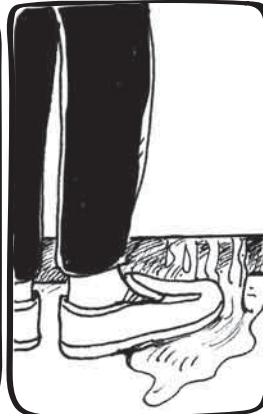
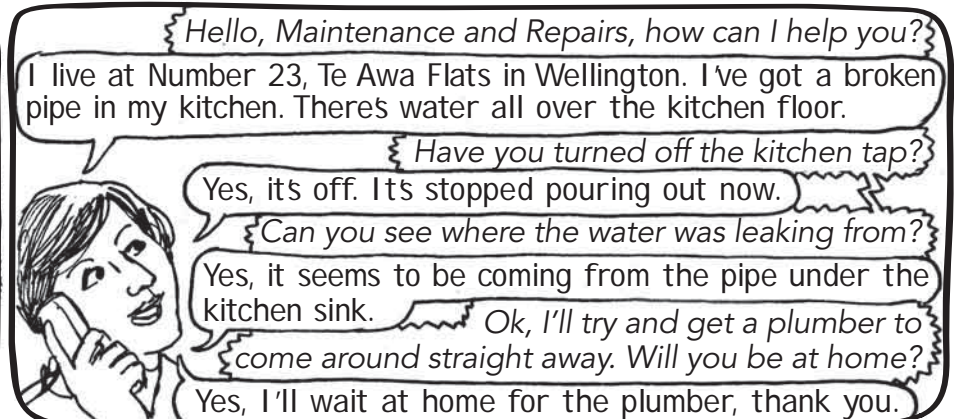


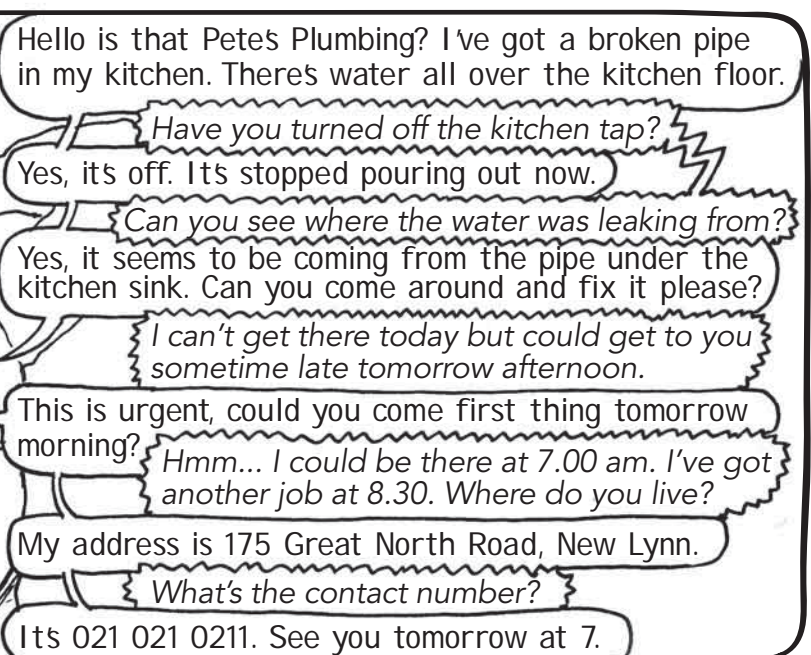
Repairs around the home



NEXT



OR



Repairs around the home – ideas for using the sequence story

Note for Tutors: Activities referred to in *Ideas for using the sequence story* are related to the suggested *Vocabulary and text* which you can find on page 9 of this document.

Warm up

Before looking at the picture, discuss the last time you or your learner had a problem in their home - what happened?

Write down *repairs around the home* and brainstorm any vocabulary you associate with the topic.

Focus on key vocabulary (See page 9 for suggested vocabulary)

Either provide the learner with a list of target vocabulary and ask her to match the words to what she can see in the picture (Lower level) or brainstorm words with the learner (Higher level)

Question stories (See page 11 for suggested questions)

Ask a series of questions relating to the sequence. The learner's answers can guide them to retell or write the story of sequence. You could then compare the learner's version with the original text.

Alternatively encourage the learner to ask you some questions about the story. Learners often get more practice answering than asking questions.

