

Daily habits and times

Worksheet 1

1 Reading text

Hello, I'm **Beth**. I live in the USA. I get up at half past six. I have breakfast at quarter past seven. I go to school at eight o'clock. We have lunch at school at half past twelve. I eat sandwiches, soup and fruit for lunch. I go home at three o'clock. I go to bed at half past nine.

Hello, I'm **Megan**. I live in Italy. I get up at quarter past eight. I have breakfast at half past eight. I go to school at nine o'clock. We have lunch at school at one o'clock. I eat spaghetti and fruit for lunch. I go home at half past three. I go to bed at nine o'clock.

Hello, I'm **Ali**. I live in Iran. I get up at seven o'clock. I have breakfast at quarter past seven. I go to school at quarter to eight. We have lunch at school at quarter to one. I eat meat, rice and yogurt for lunch. I go home at quarter past three. I go to bed at quarter to ten.

2 True and False questions

Example: Beth gets up at quarter past eight. (False)
Beth gets up at half past six.

1. Ali lives in America.
2. Megan has breakfast at quarter to seven.
3. Ali goes to school at quarter to nine.
4. Beth has meat, rice and yogurt for lunch.
5. Megan goes to bed at half past eight.
6. Beth goes home at two o'clock.
7. Ali goes to bed at quarter past nine.
8. Megan has lunch at one o'clock.

9. Beth lives in England.

Daily habits and times

Worksheet 2

You should ask your classmates what time they do their daily habits and complete the chart. Put the name of each student in the chart.

Examples:

- a. What time do you have breakfast? (go to school, go home etc.)

Activity	Me		
get up			
have breakfast			
go to school			
have lunch			
go home			
go to bed			

Activity			
get up			
have breakfast			
go to school			
have lunch			
go home			
go to bed			

Activity			
get up			
have breakfast			
go to school			
have lunch			
go home			
go to bed			

Activity			
get up			
have breakfast			
go to school			
have lunch			
go home			
go to bed			

Daily habits and times

Teacher's notes: 1

Skills	Level	Age group
Reading	Beginners	Adolescent

Grammar points

- Time (half past two, quarter to five etc.)
- Use of present simple, first and third person forms

Learning objectives

- Read about the daily habits of three people.
- Read True/False sentences and correct them.
- Learn vocabulary associated with daily habits, basic foods, times and countries.

1 Presentation

1. Introduce vocabulary associated with countries, food, and daily habits (see underlined words on Worksheet 1.)
2. Introduce the third person form of the present simple that is used in the T/F sentences.
3. Check students are familiar with telling the time in English. If not, write the following on the board to help the students: quarter past, half past, quarter to and o'clock.

2 Practice

1. Ask the students what time they do different activities and what they eat for lunch.
2. Read through each paragraph from Worksheet 2 with the students, drawing attention to the underlined key vocabulary.

3 Production

1. Hand out one copy of Worksheet 2 to each student. Students can work individually or with a partner.
2. Explain to students they should read each paragraph and then read the True / False sentences below the paragraphs.
3. If the sentence is false, the students must correct it. E.g. number 1 is false so the students must write the correct answer below it "Beth gets up at half past six."
4. When all the students have finished, go through all the corrections with the class. Either ask for the answer and the correction or work with the third person interrogative form by asking the students "What time does Beth get up?" etc.

Daily habits and times**Teacher's notes: 2**

Skills	Level	Age group
Speaking and listening	Beginners	Adolescent

Grammar points

- Use of present simple, first and second person forms
- Affirmative and interrogative forms
- Time (half past two, quarter to five etc.)

Learning objectives

- Asking and answering questions using the present simple.
- Begin to learn to tell the time in English.
- Learn vocabulary associated with daily habits, basic foods, times and countries.

1 Presentation

1. Introduce the underlined vocabulary associated with countries, food, and daily habits (see Worksheet 1).
2. Introduce the interrogative form showing the students how to ask the questions properly.
3. Ensure students are familiar with the affirmative form needed to answer the questions.
4. Check students are familiar with telling time in English. If not, write the following on the board to help the students: quarter past, half past, quarter to and o'clock.

2 Practice

1. Practice interrogative questions and affirmative answers with the students.
2. Ask a few students the questions and instruct them how to answer them properly.

3 Production

1. Hand out one copy of Worksheet 2 to each student.
2. Instruct each student has to fill out the block that says "ME" with his or her own information.
3. Explain that the students need to fill in the hour in which they do each daily habit. Students can write the time in either word or number form, depending on which one they are most familiar with.
4. When students have completed the task, ask each student to choose a partner. One partner will ask the questions and the other will answer them. The student asking the questions should fill in the time their partner completes the daily routine.
5. Ask the students to change roles when they have finished.
6. When each pair of students has finished the exercise, ask the students to change partners. The students should change partners twice.