

GETTING STARTED**Household chores**

1 Listen and read.

Nam: Hello?

Mr Long: Hello, Nam? This is Uncle Long. Is your dad there? I'd like to ask him out for a game of tennis.

Nam: Well, I'm afraid he can't go out with you now. He's preparing dinner.

Mr Long: Is he? Where's your mum? Doesn't she cook?

Nam: Oh, yes. My mum usually does the cooking, but she's working late today.

Mr Long: How about your sister and you? Do you help with the housework?

Nam: Yes, we do. In my family, everybody shares the household duties. Today my sister can't help with the cooking. She's studying for exams.

Mr Long: I see. So how do you divide household chores in your family?

Nam: Well, both my parents work, so we split the chores equally - my mother cooks and shops for groceries, my father cleans the house and does the heavy lifting, my sister does all the laundry, and I do the washing-up and take out the rubbish.

**This unit includes:****LANGUAGE****Vocabulary**

Words and phrases related to household chores and duties

Pronunciation

/tr/, /kr/ and /br/

Grammar

The present simple vs. the present continuous

SKILLS

- Reading about the benefits of sharing housework
- Exchanging opinions about household chores
- Listening to a TV programme about the roles of family members
- Writing about doing household chores in the family

COMMUNICATION AND CULTURE

Family life in different cultures

Mr Long: Really? It's different in my family. My wife handles most of the chores around the house and I'm responsible for the household finances. She's the homemaker and I'm the breadwinner. Anyway, I have to go now. Tell your dad I called. Bye.

Nam: Oh yes, I will. Bye, Uncle Long.

OBJECTIVES

By the end of this unit, Ss can

- use lexical items related to the topic *Family life*
- pronounce consonant clusters /tr/, /kr/ and /br/ correctly in isolation and in context
- understand the present simple vs. the present continuous
- read for specific information about the benefits of sharing housework
- exchange opinions about household chores
- listen to understand a TV programme about roles performed by family members
- write about doing household chores in the family
- understand different family lifestyles in different cultures

GETTING STARTED

Household chores

Lead-In: Begin the lesson by asking Ss if they often do housework and what housework each member of their family does. Then ask them to look at the picture and guess what they show.

I The aim of this activity is to introduce the topic of the unit, vocabulary about household chores and the grammar point taught in the unit. Ask Ss questions about the pictures:

E.g. - Who are the people in the picture?

- What are they doing?

- Play the recording. Ask Ss to listen and read along silently.

2 Work in pairs. Decide whether the following statements are true (T), false (F), or not given (NG) and tick the correct box.

	T	F	NG
1. Nam's father is going out to play tennis with Mr Long.			
2. Nam's mother is a busy woman.			
3. Nam's sister is cooking dinner.			
4. Sometimes Nam's father cooks.			
5. Everybody in Nam's family does some of the housework.			
6. Mr Long never does any household chores.			

3 Listen and repeat the words or phrases.

rubbish washing-up laundry
 household finances groceries
 household chores heavy lifting

4 Write the verbs or verb phrases that are used with the words or phrases in the conversation.

	Verbs / verb phrases	Words / phrases
1		(household) chores
2		rubbish
3		laundry
4		groceries
5		heavy lifting
6		washing-up
7		household finances



LANGUAGE

Vocabulary

1 Match the words and phrases with their meanings below.

- | | |
|------------------|---------------|
| 1. chore | 2. homemaker |
| 3. breadwinner | 4. groceries |
| 5. split | 6. laundry |
| 7. heavy lifting | 8. washing-up |

- the member of a family who earns the money that the family needs
- divide
- the act of washing the dishes after a meal
- an action that requires physical strength
- a person who manages the home and often raises children instead of earning money from a job
- a routine task, especially a household one
- clothes washing
- food and other goods sold at a shop or a supermarket

2 List all the household chores that are mentioned in the conversation. Then add more chores to the list.

3 Work in pairs. Discuss the questions below.

- What household chores do you usually do?
- How do you divide household duties in your family?

- 2 Ask Ss to work in pairs to decide whether the statements are true (T), false (F), or not given (NG). Have Ss refer back to the conversation to give reasons for their answers. Then check their answers, and give explanations.

Key

1. F 2. NG 3. F
4. T 5. T 6. NG

- 3 Play the recording. Ask Ss to listen and repeat the words / phrases.

Audio script	laundry
household chores	rubbish
household finances	groceries
heavy lifting	washing-up

- 4 Tell Ss to refer back to the conversation to find the verbs / verb phrases that go with the words / phrases in the conversation. Play the recording again if necessary. Ask Ss to pay attention to words that are often used together (collocations) then ask them to give some examples.

Key

	Verbs / Verb phrases	Words / Phrases
1	split, divide, handle	(household) chores
2	take out	rubbish
3	do	laundry
4	shop for	groceries
5	do	heavy lifting
6	do	washing-up
7	be responsible for	household finances

LANGUAGE

Vocabulary

- 1 Ask Ss to work individually, read the words and phrases in the box, then discuss and find the meaning for each of them (a - h). Provide support if necessary by guiding Ss to use the context of the conversation to choose the meaning for the words / phrases.

