

**ENGLISH LANGUAGE OF
INSTRUCTION**

PRESECONDARY

EVERYDAY LIVING (P102-4)



***CLEAN
&
GREEN***

LEARNER'S ACTIVITY BOOKLET

**ENGLISH MONTREAL
SCHOOL BOARD**

LEARNER'S NAME: _____

DATE: _____

ADULT CENTRE: _____

This LAB was created by
Denise Morel and Marisa Campanella
on behalf of
Cosmo Della Rocca,
Director of Adult Education and Vocational Services, EMSB

CONTENTS

DESCRIPTION	1
Activity 1: What Are My Household Chores?	2
• Looking Back	6
Activity 2: How Do My Household Chores Affect the Environment?	7
• Looking Back	12
Activity 3: How Can I Make My Household Chores Greener?	13
• Looking Back	17
Activity 4: Creating a Handbook of Green Housecleaning Tips	18
• Looking Back	21

CLEAN AND GREEN

Description

Your home is an important part of your life. It is a place where you can eat, sleep, relax, enjoy your leisure time, and be with your family and friends. So you want to make sure your home is comfortable, clean, and safe. You want to maintain it in good order. This involves doing household chores.*

But all of us live in a much bigger home: our planet Earth, which is our environment. We want to make sure that our environment (i.e. planet) is safe, clean and healthy for ourselves and for our children. Everything that we do in our daily lives has an effect on the environment. This includes our household chores. Often these effects are harmful.

In this learning situation, you will explore the following questions:

- What household chores do I carry out on a regular basis?
- What are some of the harmful effects of my housecleaning practices on the environment?
- What are some ways to reduce these harmful effects?

You will then organize this information in a handbook containing tips** for green*** housecleaning. You can take this handbook home to share with other members of your household. If you and your family observe these tips, you will have a greener home!

def-i-ni-tion

* Household chores: These are routine tasks you do at home (both inside and outside), such as preparing meals, doing the laundry, shoveling snow, washing the car and so on.

** Tip: A tip is a suggestion, a piece of short, practical advice.

*** Green: We use the term *green* to describe something (a product or a practice) that is not harmful to the environment. Another term that means the same thing is *eco-friendly*: it respects the environment. For example, a reusable shopping bag is a *green* product, or an *eco-friendly* product because it can be used again and again instead of going in the garbage; walking or riding a bicycle to work (instead of driving your car) are *green* practices, or *eco-friendly* practices because they don't pollute the air with dangerous fumes.



Image adapted from: <http://www.rsc.org>

ACTIVITY 1

WHAT ARE MY HOUSEHOLD CHORES?

Make a list of all the household chores you (and your family) do on a regular basis. It can include chores you do every day, chores you do every week, and chores you do about once a month or even less.



Use the blank form on the page after next to develop your list. Use a checkmark (✓) to indicate if the chore is done every day, every week, or about once a month or less.



Here is some important information about English that you may need in order to write your list.

Vocabulary of household chores

Do you know how to refer to different household chores in English? Here are some Internet sites where you can find some useful vocabulary:



- http://www.eslgold.com/vocabulary/household_chores.html
- http://cleaning.lovetoknow.com/Household_Chore_List
- <http://www.organized-living-solutions.com/household-chores-checklist.html>

EXPRESSIONS WITH MAKE, DO, & UP

Expressions with “make” and “do”

Make and *do* are English verbs that mean more or less the same thing. However, with some expressions, we use *make*, and with other expressions we use *do*. There is no set rule: they are just expressions that you have to learn. Here are some examples (not all of these examples are household chores):

Expressions with *make*

- *make* a meal
- *make* breakfast/lunch/supper
- *make* a cake/sandwich/cup of tea
- *make* the bed
- *make* a mess
- *make* a mistake

Expressions with *do*

- *do* the housework
- *do* the dishes
- *do* the laundry
- *do* the ironing
- *do* the vacuuming
- *do* your homework

Of course, there are other ways to talk about some of these chores. Here are some alternatives:

