

UNIT 06



YES. I'LL HELP YOU

LEARNING OUTCOMES

- » Students will identify and use vocabulary related to household chores, and use verbs, nouns, and pronouns.
- » Students will read and understand texts about places to stay, make requests using two-part verbs, and use modals.
- » Students will develop skills in reading, writing, listening, and speaking, focus making and responding to polite requests.

Lesson A

Turn it up!

A. DISCUSSION

1. Read the conversation between Sandra and Erick.



1. "I always pick up after everyone because the house gets messy quickly."
2. "My family rarely put away the dishes after meal."
3. "I frequently clean up spills on the floor after we cook."
4. "The laundry is almost never put away; I need to talk to my family."



1. "I usually throw out old food from the fridge, it gets rotten."
2. "The floors are rarely cleaned up well after I mop them; spills seem to happen immediately."
3. "My closet always gets messy; I need to hang up the clothes properly."
4. "I have to put away the groceries or they'll end up scattered around the kitchen."

Answer the following questions according to the text

1. What kind of complaints does Sandra have?

2. What kind of complaints does Eric have?

3. Do you have any common complaints with them?

4. Choose which complaints are similar to you?



B. WRITING

Use the complaints from Sandra and Eric as reference. Then write three complaints you have; it is possible to use them in the negative form.

1. _____.
2. _____.
3. _____.

C. CONVERSATION

Pre-reading, 1. Write the words in the correct sentence.

Words: dishes, trash, groceries, spills, clothes

1. I always have to pick up after my kids leave them all over the house.
2. Don't forget to throw out the _____; it's starting to smell.
3. After cooking dinner, I always put away the _____ to keep the kitchen tidy.
4. Whenever I spill something, I immediately clean up the _____ to avoid stains.
5. My roommate never hangs up his _____; they just pile up on the chair.
6. After shopping, we need to put away the _____ in the pantry and fridge.

D. READING

Cleaning and living

1. Read the text and answer the following questions

Emily: Hey Jake, how's it going?

Jake: Not bad, Emily. I have just been busy with housework. I always end up picking up after my roommate because the place gets messy so quickly.

Emily: Oh, I know what you mean! I usually have to clean up spills on the kitchen floor right away. If I don't, they just stick around.



Jake: That sounds frustrating. I also put away the dishes right after meals. If I don't, they pile up and it's a mess.

Emily: Same here! And I've been turning down requests for help from my family because I'm already overwhelmed with chores.

Jake: Yeah, it's hard to keep up. Sometimes I throw out old food from the fridge because I forget to check it regularly.

Emily: Definitely. It's like a never-ending cycle. But at least we're managing, right?

Jake: For sure. It's good to vent a bit. Thanks for listening!

Emily: Anytime, Jake. We'll get through it!

2 Read and choose True or False for these sentences.

| | |
|----------------------------------------------------------------------------------------------------|--------------|
| Jake enjoys picking up after his roommate. | True / False |
| Emily cleans up spills in the kitchen immediately to prevent stains. | True / False |
| Jake puts away the dishes right after meals to avoid them piling up. | True / False |
| Emily has been turning down requests for help from her family because she has plenty of free time. | True / False |
| Jake regularly checks the fridge to make sure there's no old food to throw out. | True / False |

E. GRAMMAR

Language in use: Two-part verbs.

Verb + particle+ (nouns).

Throw out the garbage.

Clean up the kitchen.

References:

1. Two-part verbs, with nouns.

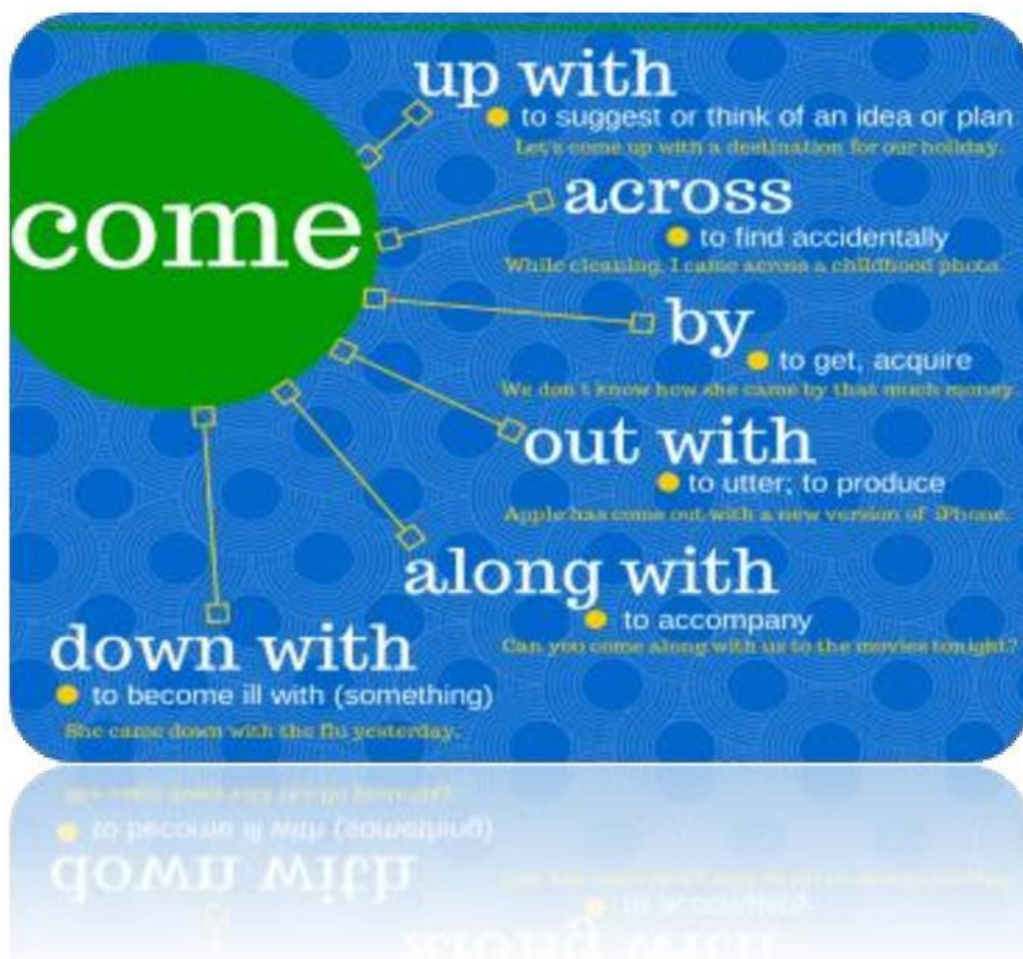
| | | |
|------|-----------|------|
| Pick | the trash | Up |
| Turn | the music | Down |



| | | |
|-------|----------------|------|
| Hang | the jacket | up |
| Take | the books | out |
| Put | the placemats | away |
| Turn | your cellphone | off |
| Clean | the kitchen | up |

2 Two-part verbs, with pronouns.

| | | |
|-------|------|------|
| Pick | it | up |
| Turn | it | down |
| Hang | it | up |
| Take | them | out |
| Put | them | away |
| Turn | it | off |
| Clean | it | up |



Exercises:

1. Let's practice completing the meanings to the two-part verbs. Understand the context.

| Bank of words | Sentences |
|---------------|--------------------------------------------------------------------------------------------|
| a) hang up | 1. I can't believe you left the clean towels laying around; you need to ___ them ___. |
| b) put away | 2. The groceries are still on the counter. Why didn't you _____ them _____ after shopping? |
| c) turn down | 3. The TV is too loud. Can't you ___ the volume? |
| d) clean up | 4. The kitchen is a mess; someone should ___ it _____. |
| e) throw out | 5. These old magazines are cluttering up the place. When are you going to them ___? |
| f) turn off | 6. It's too bright here. Please _____ the lights. |
| g) hang up | 7. Why are the new curtains still lying on the floor? Could you at least ___ them _____? |
| h) put away | 8. The dishes are still on the table. Didn't you ___ them ___ after dinner? |
| i) turn on | 9. It's freezing in here. Did you really _____ the heater? |
| j) clean up | 10. The garage is still a disaster zone. Could you kindly _____ it _____? |



2 Find the errors in each sentence and write them correctly.

1. He threw out it after reading.

.....

2. She put away the books on the shelf.

.....

3. They cleaned up the mess in the living room.

.....

4. I hung up the coat in the closet.

.....

5. She turned off the lights before leaving.

.....

F. WRITING: Language in use.

1. Application in Real-Life Contexts:

a) How do you think your understanding of modals of request will help you in professional or social situations?

2. Overcoming Challenges:

a) If you made any mistakes with modals during practice, what were they, and how would you correct them in the future?

Reflecting on learning:

» What strategies did you use to remember the differences between “can you,” “could you,” “would you,” and “would you mind”? How effective were these strategies?

