

## The microwave lemon trick – and 10 other household hacks that actually work

### Level 1: Elementary – Teacher's notes

**Article summary:** The author shares some household hacks to make life easier.

**Time:** 60–90 minutes

**Skills:** Reading, Speaking, Writing

**Language focus:** Vocabulary: adjective + noun collocations

**Materials needed:** One copy of the worksheet per student

#### 1. Warmer

- a. This activity aims to introduce the topic of housekeeping and for students to reflect on their relationship to housework and household hacks.

#### 2. Key words

- a. Ask students to do the exercise individually and compare their answers in pairs or small groups. Check understanding by asking students to rephrase or find synonyms for the words.

**Key:**

1. *cap*
2. *cotton bud (cotton swab, AmE)*
3. *chemical, chemicals*
4. *eco-friendly*
5. *sort*
6. *repellent*
7. *grounds*
8. *washing soda*
9. *dusty*
10. *spray*

#### 3. Comprehension check

- a. Ask students to read the text and complete the task. Encourage them to highlight the relevant information in the text.

**Key:**

- |             |             |
|-------------|-------------|
| 1. <i>b</i> | 5. <i>c</i> |
| 2. <i>d</i> | 6. <i>a</i> |
| 3. <i>e</i> | 7. <i>f</i> |
| 4. <i>g</i> |             |

#### 4. Key language

- a. Students could be asked to do this exercise in pairs and highlight the phrases in the article.

**Key:**

1. *bottle*
2. *toilet cleaner*
3. *water*
4. *washing-up liquid*
5. *coffee*
6. *fabrics*
7. *microwave*
8. *bowl*

- b. Ask students to complete the statements individually or in pairs. Then, have them ask and answer the questions. Encourage them to add details to their answers.

**Key:**

1. *bottle*
2. *coffee*
3. *toilet cleaner / washing-up liquid*
4. *bowl*
5. *microwave*
6. *washing-up liquid / toilet cleaner*

#### 5. Discussion

- a. Allow students time to note down their ideas about each statement and encourage them to support their opinions with examples.

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#### 6. In your own words

- a. Ask students first to choose an area they want to focus on. Remind them that they can choose something they already do well or want to learn to do. Give them time to research. Then, ask them to write at least one hack (more if they can). Remind them that they can use the article as a model. They can structure their text in a similar format or more like a “how to” tutorial. Have students peer edit their texts in pairs.
  
- b. Ask students to share their hacks in small groups. If there is time, you can ask students to share one hack with the whole class. You could also ask students to share their texts online.