Key

1. f 2. e 3. a 4. h
5. b 6. g 7. d 8. c

- 2 Ask Ss to work in pairs. Read the conversation in **GETTING STARTED** again and list all the household chores that are mentioned in the conversation.

- Then elicit more chores to add to the list.

Key

Chores from the conversation:

- prepare dinner
- cook (do the cooking)
- shop
- clean the house
- take out the rubbish
- do the laundry
- do the washing-up
- do the heavy lifting
- be responsible for the household finances

Other chores (examples):

- mop / sweep / tidy up the house
- bathe the baby
- feed the baby
- water the houseplants
- feed the cat / dog
- iron / fold / put away the clothes
- lay the table for meals

- 3 Have Ss work in pairs or groups to ask and answer the questions. Encourage them to use the chores in the list in their answers. Before working in pairs, Ss may work individually. Ask Ss to read the list again and write down who does each of the chores in their families.

- Check to make sure Ss use the correct verbs / verb phrases in the correct tense with the name of the chores.

Pronunciation

1 Listen and repeat.

/tr/	/kr/	/br/
trash	create	breadwinner
tree	critical	breakfast
train	cream	brown
treat	crane	brother
true	crack	brush

2 Listen to the sentences and circle the word you hear.

- a. trashed b. crashed c. brushed
- a. train b. crane c. brain
- a. tread b. create c. bread
- a. true b. crew c. brew

Grammar

1 Read the text and choose the correct verb form.

Mrs Hang is a housewife. Every day, she (1) does / is doing most of the housework. She (2) cooks / is cooking, washes the clothes and (3) cleans / is cleaning the house. But today is Mother's Day and Mrs Hang isn't doing any housework. Her husband and children are doing it all for her. At the moment, she (4) watches / is watching her favourite programme on TV. Her daughter, Lan, (5) does / is doing the cooking; her son, Minh, (6) does / is doing the laundry; and her husband, Mr Long, (7) tidies up / is tidying up the house. Everybody in the family (8) tries / is trying hard to make it a special day for Mrs Hang.



Do you know ...?

- The present simple is used to talk about daily habits and routines.
- The present continuous is used to talk about something that is happening or not happening now, at the moment of speaking.

2 Use the verbs in brackets in their correct form to complete the sentences.

- Mrs Lan usually (do) the cooking for the family, but she (not cook) now. She (work) on an urgent report at the moment.
- I'm afraid you can't talk to him now. He (take out) the rubbish.
- He (clean) the house every day. He (clean) it now.
- My sister can't do any housework today. She (prepare) for her exams.
- They divide the duties in the family. She (look after) the children, and her husband (work) to earn money.
- It's 7.30 p.m. now and my father (watch) the *Evening News* on TV. He (watch) it every evening.



Watch out!

What are some words that can give you clues about which tense to use?

now ..., at the moment..., + present continuous
 presently ...
 usually, always, every day, ... + present continuous



Pronunciation

- 1 Play the recording and let Ss listen. Play it again with pauses for them to repeat each word.
 - Give the meaning of the words if necessary. Help Ss distinguish the three sound clusters.
 - Ask Ss to work in pairs and take turns reading the words in columns and in rows. Then, invite individuals to read the words in one or two rows.
- 2 Ask Ss to read the words in rows, paying attention to the difference between the sound clusters.
 - Play the recording and have Ss listen to the sentences and circle the word they hear.
 - Check Ss' answers by asking them to call out the letter (a, b or c) corresponding to the word they hear.

Audio script

1. Her brother borrowed her motorbike and crashed it.
2. The crane has been there for quite a while.
3. I like bread with butter.
4. Is it true that he quit?

Key

1. **b** 2. **b** 3. **c** 4. **a**

Grammar

- 1 Have Ss read the text individually once and ask them to pay attention to the words / phrases such as *every day, today, at the moment*, and ask them what verb forms are often used in the sentences that have these words / phrases. Ask Ss to choose the correct verb form.
 - Ask Ss to work in pairs to compare their answers.
 - Check Ss' answers and then elicit from them the rules of using the present simple and the present continuous.

Key

- | | |
|------------------|----------------|
| 1. does | 2. cooks |
| 3. cleans | 4. is watching |
| 5. is doing | 6. is doing |
| 7. is tidying up | 8. is trying |

- 2 Have Ss work in pairs to give their answers. Observe and help when and where necessary. Ask Ss to use the words / phrases: *now, at the moment, usually, today, every evening*, etc. as clues for their answers.
 - Check Ss' answers by asking individuals to take turns reading aloud each of the sentences.

