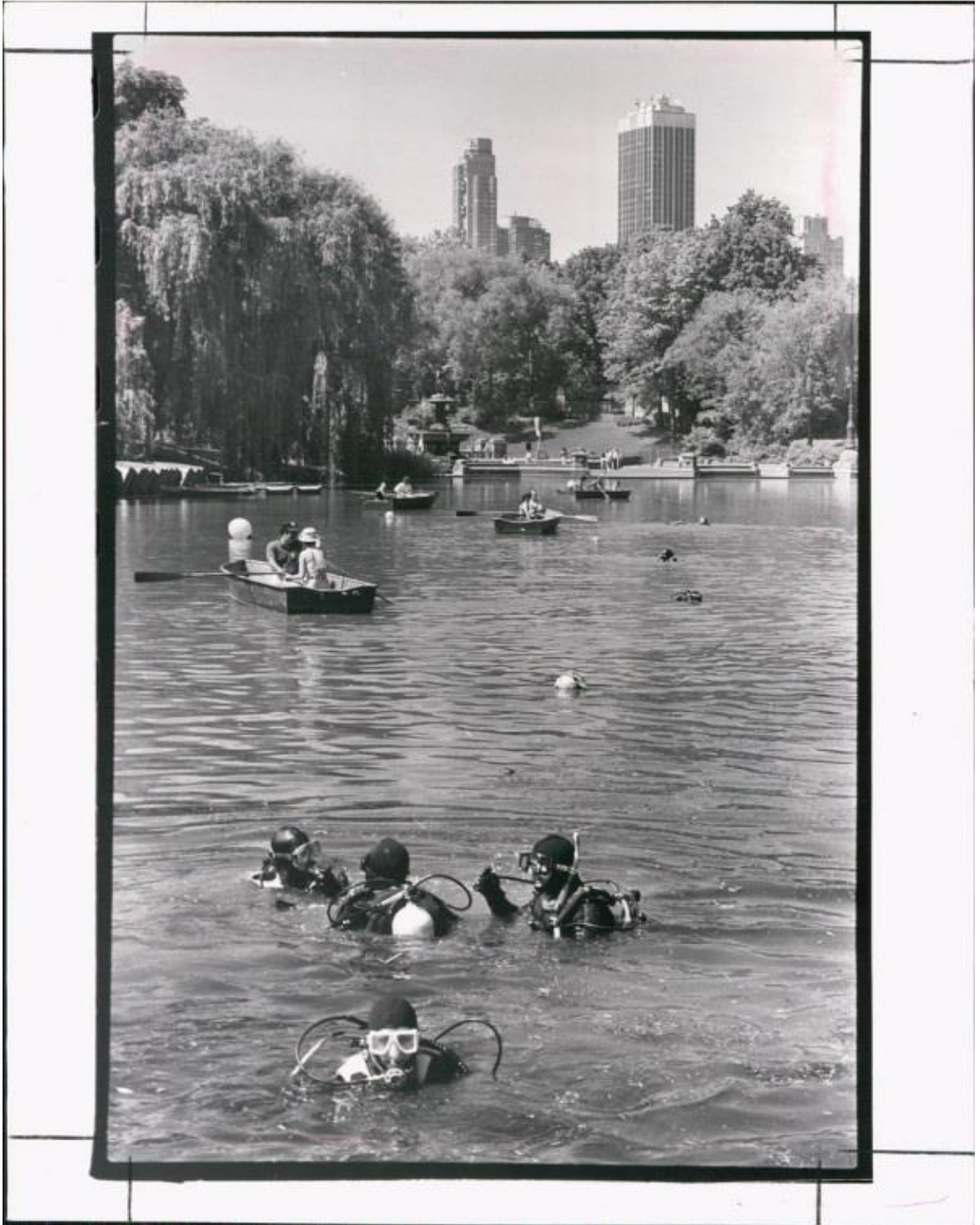
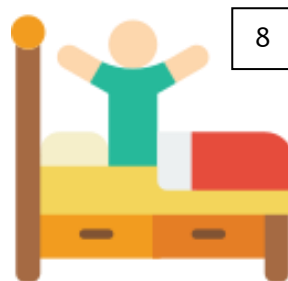
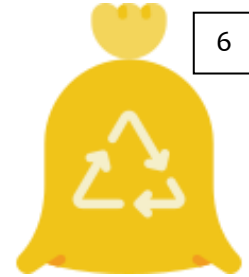
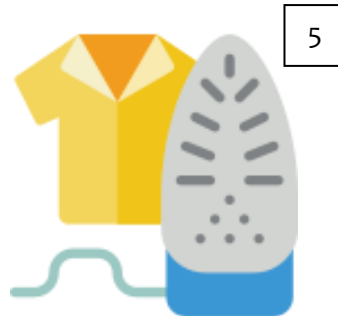
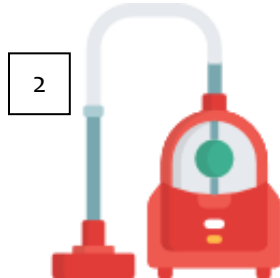


