

# 1

# My day

## Worksheet 1: My day

### Using the worksheet

- This worksheet practises vocabulary: *get up, get dressed, have breakfast, brush your teeth, go to school, have lunch, play in the park, have dinner, go to bed.*
- Students label the pictures with the words in the boxes.
- Students then work in pairs. Student A mimes a phrase and Student B guesses. Students swap roles.

**KEY:** 2 get dressed, 3 have breakfast, 4 brush your teeth, 5 go to school, 6 have lunch, 7 play in the park, 8 have dinner, 9 go to bed

**Optional follow-up activity:** Prepare students to write about their routine during one day. Brainstorm activities and write them on the board. Tell students to draw pictures if they can't write about some things they do, e.g. housework.

## Worksheet 2: Telling the time

### Using the worksheet

- This worksheet practises questions and answers about the time.
- Students work individually or in pairs. They use the words on the clock to complete the questions and answers.
- Students then think of two more time questions. They write true answers. Then students stand up and mingle, asking and answering their questions.
- Students say *Snap!* when another student has the same answer as their own.

**KEY:** Activity 1: 2 It's four o'clock. 3 When do you play in the park? 4 At six o'clock.; Activity 2: Possible questions and answers: 1 What time do you go to school? At eight o'clock. 2 When do you have dinner? At six o'clock.

**Optional follow-up activity:** Play Time race (see Introduction). Write the 'o'clock' times that students know on the board in random order. Put students in two teams and ask both teams to line up on either side of the board. Give the first student in each team a board pen. Say one of the times, e.g. *ten o'clock*. The two students race to find and circle it. The first player to circle the correct time wins a point. Play continues with the next pair of students.

This game can also be played with numbers 1–20.

## Worksheet 3: Paula's day

### Using the worksheet

- This worksheet practises present simple, 3rd person.
- Students look at the pictures and read. They complete the text, using the verbs they know.
- Students read the text again and draw the correct times on the clocks.

- Ask students to work in pairs. Student A says a time, e.g. *eleven o'clock*. Student B says what Paula does, e.g. *Paula plays in the park with her friends*. Students swap roles.

**KEY:** Activity 1: 2 has/eats, 3 brushes, 4 plays, 5 has/eats, 6 watches, 7 goes; Activity 2: Times drawn on clocks: b ten o'clock, c eleven o'clock, d six o'clock, e seven o'clock, f eight o'clock

**Optional follow-up activity:** Demonstrate how to play What's the time, Mr Wolf? (see Introduction). Choose a student to be the wolf. You are the reporter. The other students are the runners. The wolf stands on one side of the room with his or her back turned, and the runners stand on the other. You stand in the middle. The runners say *What's the time, Mr Wolf?* The wolf says the time, e.g. *It's seven o'clock*. The runners take seven steps towards the wolf. You say what the wolf does at that time, e.g. *At seven o'clock the wolf gets up*. When you say an eating action, e.g. *The wolf has breakfast/lunch/dinner*, the wolf runs after the other students until one is caught. That student then becomes the wolf and the game starts again.

## Worksheet 4: Matching time

### Using the worksheet

- This worksheet practises Roman numbers for telling the time, using key *Think and learn* vocabulary.
- Students work in pairs. They look at the cards and draw the correct times on the clocks below the sundials.
- Students play Matching pairs (see Introduction). They cut out their cards. If you haven't stuck the worksheet onto card and the paper is thin, they can colour the backs of the cards (all in one colour), so that they cannot see the numbers on the other side.
- Pairs then place all 16 cards face down on their desks and shuffle them around.
- Students take turns to pick up two cards at a time. They are looking for a matching Roman number on a sundial and standard (Arabic) number on a clock, e.g. *II – 2*. As they pick up each card, they say the time on it, e.g. *It's two o'clock*.
- If the student does not find a matching pair, they place both cards back in their places and their partner has a turn.
- When a student finds a matching pair of times they shout *Pair!*, keep that pair and have another turn. They can carry on having turns as long as they are finding matching pairs.
- Once all the cards have been picked, students count their cards. The student with the most cards wins.
- Students can then change partners and play again.