Key

- | | |
|-------------------------------------|-------------------------|
| 1. does, is not cooking, is working | 2. is taking out |
| 3. cleans, is cleaning | 4. is preparing |
| 5. looks after, works | 6. is watching, watches |

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I've revised the use of the present simple and the present continuous. Now I can use the two tenses correctly. I can use word collocations correctly to talk about different household chores.*

SKILLS

Reading

Sharing housework

1 Look at the picture and answer the questions.

1. What are the people in the picture doing?
2. Do you think they are happy? Why / Why not?

2 Read the text below and decide which of the following is the best title for it.

- a. Doing Housework is Good for Children
- b. Husbands Who Share Housework Make Their Wives Happy
- c. Sharing Housework Makes the Family Happier



In many cultures, doing housework is considered a woman's duty. The mother is usually the homemaker, who has to do most of the household chores, while the father is the breadwinner, who is responsible for the family finances. However, it is not good for the mother when the rest of the family does not help out. When families share household chores, it is good for them as individuals and good for all the relationships within the family.

According to psychologists, most people do not realise the enormous benefits that come to a family when husbands and children share the housework. Children who share the housework with their mums and dads do better at school, become more sociable, and have better relationships with their teachers and friends. They learn good skills, are more responsible, and tend to be overall good people. When men share the housework, they tend to have better relationships with their wives. Women often feel happy when they see their husbands doing housework because **it** says, 'He cares about me and he doesn't want to put all of the housework on me.' Women whose husbands do not contribute to the household chores are more vulnerable to illness and tend to think more about divorce.

When everyone works together on household chores, **it** creates a positive atmosphere for the family and sets a good example for the children. This is especially true if mum and dad can find a way to work well together and are not critical of each other.

3 Read the text again. Do you understand the words from the context? Tick the appropriate meaning for each word from the text.

1. sociable
 a. friendly
 b. unfriendly
2. vulnerable
 a. able to be well protected
 b. able to be easily physically, emotionally, or mentally hurt.
3. critical
 a. saying that something is good
 b. saying that something is bad
4. enormous
 a. not very large
 b. very very large
5. tend
 a. likely to behave in a particular way
 b. unlikely to behave in a particular way

4 a What does 'it' in line 11 mean ...?

- A. women feeling happy
- B. women seeing their husbands doing housework
- C. the husbands doing housework

b What does 'it' in line 14 mean ...?

- A. a good example for children
- B. everyone working together in the house
- C. a positive family atmosphere

5 Answer the questions.

1. How do children benefit from sharing housework?
2. Why do men tend to have better relationships with their wives when they share housework?
3. What may happen to women whose husbands do not contribute to the household chores?
4. How does the family benefit when everyone works together on household chores?

6 Discuss with a partner.

1. Do you have any problems with sharing housework?
2. What benefits do you get when sharing housework?

SKILLS

Reading

Sharing housework

Lead-in: Inform Ss of the lesson objectives: reading and understanding the text about roles in the family by skimming the text to get the general idea and scanning the text to get some specific details.

- 1 Let Ss work in groups, look at the picture and answer the questions. Ask Ss to call out the answers to question 1 freely. For question 2, ask a representative of each group to give the opinion of the group. The answer can be 'Yes, they are. Because they do the housework together. / Because all members of the family share the housework.'
- 2 Have Ss read the three headings (a – c) first. Make sure that they understand all of them and tell Ss that one of them is the title for the text; they have to read the text and decide which one it is.
 - Ask Ss to read through the text once without stopping at the words that they don't know the meaning of, and then ask them to work in pairs to decide on the best title for the text. Remind Ss that the title for the text is the one that gives the general idea of the whole text.
 - Check Ss' answers and guide Ss to the correct choice if necessary by helping them eliminate the sentences that are only about one aspect of the text.

Key c

- 3 Have Ss read the text again and underline the words *sociable*, *vulnerable*, *critical*, *enormous* and *tend* when they see them in the text. Then, ask Ss to work in pairs to choose the appropriate meaning for each word from the text. Explain to Ss how to use context to guess the meaning of the unknown words if necessary.

Key 1. a 2. b 3. b 4. b 5. a

- 4 Ask Ss to continue to work in pairs, and find out what *it* refers to in each of the sentences. Let Ss read and understand the sentences before and after the one that has the word in it to decide what *it* means. Ss can use the elimination technique to get the right answer.

Key: a. C b. B

- 5 Put Ss in groups of three; ask them to read the questions first to make sure they understand what information they need in order to answer the questions. It may help if Ss can underline the key words in the questions. For example:

1. How do children benefit from sharing housework?
2. Why do men tend to have better relationships with their wives when they share housework?
3. What may happen to women whose husbands do not contribute to the household chores?
4. How does the family benefit when everyone works together on household chores?

- Then ask Ss to read the text again, and locate the part of the text where they can get the answer to each of the questions before they discuss the answers.
- Check Ss' answers by inviting a representative from each group to give the answer to one of the questions. If the Ss' answer is incorrect, don't give the right one at once, but try to elicit it from other Ss.

Key

1. They do better at school, become more sociable, and have better relationships with their teachers and friends.
2. Because it shows that they care about their wives and this makes their wives happy.
3. They may fall ill easily or may think about divorce.
4. There is a positive atmosphere for the family.

- 6 **Note:** This post-reading activity gives Ss a chance to apply what they have read in the text to express their own ideas about the problems and benefits they actually experience in doing housework.

