













Worksheet A

| | | | |
|--|---|---|--|
|  | <p>gets up _____ has breakfast Yes, he does. goes to work _____ eats lunch _____ leaves work 4.00 p.m. goes to bed 11.30 p.m.</p> |  | <p>gets up 7 a.m. has breakfast _____ goes to work _____ eats lunch No, he doesn't. leaves work 3.00 p.m. goes to bed _____</p> |
|  | <p>gets up 7.30 a.m. has breakfast _____ goes to work 8.30 a.m. eats lunch _____ leaves work _____ goes to bed 11.30 p.m.</p> |  | <p>gets up 7.30 a.m. has breakfast _____ goes to work _____ eats lunch Yes, she does. leaves work 4.30 p.m. goes to bed _____</p> |
|  | <p>gets up 6.30 a.m. has breakfast _____ goes to work 7.30 a.m. eats lunch _____ leaves work 6 p.m. goes to bed _____</p> |  | <p>gets up _____ has breakfast Yes, she does. goes to work 9.00 a.m. eats lunch _____ leaves work _____ goes to bed 12.30 a.m.</p> |

Worksheet B

| | | | |
|---|---|--|--|
|  | <p>gets up 7 a.m. has breakfast _____ goes to work 7.30 a.m. eats lunch Yes, he does. leaves work _____ goes to bed _____</p> |  | <p>gets up _____ has breakfast Yes, he does. goes to work 7.30 a.m. eats lunch _____ leaves work _____ goes to bed 11 p.m.</p> |
|  | <p>gets up _____ has breakfast No, he doesn't. goes to work _____ eats lunch Yes, he does. leaves work 5 p.m. goes to bed _____</p> |  | <p>gets up _____ has breakfast Yes, she does. goes to work 8 a.m. eats lunch _____ leaves work _____ goes to bed midnight</p> |
|  | <p>gets up _____ has breakfast No, she doesn't. goes to work _____ eats lunch Yes, she does. leaves work _____ goes to bed 10.30 p.m.</p> |  | <p>gets up 8 a.m. has breakfast _____ goes to work _____ eats lunch No, she doesn't. leaves work 5.30 p.m. goes to bed _____</p> |

Aim

To ask and answer questions about daily routines

Language

Present Simple

The time

Skills

Speaking and Listening

Materials

One copy of the worksheet cut in half per pair of students

Pre-activity (10 minutes)

- Write the following answers on the board.
 - 1 8.00 a.m.
 - 2 Yes, she does.
 - 3 9.00 a.m.
 - 4 No, she doesn't.
 - 5 5.30 p.m.
 - 6 midnight
- Explain that these are the answers to questions about one of your friend's days. Tell students that *a.m.* stands for *in the morning*, and *p.m.* stands for *in the afternoon/evening*.
- Ask students what the first question is, e.g. *What time does he/she get up?* Invite students to guess what the other questions could be, e.g. *Does he/she have breakfast/a shower?*
- Put students in pairs and get them to ask and answer the questions. Remind students to use the preposition *at* with the time and *midnight*, but *in* with *the morning/afternoon/evening*.

Procedure (20 minutes)

- Students are going to complete role cards about the daily routines of six people.
- Put students in pairs. Give Students A Worksheet A, and Students B Worksheet B.
- Students take turns to ask questions to find out the missing information for each person on their worksheet. They should write this information on the cards.
- In their pairs, students then take turns to choose a person from their worksheets. The other student asks questions to find out who that person is, e.g. *What time does he/she leave work?* When they think they know who the person is, they should say, for example, *I think it's Soo*.

Extension (15 minutes)

Either:

- Tell students to choose a person they know and to write three sentences about that person's daily routine.
- Ask students to exchange texts and to check their partner's work and to correct any mistakes. Alternatively, display these texts on the classroom wall. Give students time to read each other's paragraphs.

Or:

- Students work in pairs to think of a famous person (e.g. a famous sportsperson or politician). They should imagine and write down a daily routine for this person (this will be an imagined routine).
- Put students in pairs. They take turns to ask and answer questions to try and guess who the person is. Encourage them to be as imaginative as possible.




sometimes



works



stay



never



usually




never



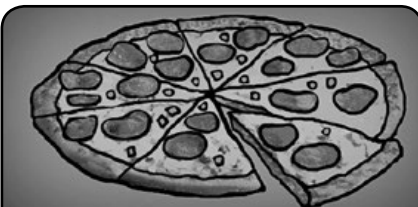
works



always



never



usually



restaurant



always



always



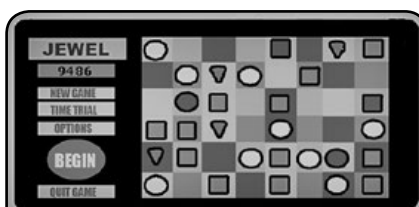
sometimes



early



late



usually



lunch

Aim

To practise collocations describing everyday activities by playing a true or false card game in groups

Language

Collocations, e.g. *play the piano, have a shower, listen to music*

Adverbs of frequency - *never, sometimes, usually, always*

Skills

Speaking and Listening

Materials

One set of cards for each group of three or four students

Pre-activity (5 minutes)

- Write a few sentences about yourself and your friends or family on the board, using the target language. Include some true and some false statements (e.g. *I always drink coffee in the mornings. My sister Angela never has dinner at home. My dad plays football on Saturdays.*).
- NB If it is not appropriate for you to write about yourself, write what you know or guess about the students (e.g. *Felipe plays football.*) or more general sentences (e.g. *Children eat a lot of chocolate.*).
- Ask students to discuss which sentences they think are true or false. Then allow them to check with you to see if their guesses were correct.