**KEY:** Activity 1: IX – nine o'clock, V – five o'clock, X – ten o'clock, III – three o'clock, VI – six o'clock, XI – eleven o'clock, VIII – eight o'clock

**Optional follow-up activity:** Divide the class into groups. Write sums in Roman numbers on the board, e.g. *IV + I = ?* Have groups call out the answer, or race to hold up the card that shows the correct answer, e.g. *V/5*.

# 1

# Worksheet 1

My day

Name: .....

Class: .....

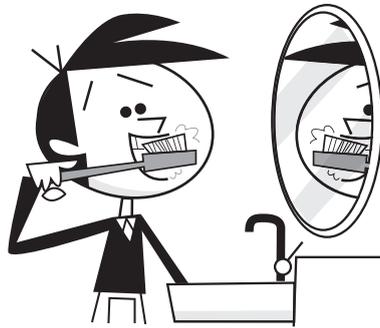
1 Look and write the words. Then act and guess.

brush play go go have  
have have ~~get~~ get

to school lunch dressed in the park  
dinner ~~up~~ your teeth to bed breakfast



1 get up



4 \_\_\_\_\_



7 \_\_\_\_\_



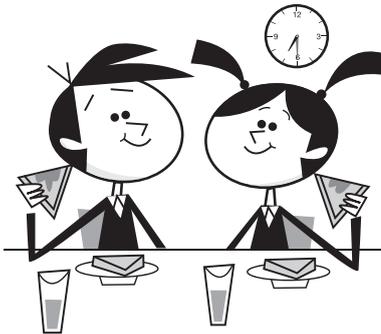
2 \_\_\_\_\_



5 \_\_\_\_\_



8 \_\_\_\_\_



3 \_\_\_\_\_



6 \_\_\_\_\_



9 \_\_\_\_\_

**Vocabulary: Daily routines**

# 1

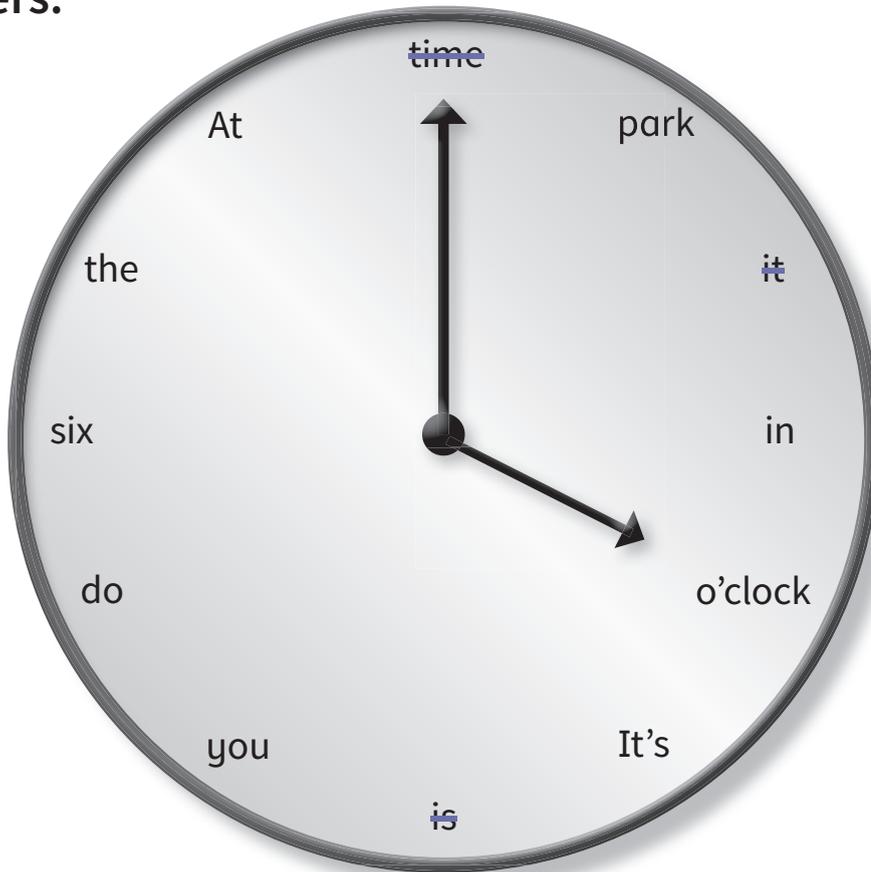
# Worksheet 2

## Telling the time

Name: .....

Class: .....

- 1 Use the words on the clock to make the questions and answers.



- 1 What time is it ?
- 2 \_\_\_\_\_ four \_\_\_\_\_ .
- 3 When \_\_\_\_\_ play \_\_\_\_\_ ?
- 4 \_\_\_\_\_ o'clock.

- 2 Write two more questions and answers about the time.

- 1 \_\_\_\_\_ ?  
\_\_\_\_\_ .
- 2 \_\_\_\_\_ ?  
\_\_\_\_\_ .