Jumbled sentences – reading (See page 13 for photocopiable text)

Cut up the text into strips. Each strip relates to one of the pictures. Jumble up the strips.

Look at the picture story and ask the learner(s) to match the appropriate sentence to the right picture.

Gapped text

Gap out some words in the text on page 9 after reading it with your learner. The learner completes the text by referring to the pictures.

Depending on your learner's needs, you can focus on particular words: e.g.

- content words from the target vocabulary in the picture (this helps with revision)

Suddenly she _____ some water at her feet and notices that water is _____ out of the cupboard below the _____.

- "grammar" words: e.g. prepositions

Suddenly she feels some water _____ her feet and notices that water is pouring _____ of the cupboard _____ the sink.

- articles and determiners

Suddenly she feels _____ water at her feet and notices that water is pouring out of _____ cupboard below _____ sink.

Kim's game (speaking or writing class game)

The learners look at the pictures for a set period of time. In pairs they discuss what they can see. The pair turns over the picture and collaboratively try and recall the pictures in the sequence and what was happening (they can do this orally or in writing). They then turn the picture back over and discuss what they left out.

Listening practice: True/false

Say some sentences about the picture, some true, some false:
 e.g. *Suzanna and her daughter are doing the washing-up*
 (False) *Suzanna's son is doing his homework* (True)



There are three possible activities here:

- The learner simply says *true* for the true ones and *false* for the false ones.
- The learner repeats the true sentences and stays silent for the false ones (So it's a kind of drill, but the learner has to process the meaning as well as repeat)
- The learner says *true* for the true ones and corrects the false ones: e.g. *no, they are not doing the washing up, they are preparing dinner.*

In a higher level class the learners can work in pairs. One learner can say a true/false sentence and the other responds. Then they swap roles.

Dialogues

- Practice reading the two dialogues in the sequence story. Then white-out some of the words and see if you can recreate the dialogues.
- Imagine the mother is telling her partner/husband about the day. Write a dialogue. (Useful for including the husband's listening and reacting noises like: *Really? What happened then? Did the plumber come on time?*)

Extension activities

Objects in the house

As part of a unit on vocabulary of household objects, make sure you include items that might break or need repair - eg drains, pipes, toilets, smoke alarms etc.

Write out the names of objects and items on separate pieces of paper and ask your learners to stick each name on the correct item.

Describing problems

Brainstorm specific ways of saying that a household item is broken or not works (eg not working, broken, leaking, dripping, cracked, peeling, blocked) and match them up with the appropriate items.

Classify them into urgent and non-urgent repairs.

Housing New Zealand has a site which explains which repairs they classify as urgent.

[Tenancy services has a section](#) which discusses different types of repair (urgent, non-urgent, fair wear and tear, intentional or careless damage etc.)

There is also [a section on the importance of insurance](#).

Repair people

Make a list of commonly used repair people (electrician, plumber and gas-fitter, glazier, gibstopper/painter, locksmith). There are some flashcards [here](#). Go through your list of problems and decide who you would ring in each case. Discuss ways of choosing a good tradesperson (you might consider joining [Neighbourly](#) and asking for recommendations or looking at [No Cowboys](#)).

Telephone

Depending on your learner's housing situation, practice making phone calls to get a problem fixed:

- Ringing Housing New Zealand and asking for a repair person to be sent
- Ringing a private landlord and asking for a repair to be done
- Ringing a repair person directly and asking for a repair

The ELP website has a sample conversation [here](#).

Also practice answering a phone call from a repair person who is wishing to make a time to come around.

Prepare role plays: write what to say on different pieces of paper and practice going through the conversations, for example: in this conversation adapted from Jacquilyn Arbury's book "Discover New Zealand".

Tradesperson: Greeting.
Give companies' name

Caller: Greeting. Say what
your problem is

Tradesperson: Ask for
more details

Caller: Give more details

Tradesperson: Arrange a
time and day

Agree or suggest another
time or day. Ask about
costs

Tradesperson: Explain
charges (callout? GST?).
Ask for name and
address

Caller: Give name and
address

Tradesperson: Repeat
name and address to
make sure you got them
right. Say goodbye

Caller: Say goodbye

Language of money

Tradespeople often charge a minimum call-out fee with additional hourly rates, as well as charging for any materials they purchased in order to do the repair. In many cases the GST is not included. Find out some call-out fees from local tradespeople and work out together how much a 2 hour, 3 hour or 4 hour job would cost, at various times of the day/weekend. You can use this [GST calculator](#) if prices don't include it. Here is an example of some prices.

