Healthy Homes – spot the difference!

The weather tomorrow will be fine and windy...

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Healthy homes – ideas for using the picture story

Note for Tutors: Activities referred to in *Ideas for using the picture story* are related to the suggested *Vocabulary and text* which you can find on page 10 of this document.

The aim of this picture story is to discuss ways to have a warmer, drier and healthier home in winter.

There are seven main differences illustrated in the two pictures.

<table>
<thead>
<tr>
<th>Picture 1</th>
<th>Picture 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family underdressed for conditions.</td>
<td>Family warmly dressed.</td>
</tr>
<tr>
<td>Curtains open after dark, allowing warmth to escape.</td>
<td>Curtains closed to keep warmth in. (Open in morning to allow sun in).</td>
</tr>
<tr>
<td>Window closed in the kitchen; steam forming condensation on windows.</td>
<td>Window slightly open in the kitchen to let steam out.</td>
</tr>
<tr>
<td>LPG heater in room – produces moisture leading to condensation, can be dangerous.</td>
<td>Electric heater in room – dry heat, safer.</td>
</tr>
<tr>
<td>Drying washing inside – causes condensation. Could be dangerous if too close to heater.</td>
<td>Wait to dry washing outside in suitable weather. (radio announcement indicates that next day will be fine)</td>
</tr>
<tr>
<td>Gap under front door, wind blowing and causing draughts.</td>
<td>Draught stop under front door, keeping cold air out and warm air in.</td>
</tr>
<tr>
<td>Room cold, condensation trapped, mould growing on walls and ceiling.</td>
<td>Room warm and dry, no mould.</td>
</tr>
</tbody>
</table>

Warm up

Before looking at the pictures, discuss winter in your local area. What are the temperatures like? What is the weather usually like? How does it compare with your learner’s home country? What are ways to keep warm in winter?
Focus on target vocabulary (See page 10 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 12 for suggested questions)
Ask a series of questions relating to two pictures. The learner’s answers can guide them to describe the pictures. 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 14-15 for photocopiable text)
Cut up the text into strips. There are seven strips for each picture.

Look the two pictures and ask the learner(s) to match the appropriate sentences to the right picture. You can either ask the learner to read them, or read them out loud for the learner.

Adapt the story to extend more advanced learners
After working with the basic version of the text, brainstorm some more advanced words that could also be incorporated into the story. Use these words to enrich the story by adapting the existing text.

Kim’s game (speaking or writing class game for pairs)
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 two 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.

Find the differences (speaking class game for pairs)
Put the learners into pairs. Give each learner one of the pictures. They cannot look at each other’s picture. Ask them to describe the pictures to each other and find differences. At the end let them look at the two pictures and identify anything they missed. Discuss which picture shows a drier and warmer room. what has the family done to make a difference.

Gapped text
Gap out some words in the text on page 10-11 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)

Their mother Lavinia is making _______ in the kitchen. She is _______ a salad. There is a pot of potatoes _______ on the stove. There is a lot of _______ coming from the pot. The kitchen window is _______. The steam is _______ condensation on the windows.

• “grammar” words: e.g. prepositions

Their mother Lavinia is making dinner ___ the kitchen. She is preparing a salad. There is a pot of potatoes boiling ___ the stove. There is a lot of steam coming ___ the pot. The kitchen window is closed. The steam is forming condensation ___ the windows.

• articles

Their mother Lavinia is making dinner in ___ kitchen. She is preparing ___ salad. There is ___ pot of potatoes boiling on ___ stove. There is a lot of steam coming from ___ pot. ___ kitchen window is closed. ___ steam is forming condensation on ___ windows.

Listening practice: True/false

Say some sentences about each picture, some true, some false: e.g. There are three children sitting at the table (False) The boy is using a laptop (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, there are two children sitting at the table, not three.

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

Dialogues

• Imagine what the people in the picture are saying. Write short dialogues

• Imagine the mother is telling her neighbour what she did to make the room warmer. “We got an electric heater – yes, it’s much drier now. And we got rid of the mould – we always open the window when we’re cooking. The landlord’s going to put in an extractor”.

Ideas for using the Healthy homes picture story by Natalie Greenly, ESOL tutor, ELP Auckland Central 2019
Extension activities

Healthy homes

Go through the following statements with your learner and decide whether they are true or false.

Statements

1. Children should sleep in the same bed to keep warm.
2. Open curtains during the day and close them at night.
3. Electric heaters are safer and cheaper to run than gas heaters.
4. Heat pumps are more expensive to run than other forms of heating.
5. A good temperature is 20°C during the day and 16°C at night in the bedrooms.
6. Wipe off condensation to stop mould growing in your house and to make it cheaper to heat.
7. Keep your windows closed at all times.
8. Reduce steam by opening windows or use an extractor fan.
9. You have to buy a special draught stopper to place by your door and prevent draughts.
10. Once you have mould in your house, you can do nothing about it.

