



# Around the home

Tutor Resources for the AMEP

Housing

Post-beginner

## **Tutor Resources for the AMEP**

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Theme:

Housing

Topic:

Around the home

Task	Language focus	Learning activities	Resources
1. Can identify household items	<p><b>Vocabulary</b> dishwasher, clothes dryer, chest of drawers, washing machine, vacuum cleaner, cutlery, countable, uncountable</p> <p><b>Structure</b> Have you got a/an/any ___? Yes, there is/are ____. There isn't /aren't any ____. Next to, behind, above, by, top, middle, bottom, on the left, on the right</p>	<p>Match household items to rooms in a house</p> <p>Order household items</p> <p>Role play dialogue</p> <p>Read about grammar</p> <p>Answer questions about a dialogue</p> <p>Talk about their home using prepositions</p>	<p>Worksheet 1: Household items Worksheet 2: Ayumi's new flat</p>
2. Can demonstrate understanding of safety in the home	<p><b>Vocabulary</b> fire extinguisher, fire blanket, fire brigade, firefighters, accidentally, scalded, smoke alarm, warning device, fatalities, battery, detect, alert, install, escape, contact, cause, location, fault, smoke inhalation, smoke damage, stable condition</p> <p><b>Structure</b> You should/shouldn't/must</p>	<p>Re-order story</p> <p>Discuss questions and sentences about safety</p> <p>Match sentences to pictures</p> <p>Complete sentences about a fire brigade message</p> <p>Answer questions about a newspaper article</p>	<p>Worksheet 3: Safety in the home Worksheet 4: Smoke alarms</p>

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### Household items

<b>Task 1:</b>	Can identify household items
<b>Vocabulary:</b>	dishwasher, clothes dryer, chest of drawers, washing machine, vacuum cleaner, cutlery, countable, uncountable
<b>Language structure:</b>	Have you got a/an/any ___? Yes, there is/are ____. There isn't /aren't any ____. Next to, behind, above, by, top, middle, bottom, on the left, on the right

### Activity instructions

#### Match household items to rooms in a house

Worksheet 1: Household items

A. Learner reads the words in the box and identifies the items in their house.

Ask questions: Where is your refrigerator? What is a refrigerator? What things do you put in the fridge?

Have you got a vacuum cleaner? What is a vacuum cleaner used for?

Do you have any saucepans? How many saucepans have you got?

What is a dressing table? Have you got one?

Ask learner in which room they would find each household item in the box.

Learner categorises the words in the box by writing the items next to the rooms.

#### Answers

bedroom – bed sheets, wardrobe, dressing table, chest of drawers, blankets

kitchen – refrigerator, microwave, toaster, saucepan, dishwasher

laundry – washing machine, clothes dryer, ironing board, vacuum cleaner

living room – sofa, coffee table, armchair, bookshelf

bathroom – basin, towels

#### Order household items

Worksheet 1: Household items

B. Explain to learner that they will hear some words and that they need to number the words in the order they hear them.

Read the script (say the number and each word twice).

#### Script

1. dining table
2. clothes dryer
3. glasses
4. lamp
5. picture
6. stove
7. cupboard
8. plates
9. smoke alarm
10. air conditioner
11. bowls
12. mirror

- 13. heater
- 14. mattress
- 15. towel
- 16. cushion
- 17. knives
- 18. mop

Learner numbers the words.

Read the words again slowly and learner corrects their work.  
Correct their work.

C. Learner writes the words in alphabetical order.

**Role play dialogue**

📄 Worksheet 2: Ayumi's new flat

A. Role play the dialogue several times, reversing roles.

**Read about grammar**

📄 Worksheet 2: Ayumi's new flat

B. Read the grammar notes together.

Practise each grammatical point.