CLEAN UP



CLEAN UP



- a. do the vacuum cleaning
- b. wash the dishes/do the washing up
- c. take out the rubbish/trash
- d. do the shopping
- e. mop the floor
- f. sweep the floor
- g. do the laundry/do the washing
- h. make your bed
- i. do the ironing
- j. water the plants

CLEAN UP

Clean Up online lesson

level: pre-intermediate (A2)

class: one-to-one

time: 60 min.

skills: speaking, vocabulary, reading, listening

The techniques used in this lesson plan are explained for online use on any platform. However, if you don't use one that has a virtual whiteboard feature (e.g. Zoom), you may use [AWW](#) or [Web Whiteboard](#). And of course, the entire lesson plan can be easily adapted for face-to-face teaching.

Warm-up

1. Download the **picture from worksheet 1** and, using the screen share feature, show it to your student, **uncovering it slowly** step by step as shown in the worksheet. At each stage, ask: 'What can you see in the picture? What's happening there? Why do you think so? What sounds can you 'hear'? How do you think the people in the picture are feeling?'
Once your student has shared their ideas, you can tell them that the scuba divers are actually cleaning Central Park Lake and they found some really interesting items at the bottom, including strollers or bicycles.
You can download the picture and find out more about the story behind it [here](#).
2. Tell your student that your today's topic is **tidying and household chores**.

Household chores

3. First, check what vocabulary your student already knows and do some **brainstorming**. Encourage them to think of as many chores as they know in English. Thinking of what chores each person in their family usually does might help them to come up with more during this stage.
4. After they run out of ideas, share worksheet 2 with them and ask them to **match the pictures to the collocations**: first those that they already know and then guess the new ones. (1f 2a 3b 4g 5i 6c 7j 8h 9d 10e)
5. Time to practise what they remember! Play [this quiz](#) together.
6. Now ask some **follow-up questions** starting: 'How often do you...? When did you last...? Who in your family...?' to personalise the topic. Alternatively, your student may categorise the chores into 3 groups: chores they enjoy doing/chores they're ok with/chores they hate. Make sure you ask some follow-up questions, as well.

Declutter

7. Guide the topic toward the **current situation** and ask: *'Now that we're all under lockdown, do you tidy your apartment more or less? Some people use the time to declutter their homes. Do you have any similar projects in mind?'*

Illustrate the meaning of the word *declutter* by explaining verbally and at the same time drawing or pasting a picture of [junk](#) on a virtual whiteboard and drawing a thick cross across the picture.

8. If your student does want to declutter (and you're on good terms), ask them to take a **virtual tour** around their apartment and show you what exactly they want to change and how.

It may be a good idea to show them a part of your apartment you'd like to declutter and reorganise yourself first to make the experience feel less intrusive and one-sided. Always think twice before using this activity as this may feel too personal to some students!

9. Watch **this video** together and ask: *'What's the show about? Who are the people the woman helps?'* (helping people declutter their homes; a couple expecting a baby, a family moving to a small apartment, a widow), and then: *'Would you like to receive such a help? Why/not?'*

Marie Kondo

10. Ask: *'Have you heard of Marie Kondo? What do you know about her?'*
11. Give the student 2 min. to **find some information** about Marie Kondo **online** (and ask them to share their screen so that you can follow what they're reading but don't interrupt during this stage). Then they present what they found. Ask follow-up questions such as: *'Which of her tips did you like best/would you like to try?'* etc.
12. Read [this part](#) of Marie Kondo's website about **her new book** and discuss it: *'Do you think being tidy and organised at work is important? Why? Are you organised when you work or do you prefer a messy desk with everything at hand? What about people around you, your colleagues, family and friends? Who's the most organised/disorganised person when it comes to work?'*

Homework

13. Ask the student to explore some of Marie Kondo's tips in detail, try one **in practice** and prepare to tell you about how it worked.