- Put Ss in groups of four and let them discuss the questions freely. If Ss have difficulty with ideas, give them some examples of problems such as problems with time, skills and attitude. Or make suggestions by asking Ss Yes / No questions about the problems / benefits. If there is a time constraint, ask Ss to answer just one of the questions. Give time for one or two groups to report the discussion results to the class.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I've learnt about the benefits of sharing housework in the family. I can read and get the general idea of a text; I can guess the meaning of words in context; and I can make references when reading a text.*

Speaking

Chores I like!

- 1 Which household chores do you like doing and which do you dislike? Write your answers to the questions in the table below and add a reason.

Likes		Dislikes	
Name of chore	Reason	Name of chore	Reason
<i>cooking</i>	<i>I like eating.</i>	<i>cleaning the bathroom</i>	<i>It's dirty.</i>

- 2 Below is part of Anna's interview with Mai. They are talking about the household chores Mai likes and dislikes. Match Mai's answers with Anna's questions. Then practise the conversation.

Anna	Mai
1. What household chores do you do every day?	a. Well, I think I like sweeping the house.
2. Which of the chores do you like doing the most?	b. Washing the dishes, because I often break things when I do the washing-up.
3. What do you like about it?	c. I do the laundry, wash the dishes, and sweep the house. I sometimes do the cooking when my mum is busy.
4. Which of the chores do you dislike doing the most?	d. It's not too hard, and I like seeing the house clean after I sweep it.



- 3 Have a similar conversation with a partner. Find out which chores she / he likes or dislikes the most and why. Report your findings to the class.

Speaking

Chores I like!

Lead-In: Introduce the topic by writing some letters on the board and ask Ss to make a correct word with the letters.

E.g. krohowuse (housework), roches (chores), etc.

1 Ask Ss to work by themselves, write at least three household chores they like and three they dislike doing in the 'Name of chore' column, then add a reason why they like or dislike the chore. Ss may have difficulty in giving the reasons, so go round to help when and where necessary.

• Ask Ss to work in pairs to compare their completed table to find out the different and similar ideas about housework.

2 Have Ss work in pairs. Ask them to read all the questions in Anna's column first and underline the key words in each question before asking them to guess the answer to each question.

1. *What household chores do you do every day?*

2. *Which of the chores do you like doing the most?*

3. *What do you like about it?*

4. *Which of the chores do you dislike doing the most?*

• Encourage Ss to use the key words as cues to find the answers in Mai's column to match with Anna's questions.

• Ask Ss to take turns being Mai and Anna to practise the conversation.

Key 1. c 2. a 3. d 4. b

Anna: What household chores do you do every day?

Mai: I do the laundry, wash the dishes, and sweep the house. I sometimes do the cooking when my mum is busy.

Anna: Which of the chores do you like doing the most?

Mai: Well, I think I like sweeping the house.

Anna: What do you like about it?

Mai: It's not too hard, and I like seeing the house clean after I sweep it.

Anna: Which of the chores do you dislike doing the most?

Mai: Washing the dishes, because I often break things when I do the washing-up.

3 Ask Ss to work with a different partner to have a similar conversation. Explain that this time they should talk about themselves, and they have to find out what chores their partner does, what chore she / he likes or dislikes the most and why. Tell Ss to use the questions in Activity 2 and the ideas in Activity 1 to do this activity.

• Invite a student from one or two pairs to report to the class what he / she has found out about his / her partner.

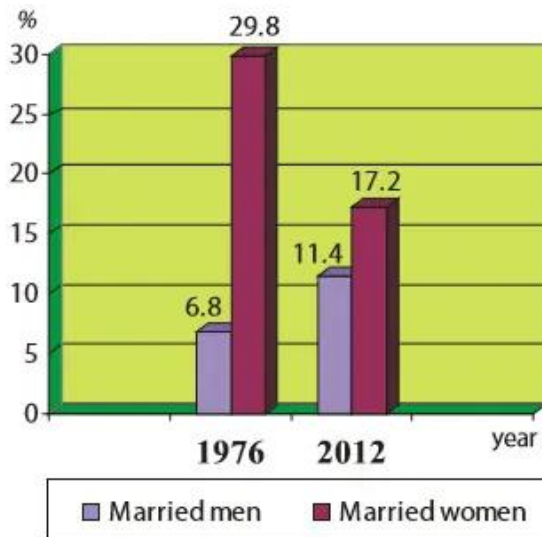
LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *Now I can talk about the household chores I often do and express my opinions about them.*

Listening

Family life – Changing roles

1 Look at the chart and discuss the changes in weekly hours of basic housework by married men and married women in the USA between 1976 and 2012. Guess the reasons for the changes.



2 Listen to a family expert talking about how the roles of men and women in families have changed and decide whether the following statements are true (T) or false (F).

	T	F
1. Men's and women's roles in the family have become similar.		
2. Both men and women now work to contribute to the family finances.		
3. According to 'equally shared parenting', both men and women have equal chances for recreation.		
4. According to 'equally shared parenting', the husband's career is less important than the wife's.		
5. Families following 'equally shared parenting' are happier.		