- *make supper = cook supper; prepare supper*
- *do the dishes = wash the dishes*
- *do the laundry = wash the clothes*
- *do the ironing = iron the clothes*
- *do the dusting = dust the furniture*
- *do the vacuuming = vacuum the carpets*

If you want additional practice with *make* and *do*, you can do the exercise at the following Internet site:



- <http://www.ecenglish.com/learnenglish/lessons/do-or-make-which-one-household-chores>

Expressions with “up”

Many housecleaning expressions use a verb followed by “up.” For example, *clean up*, *tidy up*, *pick up*, and *straighten up*. These expressions usually involve organizing, putting things in order or in their proper place. Here are some examples:

- *Please clean up the kitchen after supper.* (E.g. put the dishes in the dishwasher, rinse the pots and pans, sweep the floor, clean the counter-top, etc.)
- *Please tidy up the living room after the party.* (E.g. clear the plates and glasses, put away the leftovers, vacuum the carpet, etc.)
- *I have to straighten up the house before the guests arrive.* (E.g. gather the newspapers and magazines, put away the toys, straighten the chairs and the sofa cushions, etc.)
- *Pick up your dirty clothes and put them in the hamper.*



PRESENT SIMPLE TENSE

Present simple tense for habitual, routine actions

Remember, we use the *present simple tense* to talk about *habitual, repeated, routine* actions (e.g. every day, once a week, twice a month). We only use the *present continuous tense* when we are talking about something that we are doing *now*, at this present moment. Here are some examples:

Habitual, routine actions: Present Simple

- How often *do you sweep* the floor?
- I *do* the laundry once a week.
- I *make* the beds every morning.
- I *wash* the windows twice a year: in the spring and in the fall.

On-going actions taking place now: Present Continuous

- What *are you doing* (now)?
- I *'m ironing* my shirt; it's very wrinkled.
- I *'m washing* the counter because I spilled some coffee on it.
- I *'m baking* a cake; it's almost ready.

Write your list using either the infinitive of the verb (e.g. *make* the beds, *do* the laundry, *water* the plants) or the gerund*-*ing* (e.g. *making* the beds, *doing* the laundry, *watering* the plants).

def-i-ni-tion

* A gerund is a noun formed from a verb by adding *-ing*. E.g. In the sentence "Learning can be fun," "learning" is a gerund.

When you have completed your list, compare it with one or more of your classmates' lists. Are they similar or different? Did you forget anything on your list? You can add it now.



The clipart above is courtesy of <http://www.clker.com>.

MY HOUSEHOLD CHORES

HOUSEHOLD CHORES	Daily	Weekly	Monthly or less

LOOKING BACK

Think back about what you have learned from doing the first activity in this LAB. For each of the following statements, indicate whether it is *true* for you (T) or whether you need to *review* the material (R).

<i>My Learning</i>	T	R
I can name different household chores in English.		
I can write a list of my routine household chores.		
I know when to use “make” or “do” when talking about household chores.		
I use the simple present tense to talk about routine, habitual actions.		



For areas that need to be reviewed, you can re-read the material, ask a classmate for help or speak to the teacher if there is something you don't understand.



The clipart above is courtesy of <http://www.clker.com>.

ACTIVITY 2

HOW DO MY HOUSEHOLD CHORES AFFECT THE ENVIRONMENT?

Everything we do affects the environment. Often what we do harms the environment. For example, we pollute the air with toxic gases when we drive our cars; we pollute the rivers, oceans and land with our garbage; we contribute to global warming when we consume energy; we waste water by using too much and allowing the excess to go down the drain. We need to stop consuming so much energy and water; we need to stop polluting the air, water, and land with dangerous chemicals.

It is everyone's responsibility to protect the environment. Every individual can make a difference. You can change some of your practices. You can set an example for others. If every person makes a small difference, together we will make a big difference.

Step 1: Reflect on your household chores and their effects on the environment



If you want to make a difference, a good place to start is at home. Go back to your list of household chores on the previous page. Can you identify any that may be harmful to the environment?