For example, ask questions: Have you got a sharp knife? *Yes, there's one in the top drawer.*

Have you got a \_\_\_ (stove, plate etc)? *Yes, there is a \_\_\_.*

Have you got any \_\_\_ (glasses, serviettes etc)? *Yes, there are some \_\_\_.*

Have you got any \_\_\_ (milk, butter etc)? *Yes, there is some \_\_\_.*

**Answer questions about a dialogue**

📄 Worksheet 2: Ayumi's new flat

C. Learner reads the dialogue (part A) again and answers the questions in full sentences.

**Answers**

1 – The plates are (or There are some plates) in the cupboard above the fridge on the top shelf.

2 – Yes, there are some forks.

3 – The cutlery is in the top drawer next to the sink.

4 – No, there aren't any serviettes.

5 – The serviettes are usually in the cupboard, on the middle shelf behind the tea towels.

6 – Yes, there is some bread.

7 – Yes, there is some butter.

8 – The butter is in the fridge, on the top shelf, on the right.

9 – The sharp knife is in the bottom drawer by the sink, on the left.

10 – No, there isn't any pepper.

11 – No, there isn't any salt.

**Talk about their home using prepositions**

📄 Worksheet 2: Ayumi's new flat

D. Learner reads the prepositions in the box.

Learner answers the questions aloud using the prepositions.

Learner writes their answers in full sentences.

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## Safety in the home

<b>Task 2:</b>	Can demonstrate understanding of safety in the home
<b>Vocabulary:</b>	fire extinguisher, fire blanket, fire brigade, firefighters, accidentally, scalded, smoke alarm, warning device, fatalities, battery, detect, alert, install, escape, contact, cause, location, fault, smoke inhalation, smoke damage, stable condition
<b>Language structure:</b>	You should/shouldn't /must

## Activity instructions

*Re-order story*

📄 Worksheet 3: Safety in the home

A. Read the script twice.

**Script**

Zina lives with her family in a small weatherboard house in Werribee. She is married and has two sons, Nassor and Jamal.

One evening, Zina was in the kitchen cooking dinner. Nassor was watching TV, Jamal was having a bath and her husband was still at work. Nina poured some oil into a saucepan, placed the saucepan on the stove and was waiting for the oil to heat up. Suddenly she heard Jamal scream. She ran to the bathroom. "The hot water hurt me" he said. He had accidentally turned on the hot tap and had slightly scalded his shoulder. Zina immediately ran cold water over it. "This will make it better" she said and gave Jamal a kiss. "You shouldn't touch the hot water tap. And you should sit at the other end of the bath, away from the taps. After your bath you can have some..." She didn't finish what she was going to say because she heard another scream. This time it was from Nassor and it was coming from the kitchen. Then she remembered the oil on the stove. She rushed to the kitchen. The kitchen was full of smoke. The oil was on fire.

Learner numbers the sentences in the order of the story.

**Answers**

- 5 – She rushed to the bathroom to see what was wrong.
- 8 – Then she remembered the oil on the stove.
- 2 – Her husband was still at work.
- 4 – Suddenly she heard Jamal scream.
- 10 – The oil was on fire.
- 1 – Zina was cooking, while her son, Jamal was in the bath.
- 6 – Jamal had a slight burn on his shoulder.
- 9 – When she ran back to the kitchen, it was full of smoke.
- 7 – While she was talking to Jamal she heard a scream from Nassor.
- 3 – She was heating up a saucepan of oil on the stove.

B. Learner reads the story and corrects their work.

*Discuss questions and sentences about safety*

📄 Worksheet 3: Safety in the home

C. Learner reads the questions and ticks 'yes' or 'no' to the sentences.  
Discuss the safety measures.

- D. Learner reads the sentences. Discuss each sentence.  
 Explain vocabulary: should – obligation, shouldn't – for inadvisability.  
 Learner completes the sentences with 'should' or 'shouldn't'.

**Answers**

1 – shouldn't, 2 – shouldn't, 3 – should, 4 – shouldn't, 5 – should, 6 – should

**Match sentences to pictures**

- ☐ Worksheet 4: Smoke alarms

Learner reads the information about smoke alarms.

Ask learner to underline any unfamiliar words and to look up the meanings in their dictionary.

Ask questions: What is a smoke alarm?

What is its purpose?