Language focus 1: Telling the time

# 1

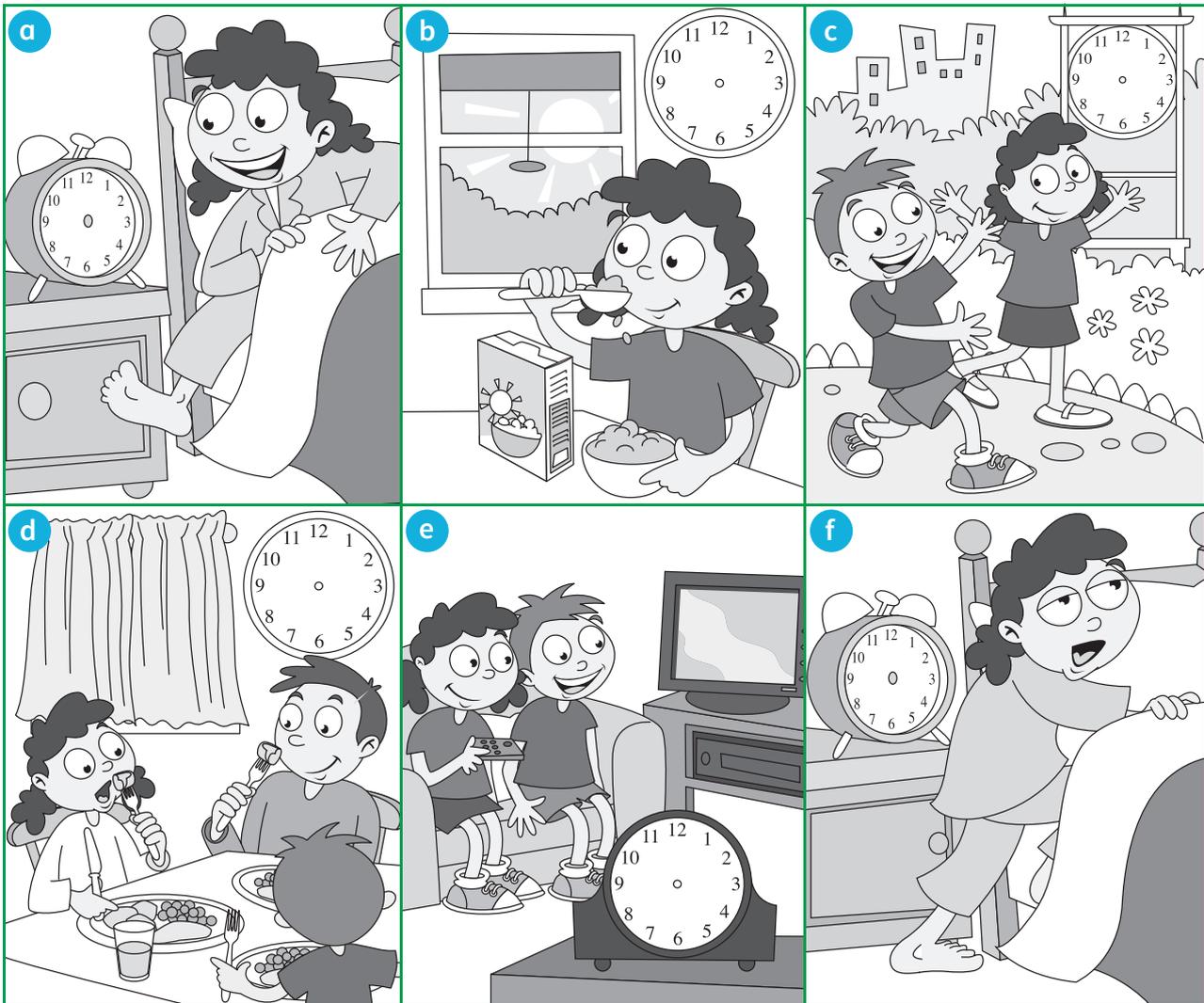
# Worksheet 3

## Paula's day

Name: .....

Class: .....

### 1 Look, read and complete.



It's Saturday. Paula (1) gets up at nine o'clock. She (2) \_\_\_\_\_ breakfast at ten o'clock and (3) \_\_\_\_\_ her teeth. Paula (4) \_\_\_\_\_ in the park with her friends at eleven o'clock. Paula (5) \_\_\_\_\_ dinner with her family at six o'clock. She (6) \_\_\_\_\_ TV with her brother at seven o'clock and she (7) \_\_\_\_\_ to bed at eight o'clock.