3 Work in pairs. Match the word / phrase with its appropriate meaning.

1. balance

2. nurture

3. equally shared parenting

4. traditional

5. solution

a. a way of solving a problem or dealing with a difficult situation

b. to care for and protect somebody / something while they are growing and developing

c. sharing housework and childcare evenly

d. existing for a long time

e. a state where things are of equal weight or force

4 Listen again and answer the questions.

- How has the role of men in the family changed?
- How have men's and women's roles become alike?
- What is the result of 'equally shared parenting'?



Listening

Family life – Changing roles

Lead-in: Introduce the topic: write down two words *wife / woman – husband / man* and ask Ss to make two word webs about the roles of wife / woman and husband / man in the family. Ss are free to call out their answers and T writes down the words in the web.

- 1 Ask Ss to work in pairs, looking at the chart and discussing the changes in the weekly hours of basic housework by married men and married women in the USA between 1976 and 2012. Ss don't have to report the exact number of hours men and women spend on doing housework. They can just talk about the general changes.
- Encourage Ss to guess the reasons for the changes. Ask them to call out their guesses. Write the reasons given by Ss on a corner of the board so that they can see if their guesses are correct later, after they listen to the recording.
- 2 Tell Ss that they are going to listen to a family expert talking about how the roles of men and women in families have changed. Ask them to read all the statements and guess if they are true or false. Make sure that Ss understand all the statements. If there are new words to Ss, explain them or give the Vietnamese equivalents to save time for other activities.
- Play the recording and have Ss do the exercise. Check Ss' answers. If many Ss in the class have incorrect answers, play the recording again, and stop at the place where Ss can get the correct answers.

Audio script

Today we'll discuss the changes in roles performed by men and women in the family. Changes in family life have made men's and women's roles more alike than ever as the wives are also be responsible for the family finances.

Family experts say the old notions of who does what in families may be more and more unclear. Men are not the sole breadwinners for the family like they used to be and they are becoming much more involved in housework and parenting.

Because men's and women's roles in families have become more alike, for couples to balance their work and family life, perhaps, 'equally shared parenting' is the best solution. 'Equally shared parenting' means the 'conscious and purposeful sharing' in four domains of life:

1. Child-raising: Both parents have equal responsibility to nurture and to take care of the children;
2. Breadwinning: Husband's and wife's careers are equally important;
3. Housework: The household chores should be equally divided between the wife and the husband;
4. Recreation: Both partners have an equal chance and time for their own interests, and of course, to be with each other.

Experts have found out that families that can keep to those four principles of 'equally shared parenting' become happier and the divorce rate is the lowest amongst them.

Key 1. T 2. T
 3. T 4. F 5. T

- 3 Have Ss work in pairs to match the word / phrase with its appropriate meaning. To help Ss get the answers easily, ask them if they know the part of speech of the word / phrase given, and then choose the meaning.

Key 1. e 2. b
 3. c 4. d 5. a

- 4 Ask Ss to read the questions carefully. Make sure that they understand what is asked in each question. Have them underline the key words if necessary. Then play the recording and let Ss listen to it and answer the questions.
- Ask Ss to work with a partner to compare their answers.
- Invite representatives from pairs to present the answer to each of the questions to the class. Give feedback and correction if necessary.

1. *How has the role of men in the family changed?*
2. *How have men's and women's roles become alike?*
3. *What is the result of 'equally shared parenting'?*

Key

1. They are not the only breadwinner in the family, and they get more involved in housework and parenting.
2. Both are responsible for family finances, home-making / housework, and parenting.
3. The families become happier and the divorce rate amongst them is the lowest.

Writing

“Many hands make light work.”

- 1 Work in pairs. Discuss the meaning of the saying above. Do you agree with it? How does this saying apply to doing housework in the family?
- 2 Read the text about Lam’s family below and complete the chore chart.

I live in a family of four: my parents, my younger sister and I. We are all very busy people: both my parents work, my sister and I spend most of our time at school, so we split the household chores equally.

My dad is responsible for mending things around the house. He also cleans the bathroom twice a week. My mum does most of the cooking and grocery shopping.

Being the elder child in the family, I take up a large share of housework. I do the laundry, take out the rubbish, and clean the fridge once a week. My younger sister An’s responsibilities include helping Mum to prepare meals and washing the dishes. My sister and I take turns laying the table for meals, sweeping the house, and feeding the cat.

We do our share of housework willingly as we know that if everyone contributes, the burden is less and everyone can have some time to relax.

HOUSEHOLD CHORE CHART

Dad	
Mum	
Lam	
An	

3 Read the text again and answer the questions.

1. How many people are there in Lam’s family?
2. Why are they very busy?
3. How do they split the housework in the family?
4. What household chores does each member of the family do?
5. Do the family members enjoy the housework?
6. What are the benefits of everyone in the family sharing the housework?

4 Make your family chore chart. Then, using the ideas in the chart, write a paragraph about how people in your family share housework based on the ideas in the chart. You can use the questions in 3 as cues for your writing.