Think about three types of environmental risks:

1. Energy consumption
2. Water consumption
3. Pollution caused by toxic chemicals

For each chore on your list, ask yourself these questions:

1. *Does this chore use a lot of energy?* Electrical appliances (e.g. microwave ovens, hair dryers, washing machines) consume energy. So do cars. Do you use an electrical appliance or a car to perform this chore? If yes, put a checkmark (✓) next to it.







If you need help with the vocabulary of household appliances, you can visit the following sites:



- <http://www.englishvideolesson.com/3335-home-appliances-vocabulary-english-pictionary.html>
- <http://web2.uvcs.uvic.ca/elc/studyzone/200/vocab/homeapp.htm>

2. *Does this chore use a lot of water?* If yes, put a checkmark (✓) next to it.
3. *Do you use cleaning products that contain toxic chemicals?* If yes, put a ✓ next to it. If you're not sure, one way to find out is to look at the products you have at home. Look for a hazard symbol on the container: it will tell you about the risks.

HAZARD SYMBOLS

Symbol	The Danger	Product Examples
<p>Explosive</p> 	<p>This container can explode if it's heated or punctured. Flying pieces of metal or plastic can cause serious injuries, especially to the eyes.</p>	<ul style="list-style-type: none"> • water repellant for shoes or boots in an aerosol container • spray paint in an aerosol container
<p>Corrosive</p> 	<p>This product will burn skin or eyes on contact, or throat and stomach if swallowed.</p>	<ul style="list-style-type: none"> • toilet bowl cleaner • oven cleaner
<p>Flammable</p> 	<p>This product, or its fumes, will catch fire easily if it's near heat, flames or sparks.</p>	<ul style="list-style-type: none"> • contact adhesives • gasoline
<p>Poison</p> 	<p>Licking, eating, drinking, or sometimes smelling this product will cause illness or death.</p>	<ul style="list-style-type: none"> • windshield washer fluid • furniture polish

The hazard symbols above are taken from the Health Canada website:



- http://www.hc-sc.gc.ca/cps-spc/pubs/indust/stay_safe-soyer_en_securite/index-eng.php#fnb3



Some chores may not cause any damage to the environment: don't put any checkmarks (✓) next to them. Some chores may cause more than one type of damage, so you may have two or three checkmarks (✓) next to a chore.

Step 2: Share, discuss and research

When you have finished, share and discuss your list with two or three classmates. Do you agree about the kinds of damage certain chores may cause? Are there some things you are not sure of? Together, do some research on the Internet to confirm or modify your analysis. There are a few resources listed on the next page.

RESOURCES ON THE ENVIRONMENTAL EFFECTS OF HOUSEHOLD CHORES

You do not need to read these sites in detail. Just scan* them quickly to find answers to your questions.

def-i-ni-tion

* Scan: To look over quickly and systematically

I. Energy Consumption

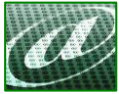


You only need to consider appliances that you use for your chores. For example, a television uses energy in the form of electricity, but watching television is not a chore, so you can ignore it. But a microwave oven is used to cook meals, which is a chore, so it counts.



- <http://www.daftlogic.com/information-appliance-power-consumption.htm>
- <http://www.wisegeek.com/which-home-appliances-use-the-most-energy.htm>
- <http://www.absak.com/library/power-consumption-table>

II. Water Consumption



- <http://fi.edu/guide/schutte/howmuch.html>
- http://www.thisplace.com.au/eco/tt_waterusage.htm
- <http://www.calgary.ca/UEP/Water/Pages/Water-conservation/Indoor-water-conservation/Water-Use-in-the-Home.aspx>

III. Toxic Chemicals in Household Cleaning Products



These sites contain a lot of information about toxic chemicals. You don't need to understand all this information. You only need to identify the *products* that contain them. These products are not only dangerous for the environment; they are also dangerous for your health.