Plumbing / Roofing / Drain Laying / Maintenance	
Standard call out (7:30am – 4:00pm)	\$79.00+GST per hour (min 1 hour) and \$35.00+GST van charge (per visit)
After Hours (4:00pm-7:30am)	Standard call out rates plus \$180.00+GST
Gas Fitting	
Standard call out (7:30am – 4:00pm)	\$89.00+GST per hour (min 1 hour) and \$35.00+GST van charge (per visit)
After Hours (4:00pm-7:30am)	Standard call out rates plus \$180.00+GST
Gas Certificate	\$73.50+GST
Other Charges	
Public Holiday Call Out	Standard call out rates plus \$320.00+GST
Standard Backflow Test	\$104.00+GST
Standard Leak Detection	\$160.00+GST
Drain Unblocking Service (Hydro)	\$185.00+GST
Camera Drain Inspection (CCTV)	\$225.00+GST
Ongoing Vehicle Charge (for each subsequent day on site)	\$35.00+GST
Deposit	Quotes or estimates over \$3,000 will attract a 30% deposit before commencement of work
Notes:	
1. Chargeable time includes travel to site and time collecting materials	
2. After hours means weekends and after 4pm on weekdays	
3. Payments can be cash, cheque, direct credit, or credit card (+2.5%)	

Discuss the difference between a quote, an estimate and an invoice. Make sure learners understand that quotes cover specified work and if they ask for anything not specified on the quote they will pay more.

Also discuss difference and advantages or disadvantages of various methods of payment - cheque, credit card, cash, and internet direct credit.

Home improvements, renovations

If your learner is interested you can discuss home improvements that people commonly do.

Daily ESL has [a unit which covers a list of common home improvements](#).

Household tools

Learn some words for everyday tools

- Use a Bunnings or Mitre 10 flyer OR
- The Oxford Picture Dictionary has a unit on page 150 OR
- Bring in your own tool box / use the learner's tool box

Make a list of tools that the learner wishes to learn.

Organise a trip to your local hardware store (Bunnings, Mitre 10) and practise asking where to find the various tools. (You might also need to prepare asking for directions in shops)

For higher level learners who would like to learn some Kiwi Slang (and number 8 wire culture) watch [the Mitre 10 "retaining wall" ad](#).

When things go wrong

The ELP website has a series of resources to help your learner if they are having problems with faulty work or consumer problems. Go to the bottom of [this page](#).

There is further information on tenancy issues on the following websites:

[Tenancy Services](#). They also provide a free tenancy advice line (0800 TENANCY – 0800 83 62 62) that gives advice and information about the law and about taking a problem to mediation or to the Tenancy Tribunal.

[Community law](#)

[Consumer.org](#)

Some further resources in your ELP library:

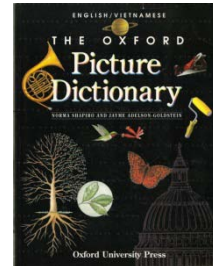
Listening to New Zealand beginner

- 5C Inquiring about a handyman
- 5 D Ringing a tradesperson



Oxford Picture dictionary (1st ed):

- Housing - section 3 pages 34-49
- Household problems and repairs - page 48/49
- Tools and building supplies - pages 150/151

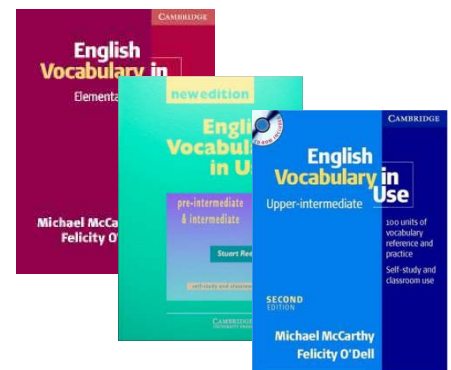


English Vocabulary in Use elementary (1st ed)

- Units 44- 46 At home
- Unit 59 Everyday problems

English Vocabulary in Use pre intermediate/intermediate (1st ed)

- Unit 49 Homes and buildings
- Unit 50-51 Around the home
- Unit 52 Everyday problems