Family Chore Chart

Name: Mum

Chore List

_____ ★★★★★

_____ ★★★★★

_____ ★★★★★

_____ ★★★★★

Name: Dad

Chore List

_____ ★★★★★

_____ ★★★★★

_____ ★★★★★

_____ ★★★★★

Name: _____

Chore List

_____ ★★★★★

_____ ★★★★★

_____ ★★★★★

_____ ★★★★★

Name: _____

Chore List

_____ ★★★★★

_____ ★★★★★

_____ ★★★★★

_____ ★★★★★

Writing

“Many hands make light work.”

Lead-In: Introduce the topic by writing the word *Chores* on the board and ask Ss to say as many things connected to it as they can. Let Ss call out their answers. Based on what has been written on the board, tell Ss that there are so many chores that people have to do in the house and not many of them are interesting. Then ask Ss what may happen if just one or two people in the family have to do all the chores. (They may be very tired / They may not have enough time to relax or have entertainment, etc.)

- 1 Ask Ss to work in pairs to discuss the meaning of the saying. This saying means if many people share a piece of work, it will become easy for everybody. This also applies to doing housework in the family: if all family members contribute to housework, each won't have to do much.
- 2 Have Ss read through the text about Lam's family and complete the chore chart. Tell Ss that this time they only need to pay attention to the information needed to complete the table.

Key

Dad	mending things around the house, cleaning the bathroom
Mum	doing most of the cooking and grocery shopping
Lam	doing the laundry, taking out the rubbish and cleaning the fridge, laying the table for meals, sweeping the house and feeding the cat (share with sister)
An	helping Mum prepare meals and washing the dishes, laying the table for meals, sweeping the house and feeding the cat (share with brother)

- 3 The main purpose of this activity is not to check Ss' comprehension but to help Ss with the structures and ideas so that they can write a paragraph about their own family later.
- Have Ss read the questions to know what information they will have to find in the text this time. Then ask them to read the text again and answer the questions.
 - When Ss finish the activity, ask them to work with their partners to compare the answers. Then invite some Ss to present the answers to the class. Provide correction if necessary.

Key

1. There are four people in Lam's family.
 2. Because both parents work and the children spend most of their time at school.
 3. They split the housework equally in the family.
 4. The father mends things around the house and cleans the bathroom; the mother does most of the cooking and grocery shopping; Lam does the laundry, takes out the trash and cleans the fridge once a week; An helps her mother to prepare meals and washes the dishes; Lam and An take turns laying the table for meals, sweeping the house, and feeding the cat.
 5. Yes, they do. They do it willingly.
 6. The burden is less, so everyone has time to relax.
- 4 Ask Ss to work individually to make their own family chore chart. Show them how to do it by drawing a chore chart on the board and asking one student to complete it. After Ss finish their family chore charts, ask some of them to show their charts to the class and give comments about them.
- Ask Ss to make an outline of the paragraph about how people in their family share housework based on the structure of the text in Activity 2 and the guiding questions in Activity 3. The paragraph can consist of three parts:
 - Introduction to the family: how many people, who the members are, etc. (questions 1 & 2)
 - How the family members share housework, what each of them does. (questions 3 & 4)
 - What family members think of doing housework. (questions 5 & 6)
 - When Ss finish their writing, ask them to exchange it with their partners for peer comment.
 - Alternatively, go round the class when Ss are writing, noting down good ideas as well as errors in Ss' writing. After Ss finish their writing, give some general comments and write the good ideas in one column and errors in another. Ask the class to comment on the ideas and correct the errors.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I've learnt how to write a paragraph about family chores and now I can write about how each member of my family contributes to doing housework.*

COMMUNICATION AND CULTURE

Communication

Discussion

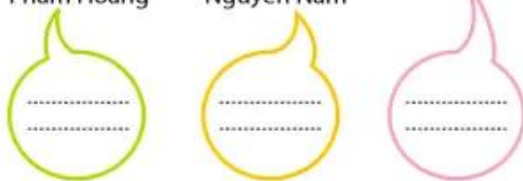
Who does what in your family?



1 Look at the pictures. What is the person in each picture doing? Do you think they are happy? Why? or Why not?

2 Listen to the TV talk show. Who said what?

1. Mr Pham Hoang 2. Mr Nguyen Nam 3. Ms Mai Lan



- Women also work to share the household financial burden with their husbands.
- Homemaking can't only be the job of the wife.
- A woman's job is to look after everybody in the family and take care of the house.
- Both husband and wife should join hands to provide for the family and to make it happy.
- In the family, the husband is the provider.
- Women's roles have changed.

3 Work in groups. Discuss the questions. Then, report your group's opinions to the class.

- Whose opinion do you agree with?
- What do you think the roles of the wife and the husband should be? Give reason(s) for your opinion.
- What roles do your mother and father perform in your family?
- Are your mother and father happy about their roles? Why? or Why not?

Culture

Read the two texts about family life in Singapore and in Viet Nam then answer the questions.

SINGAPORE

In Singapore today, people tend to live in nuclear families which consist of parents and children. Families in Singapore are getting smaller. Many children even grow up in single-parent homes. In most Singaporean families, both parents work. Very young children go to nursery schools or stay home with a child-minder when their parents are at work. Old people usually live in their own homes or a nursing home if they cannot look after themselves. Singaporean parents try to spend their free time collaborating with the school in educating their children through the activities of the Parent Support Group or Parent Teacher Association.

