Put the photos on the screen via screen share. Focus attention on the photos of different chores. Use the images to provide extra visual support for the learners. Ask them to tick the chores they do at home then write the name of the chores.

Key:

- a. feed the dog b. make the bed c. wash the dishes
d. cook dinner e. lay the table f. tidy up

If any learners need to catch up (e.g. they have missed previous instruction), use one of the following vocabulary reinforcement activities before proceeding with the skills activities.

Vocabulary reinforcement activities

- **Mime game**
Introduce a mime for each activity as you say it. Say each of the household chores in turn and encourage learners to quickly do the mime. Change roles by miming the actions yourself and encouraging

learners to put their hand up to name each one. Learners can play the mime game with their partner in breakout rooms taking turns to mime and say the chores.

- **Vocabulary chant**

Tap both hands twice on the table and then clap your hands together, creating the rhythm for the chant. Encourage the learners to join in. Then add the vocabulary words to the chant, saying each one rhythmically.

Speaking

3. Ask the learners to listen to you read the dialogue between Mum and Danny. Then have them listen and repeat, as often as needed.

For reinforcement, send learners to breakout rooms to practise acting out the dialogue in pairs. If you have the option of choosing partners, pair stronger students with students who need peer teaching.

Ask learners to answer the comprehension questions to check understanding.

- Which chore does Mum want Danny to do? [*tidy up*]
Who lays the table? [*Danny*]
Who tidies up? [*Alex*]
Who feeds the dog? [*Danny and Alex*]
What's Alex doing now? [*watching TV*]

Language Focus

4. After practising the dialogue with a partner, return the class to the main room. Focus learners' attention on the adverbs of frequency chart. Ask the learners to write the adverbs of frequency in the chart. Use the remember bubble to remind them that *always* is 100% of the time, *often* is about 90%, *sometimes* is 30% and *never* is 0%.
5. Have learners write *always*, *never*, *often* or *sometimes* in the boxes using the information about Danny and Alex from the dialogue. If learners need extra practice with the vocabulary, encourage them to Look, Copy, Cover and Write.

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Key:

	Danny	Alex
tidy up	Never	Always
feed the dog	Sometimes	Often
lay the table	Always	Never
wash the dishes	Often	Sometimes

- Turn learners' attention to the questionnaire. Choose one or two of the more confident learners to ask and answer questions as an example. Open the breakout rooms again and have learners complete the questionnaire in pairs. Encourage less confident students to ask their partner to discuss the questions before answering. Once you have closed the breakout rooms, encourage the class to explain which chores their partner does.

e.g. *Carmen always washes the dishes. She never lays the table.*

Writing

- Finally, encourage each learner to write sentences about their partner. This could also be done after the online session finishes, as homework.

Reflection

Ask learners: "Do you think you help out enough at home?" Encourage them to give a thumbs up if they feel they are doing enough, horizontal thumb if they think they could do a bit more, and thumbs down if they don't help out at home.

You could also set up an online poll if your class platform has this feature.

Do you think you help out enough at home?

- Yes, I help at home a lot.
- I do the chores my parents tell me to do, but nothing extra.
- No, I don't help enough.

Ask learners to come up with an action plan to help with chores more often.