- <http://www.carribbeanmist.com/2011/05/toxic-cleaning-bad-for-the-environment-and-your-family/>
- <http://www.davidsuzuki.org/issues/health/science/toxics/the-dirt-on-toxic-chemicals-in-household-cleaning-products/>
- <http://kimberlysnyder.net/blog/2011/12/22/5-toxic-items-youre-unknowingly-being-exposed-to/>

Step 3: Summarize your findings in a chart

Now you have all the information you need about the environmental effects of doing your chores. Fill out the chart on the next page.

POTENTIAL ENVIRONMENTAL EFFECTS ASSOCIATED WITH HOSEHOLD CHORES



In the first column of the table below, list only the household chores that have an effect on the environment. Then, in the other columns, write a few notes summarizing the effect in the appropriate box. An example is provided for you.



You can make a photocopy of Page 2 if you want to include more than seven chores.

CHORE	POTENTIAL DAMAGE TO THE ENVIRONMENT		
	ENERGY CONSUMPTION	WATER CONSUMPTION	PRESENCE OF TOXIC CHEMICALS
<i>Doing the laundry</i>	The washing machine and dryer use a lot of electricity.	The washing machine uses a lot of water to wash and rinse the clothes.	Detergent, bleach, and fabric softeners contain toxic chemicals.

CHORE	POTENTIAL DAMAGE TO THE ENVIRONMENT		
	ENERGY CONSUMPTION	WATER CONSUMPTION	PRESENCE OF TOXIC CHEMICALS

LOOKING BACK

Think back about what you have learned from doing the second activity in this LAB. For each of the following statements, indicate whether it is *true* for you (T) or whether you need to *review* the material (R).

My Learning	T	R
I can identify and discuss environmental risks associated with different household chores.		
I can name some common household appliances in English.		
I recognize the meaning of hazard symbols on commercial cleaning products.		
I can obtain information about environmental risks from Internet sources.		
I can organize and summarize information in a chart.		
I have a deeper understanding of how my housecleaning practices can affect the environment.		



For areas that need to be reviewed, you can re-read the material, ask a classmate for help or speak to the teacher if there is something you don't understand.



The images above are adapted from the following sites:

Home: <http://www.rgbstock.com>

Banner: <http://www.elocal.com/content/home-expert-network/water-home-wasting-infographic-431>

Detergent: <http://smarklean.wordpress.com/2011/02/23/the-top-12-cancer-causing-products-in-the-average-home/toxic-detergents/>

ACTIVITY 3

HOW CAN I MAKE MY HOUSEHOLD CHORES GREENER?

Step 1: Brainstorm some solutions

Now you know what some of the problems are. Can you think of any solutions? Use your imagination and your creativity.



In a small group with two or three of your classmates, brainstorm some ideas.

- Can you think of ways to reduce your energy consumption when you do your chores?
- Can you think of ways to reduce your water consumption when you do your chores?
- Can you think of ways to clean your home without using commercial cleaning products that contain toxic chemicals? Do you know how to make your own cleaning products using natural ingredients that do not pollute the environment?

Discuss these ideas in your group.

- Start to build a list of *green housecleaning tips* for each of the questions above.
- For the third question, your tips may include a few recipes for making non-toxic cleaning products.

In the next step, you will do some research on the Internet to add more tips to your list. Then, in Activity 4, you will select the most useful tips from your list and organize them to produce a handbook of green housecleaning tips, which you can take home and share with the other members of your household.



Tips are usually written in the imperative. The imperative uses the base form of the verb, that is, the infinitive without *to*. Here are some examples of positive imperatives:

- *Carry* your groceries in reusable bags.
- *Hang* your clothes outside to dry instead of using the dryer.

Negative imperatives use “Don’t” (or “do not”) before the base verb. Here are some examples of negative imperatives:

- *Don’t* preheat the oven before you put the meal in it.
- *Don’t* rinse your plates before putting them in the dishwasher.



Step 2: Research more solutions

You will do your research in groups. A list of possible resources is provided on the next page. You don't have to visit all of them. Your teacher will divide the resources among the groups so that each group will be responsible for a different set of resources. Whenever you find a new tip that you think is useful, add it to the list that you started in Step 1. By the end of the activity, you will have a collection of tips to choose from when you start to design the handbook of green housecleaning tips.