The answers are given on the next page.
Answers

1. False: Children should each have their own bed, and if they share a room they should sleep at opposite ends of the beds, to create as much room between their heads and reduce the transmission of germs.
2. True: Curtains - open them during the day to let the sun’s heat in, close them just before sunset to keep the cold night air out.
3. True: Gas heaters can give off dangerous fumes as well as moisture, and are more expensive to run.
4. False: Heat pumps are cheaper to run, although can be expensive to install.
5. True.
6. True. To help keep your home dry, wipe condensation off when you see it. A dry home is easier and cheaper to heat.
7. False: Open your windows for at least 20 minutes on fine days and a few minutes every day in winter. Bringing fresh air into your home is another great way to help keep your home dry.
8. Reduce steam by opening windows by using an extractor fan in the kitchen and bathroom.
9. False: You can use an old rolled-up towel instead.
10. False: You can clean off mould using a solution of bleach or vinegar in water.

You can go to the Ministry of Health website which has a series of videos (and transcripts) that you can watch with your learner.

The website also has information about heating options and home insulation.

Healthy home standards for rental homes:

Tenancy services has information about healthy homes standards for rental houses; with new laws which came into effect on 1st July 2019. These include:

Ventilation
Heating
Insulation
Draught stopping
Moisture ingress and drainage

Please note there are some exemptions to these standards.

If your learner is living in a rental home and believes these standards are not met, they can complain to the Tenancy Tribunal.

There is an article on the new Healthy Homes laws on ESL News NZ.
Prepositions of place

Teach your learner some prepositions for saying where things are: *in, under, on, into, above, below, behind, at, in front of, between*. You can look at the healthy home pictures, or describe where things are in the room you are teaching.

There are some good worksheets on [islcollective](https://islcollective.com). You need to sign up, but then you can download worksheets for free.

For example, [this worksheet](https://islcollective.com) has illustrations of four rooms and some true false statements about where items are in each room.

You can follow up the activity by asking your learner to make similar true/false statements about the room in which you are teaching.

If you feel you are both comfortable with the idea, you can play this game: Ask your learner to look carefully at the room you are in. Ask them to step out for a couple of minutes. Move some items around. Ask them to say where they are now and to ask you to put them back where they belong: “the lamp is under the chair. Please put it back on the table”. Follow their instructions.

(Adapted from a game on the British Council website; class teachers can find more ideas [here](https://britishcouncil.org/)

Doing laundry

There are some worksheets on doing laundry:

[ESOLCourses.com](https://www.esolcourses.com) has an online picture quiz for laundry vocabulary (if you don’t have internet access at the learner’s house, take a screen shot at home and do it off line)

[7ESL.com](https://www.7esl.com) has a useful vocabulary list with pictures and example sentences.

Elementary level: [ESL Fast](https://www.eslfast.com) has a short passage on laundry with a gap fill and sentences to rearrange.

Intermediate level: [Randall’s ESL Cyber Listening Lab](https://eslcyberlisteninglab.com) has a listening passage on a laundry disaster, with pre-listening activities and comprehension questions.
**Opposites adjectives**

Expand on the opposite adjectives in the story: eg warm=cold, open=closed, dry=wet, with some more opposite adjectives.

You can download a useful set of picture flashcards from [ESL flashcards](#) (please note that the download links only appear when you disable any adblocker you have running).

If you download the individual vocabulary sets, you can play matching games such as **Memory**

a. Mix up the cards.

b. Lay them in rows, face down.

c. Turn over any two cards and say each adjective that the card shows.

d. If the two cards form opposites, keep them.

e. If they don’t form opposites, turn them back over.

f. Remember what was on each card and where it was.

g. Watch and remember during the other player’s turn.

h. The game is over when all the cards have been matched.

i. The player with the most matches wins.

**Make a draught stop**

Many of our learners can sew and may be interested in using their skills to make their own draught stop. Op shops are often good sources of scrap materials.

This written explanation from [the Guardian](#) requires one piece of material and an old pair of tights. It is probably more suitable for hand sewing.

This is a [simple video](#) with no speaking. It uses scraps of material and gathered sand.

Brainstorm some of the vocabulary – **pins, sewing machine, fold, edge** etc. Then either watch the video or read the article.

Your local area may have a sewing group with access to sewing machines – for example as in the [NZ Ethnic Women’s Trust](#).
Healthy homes – Suggested vocabulary and text

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 3)

weather forecast - on the radio - do your homework - do an assignment - laptop - short-sleeved top - cardigan - sweater - leggings – warm slippers - bare legs - blanket - feel cold= warm - open= closed curtains/windows - make dinner - prepare a salad - boil potatoes - steam - form condensation - the wind blows - draughty - LPG/gas/electric heater - give off moisture - laundry basket - drying rail - hang (clothes) out to dry - mould - draught stop - fine weather - windy weather

Basic Story for Lower Levels

Picture 1

It’s evening after school. It’s dark outside and the light is on. The weather forecast is on the radio.