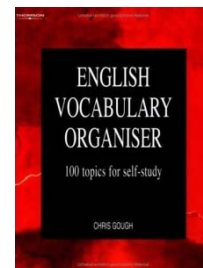


English Vocabulary in Use upper-intermediate

- Unit 37 Everyday problems

English Vocabulary organiser

- Unit 33 Problems around the house



Discover New Zealand Jacquelyn Arbury (2nd ed)

- Unit 3 - Consumer Issues - covers payments methods, tradespeople, the sentence construction "to have work done", and gives a sample three phone calls to tradespeople

Repairs around the home – suggested text and vocabulary

Note for Tutors: For ideas about how to use this suggested vocabulary and text, refer to *Ideas for using the sequence story* on page 2 of this document.

Target Vocabulary (see page 2)

leak, sink, tap, cupboard, pour out, puddle, pipe, broken, turn on/off (a tap), grab, towel, mop up, wipe up, clean up, bucket, maintenance, repairs, plumber, come around, fix, urgent, first thing, straight away,

Basic Story for Lower Levels

Water leak

Suzanna is at home with her children. It is 3.30pm. She is standing by the kitchen sink with her daughter. They are chatting while they prepare dinner. She is washing some broccoli and her daughter is peeling carrots. Suddenly she feels some water at her feet and notices that water is pouring out of the cupboard below the sink. She quickly opens the cupboard and sees that the water is coming from a broken pipe. She tells her children to quickly turn off the tap and grab some towels. They turn off the tap and start to clean up the water. Suzanna mops up the kitchen floor while her two older children empty the kitchen cupboard and use the towels to wipe up the water. Her youngest child is excited by the water and grabs his boat! Suzanna is not happy.

NEXT - Flat

(Suzanna lives in a Housing NZ flat so when there is a problem, she can call the Housing NZ Freephone number.)

Suzanna finds the Housing NZ Freephone number. She calls the number and gets through to Maintenance and Repairs. She tells them the problem and where she lives. They ask her if she has turned off the kitchen tap. She tells them she has and that the water has stopped pouring out. They ask if she can see where the water was leaking from. She tells them about the broken pipe. They tell her they will try to send a plumber straight away. She tells them she will wait at home for the plumber.

NEXT - Home owner

(Suzanna lives in her own home so when there is a problem, she is responsible for solving it.)

Suzanna finds the plumber's number. She calls the plumber and tells him about the broken pipe. He asks her if she has turned off the kitchen tap. She tells him she has and that the water has stopped pouring out. He asks if she can see where the water was leaking from. She tells him that there is a broken pipe in the cupboard under the sink. She asks him to come around and fix the leak. He says that he cannot come until tomorrow afternoon. Suzanna does not want to wait until tomorrow afternoon as the problem is urgent. He tells her he could come first thing in the morning at 7am. She gives him her address and contact number.

Questions for “*Question stories*” (see page 2)

Scenario - Water leak

Pic 1 Who is in the picture?
Where are they?
What time is it?
What is Suzanna doing?
What is her daughter doing?
Is the tap on?
What are her sons doing?

Pic 2 What is happening?

Pic 3 What is on the floor?
Where is the water coming from?
What is Suzanna doing?

Pic 4 What can Suzanna see?
What does she tell her children to do?

Pic 5 What is Suzanna doing?
How does Suzanna feel?
What are her two older children doing?
What is the little boy holding?
How does he feel?
Is the tap on?

NEXT - Flat

Pic 1 What is Suzanna looking at?
What is she going to do?

Pic 2 Who is Suzanna talking to?
What does she tell them?
Where does she live?
When will the plumber come?

NEXT - Home owner

Who is Suzanna speaking to?

Where did she find the number?

What else can you see on the fridge?

What does Suzanna tell the plumber?

When does the plumber say he can come?

Why does Suzanna ask him to come sooner?

When is the plumber going to come?

Where does Suzanna live?

What is her contact number?

Descriptions for “*Jumbled sentences*” (see page 2)**Photocopy and cut up.**

Suzanna and her daughter are preparing dinner at the kitchen sink..

Water starts to pour out of the cupboard under the sink.

Suzanna opens the cupboard. There is a puddle of water on the floor.

Suzanna sees the water pouring out of the broken pipe..

Suzanna and her children clean up the water in the kitchen.

Suzanna calls Housing NZ.

Suzanna tells Housing NZ Maintenance and Repairs about the water leak.

Suzanna calls a plumber and tells him about the water leak.