Figure 1. Image courtesy of renjith krishnan / FreeDigitalPhotos.net

RESOURCES ON GREEN METHODS OF HOUSECLEANING



Step 2: Expanding ideas through research

The table below identifies the web address of various online **resources**.

Type: Video (V) Reading (R)	Topic: Energy Consumption (EC) Water Consumption (WC) Cleaning Products (CP)
---------------------------------------	---

RESOURCE	TYPE	TOPIC
<ul style="list-style-type: none"> • www.ehow.com/video_4791135_make-own-cleaning-supplies.html 	V	CP
<ul style="list-style-type: none"> • National Geographic's Green Guide: <ul style="list-style-type: none"> - http://video.nationalgeographic.com/video/player/environment/going-green-environment/green-home-makeover/green-cleaning-gg.html 	V	CP
<ul style="list-style-type: none"> - Same as above, click on "Bathroom" 	V	WC
<ul style="list-style-type: none"> - Same as above, click on "Conserve Water" 	V	WC
<ul style="list-style-type: none"> - Same as above, click on "Kitchen" 	V	EC
<ul style="list-style-type: none"> - Same as above, click on "Laundry Room" 	V	EC, WC, CP
<ul style="list-style-type: none"> • http://www.youtube.com/watch?v=_StthsI93o 	V	EC

RESOURCE	TYPE	TOPIC
• http://www.keenforgreen.com/b/greening-household-chores	R	EC, WC, CP
• http://www.care2.com/greenliving/3-ways-to-save-water-money.html	R	WC
• http://www.care2.com/greenliving/five-basics-for-nontoxic-cleaning.html	R	CP
• http://www.squidoo.com/agreenlife	R	EC, WC
• http://www.drinktap.org/home/water-information/conservation/straight-talk-on-conservation.aspx	R	WC
• http://eartheasy.com/live_nontoxic_solutions.htm	R	CP
• http://www.care2.com/greenliving/make-your-own-non-toxic-cleaning-kit.html?page=1	R	CP
• http://www.thedailygreen.com/green-homes/latest/green-cleaning-spring-cleaning-460303	R	CP
• http://www.aboutmyplanet.com/daily-green-tips/cleaning-products/	R	CP
• http://www.canadianliving.com/life/green_living/natural_and_cheap_household_cleaners.php	R	CP
• http://www.back-to-basics-cleaning.com/ Click on any of the links on the left for specific details	R	CP

LOOKING BACK

Think back about what you have learned from doing the third activity in this LAB. For each of the following statements, indicate whether it is *true* for you (T) or whether you need to *review* the material (R).

My Learning	T	R
I can suggest ways to reduce some of the environmental risks associated with household chores.		
I can obtain additional suggestions by consulting Internet websites.		
I can write tips on green housecleaning, using the imperative (in the affirmative and negative).		
I appreciate the importance of protecting the environment and believe that I can make a difference if I improve my practices.		



For areas that need to be reviewed, you can re-read the material, ask a classmate for help or speak to the teacher if there is something you don't understand.



The clipart above is courtesy of <http://www.clker.com>.

ACTIVITY 4

CREATING A HANDBOOK OF GREEN HOUSECLEANING TIPS

In this final activity, you will participate in a class project to create a handbook of tips for green housecleaning. You will be able to take a copy of the handbook home for you and your family to consult when you are carrying out your routine chores. As a class, you could also consider the possibility of sharing the handbook with other classes in your adult education centre.

Step 1: Planning



Before you start producing the handbook, you need to discuss the following topics in class:

1. Organization

- How should we organize the tips in the handbook?
 - By environmental issue (energy/water/cleaning products)?
 - By chore (or groups of similar chores)?
 - By room in the home (kitchen, bathroom, living room, etc.)?
 - By frequency (daily/weekly/monthly chores)?
- What are the main sections and subsections of the handbook?
- What will the title and subtitles be?
- How many tips (approximately) should we include in each section?