VIET NAM

The extended family, which consists of three or even four generations - great grandparents, grandparents, parents and children - is still very popular in Viet Nam. In most Vietnamese families, when both parents work, young children stay home and are looked after by their grandparents or great-grandparents. On the other hand, it is the duty of the young people to take care of their elderly parents. A person will be considered ungrateful if he / she does not take good care of his / her parents or grandparents. Vietnamese parents often spend their free time helping their children with their homework or giving them advice on behaviour.

Questions	Answers	
	In Singapore	In Viet Nam
1 What type of family is popular in the country?		
2 Who takes care of young children when their parents are at work?		
3 Who looks after elderly parents?		
4 How do the parents contribute to educating their children?		

COMMUNICATION AND CULTURE

Communication

Discussion

Who does what in your family?

- 1 Ask Ss to work in pairs to describe the pictures, saying what the person in each picture is doing and how they look.
- 2 Tell Ss that they are going to listen to a TV talk show and will have to find out who said what in the show.
 - Ask Ss how many people take part in the talk show and who they are (three, Mr Pham Hoang, Ms Mai Lan, and Mr Nguyen Nam).
 - Have Ss read the statements (a - g) and make sure that they understand all of them. Check if Ss know the meaning of some words and phrases such as *household financial burden*, *homemaking*, *join hands*, *provider* and *neat*. Help Ss get the meaning if they don't know the words by asking them questions or by providing them with the Vietnamese equivalents of the words / phrases.
 - Play the recording. Have Ss listen and do the activity. Ss may need to listen to the recording more than once to complete the activity.

Audio script

TV Host: Good evening, welcome to our *Happy Family Programme*. Our topic today is 'Roles in the Family', and our guests are Mr Pham Hoang, an artist, Mr Nguyen Nam, a teacher, and Ms Mai Lan, a doctor. Now, we'll hear what they think the roles of the wife and husband are in the family nowadays. What do you think about this, Mr Pham Hoang?

Mr Pham Hoang: Well, in my opinion, in the family, the husband is the provider while the wife is the homemaker. Her job is to look after everybody in the family and take care of the house to make sure that it's clean and neat, and that the family has good meals every day.

TV Host: So you mean the wife has to do most of the housework? What do you think, Ms Mai Lan?

Ms Mai Lan: Well, I don't think so. Women's roles have changed. They also work to share the financial burden with their husbands, so their husbands should share household duties with them.

TV Host: I see. What do you think, Mr Nguyen Nam?

Mr Nguyen Nam: I agree with Ms Mai Lan. Homemaking can't only be the job of the wife or the husband. Both should join hands to provide for the family and to make it happy.

- Key**
1. Mr Pham Hoang: c, e
 2. Ms Mai Lan: a, f
 3. Mr Nguyen Nam: b, d

- 3 Have Ss work in groups of four to discuss the questions. Tell them to refer back to the ideas in Activity 2 to answer the questions, but they can also express their opinions freely. Ask the groups to assign a note-taker who will note down all the ideas of the group members and report them to the class later.
 - When Ss finish answering the questions, call one or two to report their group's opinions to the class note-takers. Encourage other Ss to give comments.

Culture

Lead-in: Have Ss look at the pictures at the end of the unit (on page 15) and answer the questions about them. Ask Ss some guiding questions or Yes / No questions. E.g. *Are they families? How many people are there in each of the families? Where are they from? Can you see the elderly people in the pictures? Who are they? What are the differences between the two families?, etc.*

- 1 Ask Ss to work in pairs. One reads the text about family life in Singapore and the other reads the text about family life in Viet Nam, then each writes down his / her answers to the questions about his / her text.
 - Help with some vocabulary Ss don't know such as *nursery school*, *child-minder*, *great grandparents*, *generation*, *ungrateful*, etc. Tell Ss their meanings or elicit them from other Ss in the class.
 - When each student finishes the activity, they should ask their partners questions and use the information provided by their partners to complete the table in the book.

Questions	Answers	
	In Singapore	In Viet Nam
1 What type of family is popular in the country?	nuclear family	extended family
2 Who takes care of young children when their parents are at work?	Nursery school or child-minder	Grandparents or great grandparents
3 Who looks after elderly parents?	Nursing homes	Their children
4 How do the parents contribute to educating their children?	They take part in the activities of the Parent Support Group or Parent Teacher Association.	They help their children with their homework or give them advice on behaviour.

LOOKING BACK

Pronunciation

1 Listen and underline the words that have the consonant cluster sounds /tr/, /br/, and /kr/. Write /tr/, /br/ or /kr/ above the word that has the corresponding consonant cluster sound. Then practise reading the sentences.

1. After having the Ice cream, she brushed her teeth.
2. The car crashed into a tree near the traffic lights.
3. Try this new dish created by your brother.
4. They often have brown bread for breakfast.
5. That brave young man likes travelling by train.
6. Is it true that the crime rate is increasing?