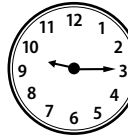



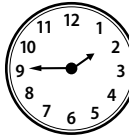

Procedure (25 minutes)

- Students work in groups of three or four. Each group has a set of cards, which they divide equally between them. (There will be one card left over for groups of four.)
- Students take turns to put down a card and make a sentence using the ideas on the card. It should be about themselves, their classmates, or their family and friends. It can be a true or false sentence.
- If the other students think the sentence is true, they leave it on the table, and it is the next person's turn. If someone thinks it is false, they can challenge by saying *I think that's false*. If the sentence was false, the student who made the sentence has to take the card back. However, if the sentence was actually true, the challenger has to take the card.
- The first student to have no cards left in their hand is the winner.


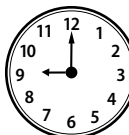

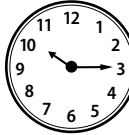
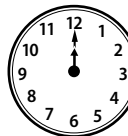


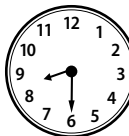
Extension (15 minutes)

- Write: *A normal week for me and my family* on the board. Ask students to write a short paragraph about themselves and their family members, describing what they do in a normal week. Remind them to use the correct Present Simple forms, including *-s* for *he/she*. Encourage them to use the collocations and adverbs from the lesson. Ask them to include one thing which is false.
- When you mark the writing, as well as giving feedback on grammar and vocabulary, guess which fact is false.

Worksheet A

| Friday | Saturday | Sunday |
|--|---|---|
| Breakfast _____ |  Breakfast | Breakfast _____ |
|  French lesson | Music lesson _____ | Swimming lesson _____ |
| Lunch _____ |  Lunch |  Lunch |
|  Baseball match | Football match _____ |  Dance competition |
| Dinner _____ |  Dinner | Dinner _____ |

Worksheet B

| Friday | Saturday | Sunday |
|---|--|---|
|  Breakfast | Breakfast _____ |  Breakfast |
| French lesson _____ |  Music lesson |  Swimming lesson |
|  Lunch | Lunch _____ | Lunch _____ |
| Baseball match _____ |  Football match | Dance competition _____ |
|  Dinner | Dinner _____ |  Dinner |

Aim

To practise telling the time by exchanging information about a programme of social events

Language

Asking and explaining what time things happen

What time is ... ?

Skills


Speaking and Listening


Materials

One copy of the worksheet, cut in half, for each pair of students

Pre-activity (5 minutes)

- Write the following on the board and draw empty clock faces next to each one:

the tennis match 

the job interview 

- Ask students what questions they would ask in order to find out the missing information, i.e. the time:

What time is the tennis match?

What time is the job interview?

- Drill the questions and then write answers for both questions, e.g. *8.00* and *1.30*. Ask students the questions and make sure they use the preposition *at* with the times in their answers.

Procedure (25 minutes)

- Put students in pairs, and give each student half of the worksheet.
- Explain that students are going on a three-day holiday camp. Ask students to work in pairs and give Student A Worksheet A and Student B Worksheet B. Make sure students understand that some of the information is missing on their worksheet and they can only get it from the other student by asking questions.
- Students ask questions to find out the missing information on their timetables, without looking at each other's worksheets. You may want to demonstrate this using the following examples:
Student A *What time is breakfast on Friday?*
Student B *It's at 8 o'clock.*
- Point out that we use *at* with times, e.g. *at eight o'clock*, but *on* with the days of the week, e.g. *on Friday*.
- When students have completed their timetables, they can look at each other's worksheets to check their answers.

Extension (10 minutes)

- Put students in new pairs and ask them to imagine they are going on a one-day activity camp. Ask students to design a timetable for the day. When they have finished, ask them to share their timetables with the class. The class could vote on the most exciting activity camp.

Toby McMann



The London dog walker fills his day with lots of walks, fresh air and fun!

Toby McMann is 31 and he's a dog walker and a student of music. He shares a small flat in the centre of London with his sister, Anna.

He usually _____ at ten thirty in the morning. He has a big breakfast – tea, sausages, eggs and lots of toast – then he _____ to work. He _____ lots of dogs in the parks in London. He _____ his job, it's fun!

Toby is a part-time student at the London College of Music. He _____ classes at two fifteen in the afternoon.

He _____ home at six o'clock in the evening and has a big dinner. He sometimes shares a Chinese takeaway with Anna when she _____ home. He is always hungry in the evening because he never _____ lunch.

He always _____ his cello after dinner, but sometimes he _____ his friends. He usually _____ to bed very late, at one o'clock in the morning.