How does the smoke alarm alert the people in the house?

Where should you put the smoke alarms?

- A. Learner matches the sentences with the corresponding pictures.

**Complete sentences about a fire brigade message**

- ☐ Worksheet 4: Smoke alarms

- B. Learner reads the sentence halves.

Read the script three times.

**Script**

Every year the Fire Brigade attends hundreds of house fires. But it is easy to keep your family safe. Every home must have a smoke alarm. Most fire fatalities happen while people are asleep, so it is advisable to install smoke alarms on the ceiling outside bedrooms. Check your smoke alarm battery regularly.

Many fires start in the kitchen, so make sure you have a fire extinguisher and a fire blanket in your kitchen. Do not leave the kitchen when you are cooking. If the telephone rings or someone knocks at the door, turn off the stove before you answer the phone or door. Remember smoke alarms save lives. Every home must have one.

Learner completes the sentences.

**Answers**

1 – fire safety in the home.

2 – smoke alarms.

3 – bedrooms.

4 – cooking.

5 – answer the phone or the door.

Read the script again and correct their work.

**Answer questions about a newspaper article**

- ☐ Worksheet 4: Smoke alarms

- C. Learner reads the newspaper article and answers the questions verbally. Encourage learner to look up the meanings of any unknown words in their dictionary.

**Answers**

1 – An electrical fault in the wall heater.

2 – The fire destroyed the living room, kitchen, main bedroom. The rest of the house was smoke damaged.

- 3 – A one year old girl suffered smoke inhalation.
- 4 – Yes
- 5 – The smoke alarm didn't work because the batteries were flat.
- 6 – A neighbour, Mr Thomas.
- 7 – He re-entered the burning house to save the baby.
- 8 – By regularly checking the smoke alarms to make sure they are in proper working order.

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## Worksheet 1: Household items

A. Read the words in the box and write them next to the correct rooms.  
Where do the items belong?

bed sheets	refrigerator	washing machine	sofa
microwave	wardrobe	vacuum cleaner	coffee table
basin	toaster	dressing table	armchair
bookshelf	clothes dryer	ironing board	saucepan
dishwasher	air conditioner	chest of drawers	blankets

**bedroom**

**kitchen**

**laundry**

**living room**

**bathroom**

*B. Listen and number the words in the order you hear.*  
*C. Write the words in alphabetical order.*

<b>Household items</b>	<b>B. Number order</b>	<b>C. Words in alphabetical order</b>
lamp		
dining table		
air conditioner		
cupboard		
cushion		
clothes dryer		
bowls		
plates		
knives		
glasses		
mattress		
mirror		
mop		
heater		
towel		
picture		
stove		
smoke alarm		

## Worksheet 2: Ayumi's new flat

### A. Role play the dialogue.



- Ken:** Hi Ayumi. This is a great flat! When did you move in?
- Ayumi:** About 2 weeks ago and I love it! It's small but it's comfortable. I wanted you to see it.
- Ken:** Well, it's terrific and thanks for asking me to dinner. Now let me help. I'll set the table. So... where are the plates?
- Ayumi:** There are some plates in the cupboard, above the fridge on the top shelf.
- Ken:** Great... and where are the knives and forks?
- Ayumi:** They're in the top drawer next to the sink.
- Ken:** Right. Have you got any serviettes?
- Ayumi:** Yes, there are some paper serviettes in the cupboard next to the stove, on the middle shelf behind the tea towels.
- Ken:** No... sorry, I can't find any serviettes.
- Ayumi:** Oh dear, I must have used them all. I'll have to buy some tomorrow. Could you put this bread stick on the table?
- Ken:** Sure. Have you got a sharp knife to cut the bread?
- Ayumi:** Yes, there's one in the bottom drawer by the sink, on the left.
- Ken:** Have you got any butter?
- Ayumi:** Oh yes. It's in the fridge, on the top shelf, on the right.
- Ken:** We just need salt and pepper for the table? Do you have any?
- Ayumi:** No, I don't think I have any. That's another thing I must buy.
- Ken:** Never mind. Well, the table is set.
- Ayumi:** And the cooking is done. So let's eat!