2. Design

- How should we design the handbook?
- What will the format be - size, number of pages, font style, color or black & white, illustrations?
- Will there be a table of contents?
- How will the cover page be designed?

3. Content

In Activity 3, several groups collected tips. All these tips need to be shared with the whole class and evaluated. There may be too many tips to include in the handbook. You may want to reduce the number of tips.

- Which ones do you think are the most important or useful for the handbook?

4. Responsibilities for production

You will be working in groups to produce a first draft. Each group will be responsible for a specific section (or sections) of the handbook. You need to decide who works on what section. If there are any students with special expertise (e.g. illustrations, computer graphics), they may wish to volunteer their services.

Step 2: Producing a first draft of your section

Your group will need to use a computer to produce the first draft.* In your group, divide up the responsibilities. For example, one person can enter information on the computer; another can dictate the information; another can check for spelling and grammar; and one can do the illustrations.

def-i-ni-tion

* Draft: Any preliminary version of a document (i.e. a version that comes before the final version)

For the illustrations, you have many choices. You can design your own; you can take your own photos and upload them, or you can use images that are available on the Internet and not subject to copyright. The following websites are useful:



- <http://photopin.com/>
- <http://www.morqufile.com/>
- <http://www.wyliio.com/>

Step 3: Revising and editing



When you finish your section, read it over again. Do you need to make any changes? Are there any errors? Make any necessary changes or corrections. Then, give your section to another group for feedback. In return, your group will receive the work of another group. Read it over carefully. Your job is to give feedback to the other group. What kind of feedback should you give? Your feedback should pertain to both *form* and *content*. These two types of feedback are explained below.

Feedback on content

Feedback on content refers to the ideas expressed in the document. ? Review the document and discuss the following questions in your group:

- Does the document include all the important tips related to the topic of the section, or are some tips missing? What needs to be added?

- Are there some tips that belong in another section? Where do they belong?
- Are there too many tips (e.g. maybe there is some duplication)? Are all the tips related to household chores? Which ones should be eliminated?
- Are the tips ordered or grouped together in a logical way?
- Are the illustrations attractive and helpful?

Do you have any suggestions for the authors on how to improve their section? You can write these suggestions directly in their document (if they are short and clear), or you can write them on a separate sheet and attach it to their document when you return it to them.

Feedback on form

Feedback on form is related to language. Are there any spelling or grammar errors? What about punctuation and capitalization? What about vocabulary and word choice? You may need to consult a dictionary or a grammar reference book. If you are not sure, you can ask the teacher. Make the corrections directly on the document. You can use a red pen to make sure the correction is clear and visible.

When you have finished, give the document back to the authors with your feedback. You will also receive the feedback on your own document. Review and discuss the feedback in your group. Do you agree with all the suggestions and corrections proposed? What changes do you want to make? (You don't have to accept every suggestion/correction.) Make all the final changes and submit it to the "publisher" (the person who is responsible for putting all the sections together in a single document).

Step 4: Publish the final draft

The "publisher" may be the teacher or a small team of your classmates who have some expertise in desktop publishing. You may wish to view a video on how to create brochures, pamphlets and booklets with MS Word, at:



- <http://www.microsoft.com/education/en-us/teachers/how-to/Pages/create-booklet.aspx>



Don't forget that you will need a cover page and a table of contents!

You will receive a copy of the final version, which you can take home to share with your family. Keep it in a handy place, where you can consult it when you are doing your household chores.

LOOKING BACK

Think back about what you have learned from doing the last activity in this LAB. For each of the following statements, indicate whether it is *true* for you (T) or whether you need to *review* the material (R).

My Learning	T	R
I can express my opinions on the organization, design, and content of the handbook.		
I can share responsibilities and work collaboratively with others to create a joint product.		
I can organize information into headings and subheadings in a logical way.		
I can use my creativity in choosing a design and illustrations for the handbook.		
I can exercise my critical judgment to revise my own and other people's work.		
I can produce a written document in English that is useful in my everyday life.		



For areas that need to be reviewed, you can re-read the material, ask a classmate for help or speak to the teacher if there is something you don't understand.