Vocabulary

1 What chores are the people doing? Write the name of the chore under each picture.



1



2



3



4



5



6



7



8



9



10

2 Use the words / phrases in the box in their correct form to complete the text.

do the washing-up
do the heavy lifting
laundry
do the cooking
sweep the house

take out the rubbish
iron
shop for groceries
lay the table

Household chores are divided equally among the members of Thanh's family. His mother (1) _____. Thanh's father and sister enjoy the food she cooks very much. Besides, she often (2) _____ because she wants to choose the freshest and healthiest ingredients for the meals. Thanh's father is a strong man but he doesn't have much time for housework. So he only (3) _____ that requires physical strength. Thanh helps with (4) _____ and (5) _____. He feels happy to see his parents wearing clean and neat clothes to work. Although he doesn't really like it because he thinks it's dirty, he (6) _____ every day. Thanh's sister contributes by (7) _____. She does it very carefully so the house is always very clean. Before each meal, she (8) _____, and after the meal, Thanh (9) _____. Sometimes, he breaks a bowl or a plate. Everybody in the family shares housework so that all can have some time for rest and recreation.

Grammar

1 Finish the sentences with either the present simple or the present continuous.

1. I (write) to you to tell you how much I (miss) you.
2. Jack is away on business, so I (look after) his dog.
3. Nam always (look) untidy. He (wear) dirty jeans now.
4. I can't answer the phone now. I (cook) the dinner.
5. Excuse me, you (read) your newspaper? Could I borrow it?
6. What do people in your family (do) in the evening?

2 Work in groups. Discuss the following questions. Then report the results to the class.

1. Should young people like you share the housework? Why? Why not?
2. What household chores are suitable for young people like you?
3. What do you actually do to help with housework in your family?



LOOKING BACK

Pronunciation

- 1 Play the recording and have Ss listen and write /tr/, /br/, or /kr/ above the word that has the corresponding consonant cluster sound. Then put Ss in pairs to practise reading the sentences.
- Invite some Ss to read the sentences in front of the class. Correct Ss' mistakes if there are any, focusing just on the three consonant clusters.

/kr/ /br/

1. After having the ice cream, she brushed her teeth.

/kr/ /tr/ /tr/

2. The car crashed into a tree near the traffic lights.

/tr/ /kr/ /br/

3. Try this new dish created by your brother.

/br/ /br/ /br/

4. They often have brown bread at breakfast.

/br/ /tr/ /tr/

5. That brave young man likes travelling by train.

/tr/ /kr/ /kr/

6. Is it true that the crime rate is increasing?

Vocabulary

- 1 Have Ss work in pairs to write the name of the chore under each picture.
- Check Ss' answers by asking them to write the names of chores on the board next to the number of the picture or call out the word / phrase when T says the number of the picture.

Key

1. cooking
2. shopping for groceries
3. doing the laundry / washing clothes
4. taking out the rubbish
5. cleaning the toilet
6. washing up / washing the dishes / doing the washing-up
7. ironing
8. sweeping (the house)
9. watering houseplants / flowers
10. feeding the cat / pets

- 2 Ask Ss to read the text carefully, using the context clues to decide which word / phrase can be used to complete each gap in the text. Remind Ss that they may have to change the form of the verbs before putting them in the gaps.
- Check Ss' answers and provide correction if necessary.

Key

1. does the cooking
2. shops for groceries
3. does the heavy lifting
4. laundry
5. ironing
6. takes out the rubbish
7. sweeping the house
8. lays the table
9. does the washing-up

Grammar

- 1 Ask Ss to work in pairs to finish the sentences with either the present simple or the present continuous.

Key

1. am writing, miss
2. am looking after
3. looks, is wearing
4. am cooking
5. are you reading
6. do

- 2 Put Ss in groups to discuss the questions. Tell them that they can use the ideas and language they have learnt in the lesson for their answers. Assign a leader for each group whose task is to note down the group's ideas and then report the results to the class. To avoid one student dominating in the group work, let Ss take turns being the group leader.

PROJECT



1 Do a survey. Find out ...

- how many classmates live in a nuclear family and how many live in an extended family;
- how many classmates have both parents working;
- how many classmates spend at least one hour a day doing housework;
- how many classmates have parents who spend at least one hour a day helping them with their homework;
- what your classmates think the ideal family is like.

2 Work In groups. Compare your findings and get ready to report to the class.

NOW YOU CAN

- ▶ Use words / phrases about household chores
- ▶ Use the present simple and the present continuous
- ▶ Exchange opinions about household chores
- ▶ Write about doing household chores in your family

PROJECT

- 1** The survey can be done in class time or during the break. Have Ss go round and ask their classmates questions to get information for their project. Have Ss do this in groups so that each student in the group only has to interview a few Ss in the class. Encourage Ss to do the survey in another class to make the activity more interesting.
- 2** Let the groups have some time together to assemble the results of their survey and then prepare a report to present to the class. The report can be in spoken or written form. Choose some Ss to work with T as a panel to give comments and marks for the reports.