**B. Read the information about grammar.**

**Have you got a/an\_\_\_?** is used with singular countable nouns (a knife, a plate, an oven).

Yes, there is \_\_\_ (a knife, an oven).

**Have you got any\_\_\_?** is used with plural countable nouns (plates, forks, serviettes) or with uncountable nouns (butter, salt, milk).

Yes, there are some plates, forks, serviettes.

Yes, there is some salt, sugar, milk.

**Any** is used in negative sentences for both uncountable nouns and plural countable nouns.

No, I haven't got any serviettes.

No, there aren't any plates in the cupboard.

No, there isn't any milk in the fridge.

No, I don't have *any* sugar in my coffee.

Note: Plates, forks and cups can be counted so they are **countable nouns**. Milk, sugar and salt can be measured but not counted so they are **uncountable nouns**.

**C. Read the dialogue (part A) again.  
Answer the questions in full sentences.**

Example

Does Ayumi have any plates?

*Yes, she has some plates.*

---

1. Where are the plates?

---

2. Are there any forks?

---

3. Where does Ayumi put her cutlery?

---

4. Are there any serviettes?

---

5. Where does Ayumi usually put her serviettes?

---

6. Is there any bread?

---

7. Is there any butter?

---

8. Where is the butter?

---

9. Where does Ayumi keep her sharp knife?

---

10. Is there any pepper?

---

11. Is there any salt?

---

**D. Talk about your home using prepositions from the box.**

in front of	behind	above	below	between
in	on	up	opposite	by
next to	near	besides	on the left	on the right

**In your kitchen:**

1. Where are the plates?

---

2. Where is the cutlery?

---

3. Where is the fridge?

---

4. Where are the glasses?

---

5. Where is the microwave?

---

6. Where are the saucepans?

---

7. Do you have any serviettes?

---

8. Where are the serviettes?

---

9. Do you have any coffee?

---

10. Where do you put your coffee?

---

11. Do you have any milk?

---

12. Where is the fridge?

---

13. Do you have any cups?

---

14. Where do you put the cups?

---

15. Is there any sugar?

---

16. Where do you keep the sugar?

---

17. Do you have any salt?

---

18. Is there any pepper?

---

**In your living room:**

1. Do you have a television?

---

2. Where is the television?

---

3. Do you have a sofa?

---

4. Where is the sofa?

---

5. Do you have any armchairs?

---

6. Where are the armchairs?

---

7. Are there any cushions on the sofa?

---

8. Are there any pictures on the walls?

---

9. Where are the pictures?

---

10. Is there a heater in the room?

---

11. Where is the heater?

---

12. Do you have any books in the room?

---

13. Where are the books?

---

14. Is there a mat on the floor?

---

15. Where is the mat?

---



## Worksheet 3: Safety in the home

A. Listen to the story.

Number the sentences in the order you hear them.

- She rushed to the bathroom to see what was wrong.
- Then she remembered the oil on the stove.
- Her husband was still at work.
- Suddenly she heard Jamal scream.
- The oil was on fire.
- 1 Zina was cooking while her son, Jamal, was in the bath.
- Jamal had a slight burn on his shoulder.
- When she ran back to the kitchen, it was full of smoke.
- While she was talking to Jamal she heard a scream from Nassor.
- She was heating up a saucepan of oil on the stove.

**B. Read the story and correct your work.**

Zina lives with her family in a small weatherboard house in Werribee. She is married and has two sons, Nassor and Jamal.

One evening, Zina was in the kitchen cooking dinner. Nassor was watching TV, Jamal was having a bath and her husband was still at work. Nina poured some oil into a saucepan, placed the saucepan on the stove and was waiting for the oil to heat up. Suddenly she heard Jamal scream. She ran to the bathroom. "The hot water hurt me" he said. He had accidentally turned on the hot tap and had slightly scalded his shoulder. Zina immediately ran cold water over it. "This will make it better" she said and gave Jamal a kiss. "You shouldn't touch the hot water tap. And you should sit at the other end of the bath, away from the taps. After your bath you can have some..." She didn't finish what she was going to say because she heard another scream. This time it was from Nassor and it was coming from the kitchen. Then she remembered the oil on the stove. She rushed to the kitchen. The kitchen was full of smoke. The oil was on fire.