### 2 Read again and draw the time on the clocks.

Language focus 2: Present simple, 3rd person

# 1

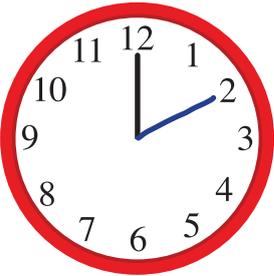
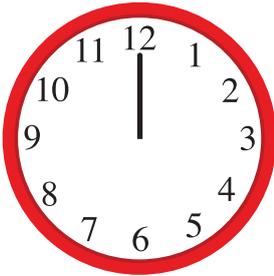
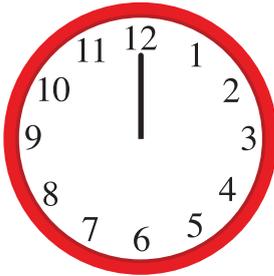
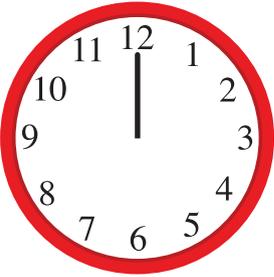
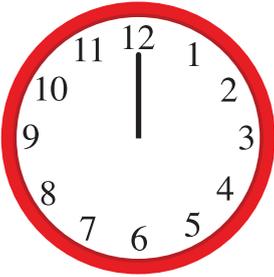
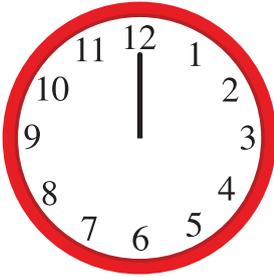
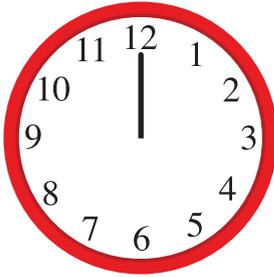
# Worksheet 4

## Matching time

Name: .....

Class: .....

1 Look at the sundials and write the correct times in the clocks.

2 Cut out the cards and play the game.

Maths: Time