

1 My day



Objectives:

- learn the names of daily routines
- ask and answer questions about the time
- talk about daily routines using the present simple

Exercise 1

Before (Unit 1, page 12, teacher's book)



Light on
new words

Daily routines

brush your teeth /brʌʃ jəʊ "i:ʃ/

get up /"get ʌp/

go to bed /"gəʊ t̪ "bed/

go to school /gəʊ t̪ "sku:l/

have a snack /həv "snæk/

have breakfast /həv "brek.fst/

have lunch /həv "lʌnʃ/

have dinner /həv "dɪn/

have a shower /həv "ʃaʊə/

After

Write the correct name for each imagen about the daily routines.

Brush your teeth

Get up

Go to bed

Go to school

Have breakfast

Have lunch

Have dinner

Have a shower





Exercise 2

Activity



Listen and point. 1.1

Play track 1.1 and tell students to point to the scenes as they hear them. Then, say the expressions from the scenes in random order and get the class to mime the actions

 Look and stick. 



TRAcK 1.1

NARRATOR: LISTEN

MUM: BILL! GET UP!

DAD: HURRY UP AND HAVE A SHOWER, BILL!

MUM: YOU'RE LATE, BILL! GO TO SCHOOL!

MUM: BRUSH YOUR TEETH, BILL!

DAD: GO TO BED, BILL!

DAD: OK, STORY TIME!

Listen and repeat. ^{1.2}

Play track 1.2 and have the class repeat the expressions. Encourage them to imitate the voices on the CD. Play the track again and get students to repeat the expressions using happy, sad, and angry voices

TRAcK 1.2

NARRATOR: LISTEN AND REPEAT.

NARRATOR: GET UP. HAVE A SHOWER.

GO TO SCHOOL. BRUSH YOUR TEETH.

GO TO BED.

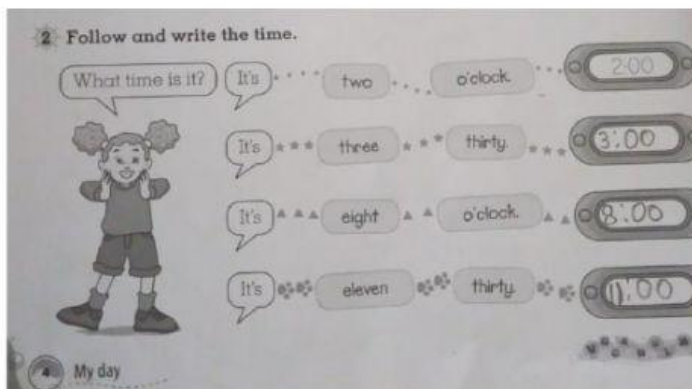
Exercise 3

Before

Activity 2: follow and write the time (page 4 in student's book)

Light on real language 25

Encourage the class to say where they see the time: on clocks at school, on watches, on TV, etc. Have a volunteer read the example question in the book. Repeat the question and mime that you want to know the time. Tell students they can use this question to ask the time. Invite them to repeat the question and act it out. Then, refer the class to the first clock and get a student to read the first sentence aloud. Do the same with the second clock. Next, write some times on the board and ask *What time is it?* Elicit the answers: *It's (three) o'clock. It's half past (four).* Finally, invite volunteers to write times and ask the class: *What time is it?* Continue until all students have participated.









After



“Telling the time”

Look at the clock and write the correct time.

Look at the clocks and select the correct alternative:

| | | |
|--|--|--|
|  _____ |  _____ |  _____ |
|  _____ |  _____ |  _____ |

Look at the time and write it with words:


| | |
|---------|-------|
| 16:15 → | _____ |
| 8:34 → | _____ |
| 18:55 → | _____ |
| 11:00 → | _____ |

Exercise 4

Time to practice

Invite students to look at the picture of the man and elicit his profession: *He's a football player.* Tell them to read about a typical day for the *football* player. Explain that some of the words are encoded. They should decode the picture clues to complete the text. Get a volunteer to read and complete the first sentence: *I get up at half past five.* Then, divide the class into pairs and tell them to complete the rest of the text. When they finish, check by having volunteers read the text sentence by sentence.

Read and decode.



I get up at 5:30. I have _____
_____ and _____
for breakfast. I play _____ at 1:00
_____. I watch _____ at 3:00
_____. I have _____ and _____
for dinner. I go to _____ at 8:30

Exercise 5

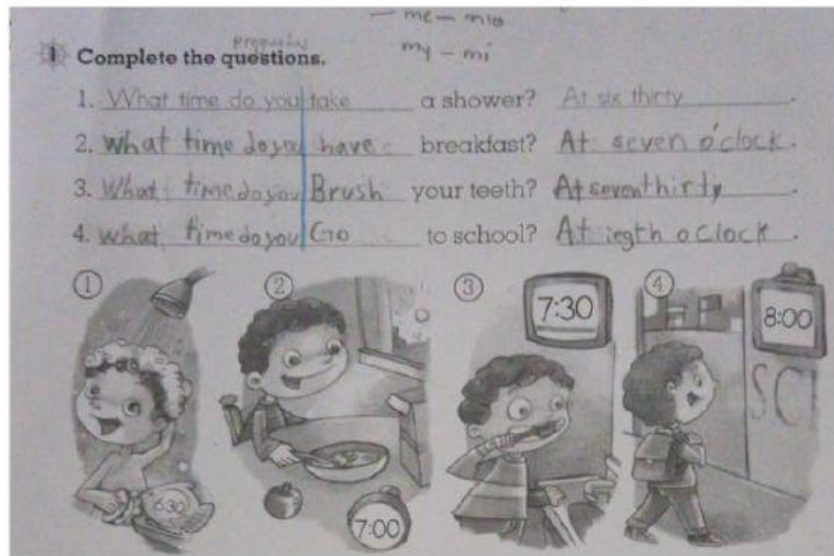
In pairs complete the conversation and practice it

- 1- Mary: hello, how are you?
- 2- Jon: _____
- 3- Mary: what _____ do you _____ up?
- 4- Jon: I _____ at _____ and you?
- 5- Mary: I _____ at _____.
- 6- Jon: what time do you take your breakfast?
- 7- Mary: I take my _____ and you, what time do you go to school?
- 8- Jon: I go to school at _____
- 9- Mary: What time do you take your dinner?
- 10- Jon: I take my dinner _____ and what time do you go to the bed?
- 11- Mary: I go to the bed _____



Exercise 6

Before (Activity 1, in page 7, student's book)



After

Complete the sentences, look the image on the left and look at the image of the clock on the right then write the time and activity.

| WHAT TIME DO YOU.....? | | |
|------------------------|-------------------------------------|--|
| | I have a shower at half past seven. | |
| | | |
| | | |
| | | |
| | | |