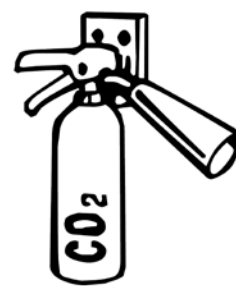


**C. What should Zina do next?  
Discuss with your tutor and tick Yes or No.**

	Yes	No
1. Should she put water on the burning oil?		
2. Should she use a fire extinguisher or a fire blanket to put out the fire?		
3. Should she call the fire brigade?		



A fire blanket



A fire-extinguisher

## Housing: Around the home

D. Discuss with your tutor and write **should** or **shouldn't** to complete the sentences.

1. You \_\_\_\_\_ leave the kitchen when oil is heating on the stove.
2. You \_\_\_\_\_ leave a child alone in the bath.
3. You \_\_\_\_\_ keep a fire blanket in your kitchen.
4. You \_\_\_\_\_ put water on an oil fire.
5. You \_\_\_\_\_ put cold water on a hot water burn.
6. You \_\_\_\_\_ call the fire brigade for fires out of control.

## Worksheet 4: Smoke alarms

A smoke alarm is a warning device designed to detect smoke and alert you of the presence of smoke in your home. It makes a loud noise when it senses smoke. Installed in the correct locations such as in the hall and outside the bedrooms, it will give you more time to escape from the fire.

### A. Match the sentences with the correct pictures.

1. Install a smoke alarm outside bedrooms.

a.



2. Test the smoke alarm once a week.

b.



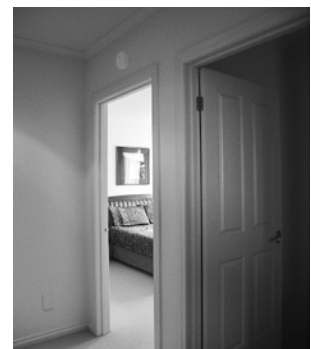
3. Change your smoke alarm battery every year.

c.



4. Clean your smoke alarm once a month.

d.



**B. Listen to a message from the fire brigade and complete the sentences.**

1. This information is about \_\_\_\_\_
2. Every home must have \_\_\_\_\_
3. Install smoke alarms on the ceiling outside \_\_\_\_\_
4. Do not leave the kitchen when you are \_\_\_\_\_
5. Turn off the stove before you \_\_\_\_\_

**C. Read the newspaper article and answer the questions.**

**Neighbour saves family**

A man, believed to be a neighbour, suffered serious burns when he went into a burning house to rescue a one year old girl.

The neighbour, Mr Thomas, was on his way home from work when he noticed smoke coming out of the living room windows. He immediately alerted the family and raised the alarm by contacting the fire brigade.

Mr and Mrs Tran and their two sons, who were asleep upstairs, escaped the house unhurt but then realised their one year old daughter was still in her cot.

Mr Thomas re-entered the house and was able to rescue the girl. She suffered smoke inhalation but is in a stable condition in hospital.

Fire brigade officers believe the fire started in the living room around 11 pm. An electrical fault in a wall heater is believed to have caused the fire which spread quickly through the house. The fire destroyed half the house including the living room, kitchen and main bedroom, and the rest of the house was badly smoke damaged.

Firefighters reported that the house was fitted with smoke alarms but they believe that the batteries were flat.

1. What was the cause of the fire?
2. What was damaged in the fire?
3. Was anyone hurt?
4. Were there smoke alarms in the house?
5. Why didn't the family realise that their house was on fire?
6. Who raised the alarm and contacted the fire brigade?
7. Why would Mr Thomas be regarded as a hero?
8. How could this fire have been prevented?