Meilani and Tane are doing their homework at the table. Tane is using his laptop. Meilani is finishing her maths assignment. Sione is on the floor playing with his toys. Ana is sitting on a bean bag. She is reading a book from the school library. The children are wearing short-sleeved tops. Ana has bare legs. Sione is sitting under a blanket. They are feeling cold.

Their mother Lavinia is making dinner in the kitchen. She is preparing a salad. There is a pot of potatoes boiling on the stove. There is a lot of steam coming from the pot. The kitchen window is closed. The steam is forming condensation on the windows.

The curtains in the living room are open. It’s very windy outside. The wind is blowing leaves and cold air under the front door. It is making the room feel draughty and cold. There is an LPG gas heater in the living room. It is giving off moisture into the room.

There is a laundry basket and drying rail in the living room. Wet clothes are hanging out to dry inside. They are giving off moisture in the room.

There is mould on the ceiling and walls. The room is too cold – it is 15°C.
Picture 2

There are some differences in this picture:

a. Lavinia is wearing a cardigan. The children are wearing sweaters. Ana is also wearing leggings and warm slippers. Sione does not need a blanket. They feel warmer.

b. The kitchen window is open and the steam from the boiling potatoes is going outside. There is no condensation on the kitchen windows.

c. The curtains in the living room are closed to keep the heat in.

d. There is a draught stop by the front door so the wind cannot blow cold air and leaves inside.

e. There is an electric heater in the living room. This does not give off moisture.

f. There are no wet clothes drying inside. The clothes will be dried outside in the fine windy weather tomorrow.

g. There is no mould on the ceiling and walls. The room is warm – it is 20°C.
Questions for “Question stories” *(See page 3 for instructions)*

**Picture 1:**
- Who is in the picture?
- What are the older children doing? Where are they?
- What are the younger children doing? Where are they?
- What is the mother doing?
- What is boiling on the stove? What is coming out of the pot?
- Is the kitchen window open or closed? What will happen to the steam?
- What clothes are the people in the family wearing? Do you think they feel warm?
- What can you see in front of the TV? What is on the floor next to the laundry rack? Are the clothes dry or wet? Is this a good idea?
- What is playing on the radio? What weather will it be tomorrow?
- What kind of heater can you see? What do you know about this kind of heater? How safe are they?
- Are the curtains open or closed? Is it daytime or evening time? Do you think it is a good idea? Why?
- What is the weather like outside? How do you know? What is blowing under the door?
- What can you see on the ceiling and walls? What do you think it is? Why do you think it is there?
- What temperature is it in the room?

**Picture 2:**
- What differences can you see?
- What are the children wearing? What is the mother wearing? Where is the blanket? Do you think they feel warm?

- Is the kitchen window now open or closed? What is happening to the steam?
- Are the clothes still drying up? When can the family dry the clothes?
• What kind of heater can you now see? What do you know about this kind of heater? How safe are they?
• Are the curtains open or closed? Do you think it is a good idea? Why?
• What is next to the front door? Why is it there?
• What do the ceiling and walls look like now?
• What temperature is it in the room? Do you think the room is dry or wet?

What other ideas do you have for keeping your house warm and dry in winter?
Descriptions for “Jumbled sentences” (See page 3 for instructions)
Photocopy and cut up

Picture 1

| The people in the family are not wearing enough clothes. They feel cold. |
| The kitchen window is closed. There is steam in the room. There is condensation on the windows. |
| The curtains in the living room are open. The room is cold. |
| There is a gap under the front door. It is windy. Cold air is coming in. The room is cold. |
| There is an LPG gas heater in the living room. It is dangerous. There is moisture in the room. |
| There are wet clothes drying inside. There is moisture in the room. |
| There is mould on the ceiling and walls. The room is cold – it is 15°C. |
| The people in the family are wearing warm clothes.  
<table>
<thead>
<tr>
<th>They feel warm.</th>
</tr>
</thead>
</table>
| The kitchen window is open. The steam is going outside.  
<table>
<thead>
<tr>
<th>The room is dry.</th>
</tr>
</thead>
</table>
| The curtains in the living room are closed.  
<table>
<thead>
<tr>
<th>The room is warm.</th>
</tr>
</thead>
</table>
| There is a draught stop by the front door.  
<table>
<thead>
<tr>
<th>There is no cold air. The room is warm.</th>
</tr>
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</table>
| There is an electric heater in the living room. It is safe.  
<table>
<thead>
<tr>
<th>The room is warm and dry.</th>
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| There are no wet clothes drying inside.  
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   | The room is warm – it is 20°C.                      |