

3 Daily tasks

Worksheet 1: Daisy's new list

Using the worksheet

- This worksheet practises the vocabulary of daily tasks: *wash up, tidy up, sweep the floor, cook the dinner, feed the dog, dry the dishes, do the shopping and take the dog for a walk*.
- Explain that Oliver tore up Daisy's list of *Things to do* for the family and then put it together incorrectly.
- Students look at the pictures and write the number and letter of the task that each person is doing.
- Then students write out a correct list for Daisy.
- Students can then work in pairs to play a memory game. Student A says the name of a person in the family. Student B has to say what task that person has.

KEY: Activity 1: **2** 8h, **3** 6f, **4** 3c; Activity 2: Daisy: Tidy up, Clara: Dry the dishes, Ann: Feed the dog, John: Take the dog for a walk, William: Sweep the floor, Richard: Do the shopping, Sophia: Cook the dinner

Optional follow-up activity: Write a set of daily tasks on the board and agree mimes with the class for each one. Play Duck, duck, goose (see Introduction). Students sit in a circle on the floor, facing outwards. Choose one of the tasks, e.g. *dry the dishes*, to be the 'goose' task. One student walks around the outside of the circle, doing a different mime for each sitting student. The sitting student must name the task each time. When the 'goose' mime is done, the sitting student says, e.g. *dry the dishes*, then chases the miming student round the circle. If caught, the miming student must walk around the circle again. If the miming student gets to the empty place first, the sitting student becomes the new one to mime.

Worksheet 2: Telling the time dominoes

Using the worksheet

- This worksheet practises telling the time.
- Students work in pairs. They cut out a set of dominoes per pair.
- Students lay all the dominoes face down on the desk and mix them up. Each player takes five dominoes. Student A puts a domino on the desk and says the two times on that domino. If Student B has a matching time, they put their domino next to the one on the table to begin a chain, matching clocks to sentences, and sentences to clocks. If Student B cannot play, they pick up another domino from the table and wait a turn. The winner is the first to play all their dominoes or with the fewest dominoes left when no-one can go.

Optional follow-up activity: Students stick or copy their domino chain onto a large piece of paper to display on the wall. Students check if the chains are correct and see who has made the longest chain.

Worksheet 3: Run for gold!

Using the worksheet

- This worksheet practises adverbs of frequency and revises times and activities.
- Students look at Olympic runner Sally's weekly schedule and fill in the gaps with *always, usually, sometimes* or *never*.
- Students then write about their own lifestyle, choosing an appropriate adverb of frequency each time.

KEY: Activity 1: **2** never, **3** sometimes, **4** sometimes, **5** always, **6** usually, **7** sometimes, **8** never, **9** usually; Activity 2: Students' own answers.

Optional follow-up activity: In an open space, stick the words *always, usually, sometimes* and *never* to different walls. Call out an activity, e.g. *eat chicken*. Students run to the wall according to how often they do that activity. Ask students to make sentences, e.g. *We sometimes eat chicken*. Repeat with a different activity.

Worksheet 4: Day, night or both?

Using the worksheet

- This worksheet uses key *Think and learn* vocabulary to extend students' knowledge about when some jobs are done – during the day or night, or both.
- Students look at the pictures, then read the job descriptions. They match the pictures with the texts by writing the number of the text in the correct box next to each picture.
- Students then draw the symbol that represents the time of day the person does the job, in the box under each job description.
- They then draw a picture of one more job and write a paragraph about it, using texts 1–4 to help them.
- Students get in pairs and show each other their pictures. Their partner has to guess when the job is done – day, night or both – and draw the corresponding symbol in the box. Then they read their partner's paragraph to check their answer.

KEY: 2d ; 3c ; 4a 

Optional follow-up activity: Students work in pairs. One student says some of the actions one of the people in texts 1–4 does in their job. Their partner has to guess which job it is. For example, A: *Pretend to be a bank robber*. B: *An actor!*

Name:

Class:

- 1 Look what Oliver did to Daisy's list of tasks for the family. Which tasks are Mike, Sophia, William and Clara doing?

List of tasks for the family

- | | |
|---------|-----------------------|
| 1 Wash | a the shopping. |
| 2 Tidy | b the dog for a walk. |
| 3 Dry | c the dinner. |
| 4 Feed | d up. |
| 5 Take | e the floor. |
| 6 Sweep | f the dishes. |
| 7 Do | g up. |
| 8 Cook | h the dog. |



Mike



Sophia



William



Clara

- 2 Write Daisy's list again.

New list of tasks for the family

Mike: Wash up .

Daisy: Tidy _____ .

Clara: Dry _____ .

Ann: Feed _____ .

John: Take _____ .

William: Sweep _____ .

Richard: Do _____ .

Sophia: Cook _____ .



























Oliver: Go to bed!

Vocabulary: Daily tasks

Name:

Class:

1 Cut out the cards. Play dominoes and match the times.

 	It's one o'clock.	 	It's quarter past two.
	It's quarter past two.		It's quarter to five.
	It's half past three.		It's quarter past six.
	It's quarter to five.		It's quarter to nine.
	It's five o'clock.		It's quarter past two.
	It's quarter past six.		It's half past three.
	It's half past seven.		It's half past eleven.
	It's quarter to nine.		It's quarter past ten.
	It's nine o'clock.		It's one o'clock.
	It's quarter past ten.		It's twelve o'clock.
	It's half past eleven.		It's five o'clock.
	It's twelve o'clock.		It's half past seven.

Language focus 1: Telling the time

Name:

Class:

- 1 Complete the sentences about Sally's week. Use *never, sometimes, usually, always*.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
get up							
breakfast							
morning							
lunch							
afternoon							
drinks							
dinner							
evening							
go to bed							



- Sally usually gets up at quarter to eight.
- Sally _____ eats cake for breakfast.
- Sally _____ runs in the morning.
- Sally _____ eats chicken for lunch.
- Sally _____ goes to the sports centre in the afternoon.
- Sally _____ drinks water.
- Sally _____ eats salad for dinner.
- Sally _____ reads a book in the evening.
- Sally _____ goes to bed at eleven o'clock.

- 2 Write about your week.

I _____ get up at _____.

I _____ drink _____.

I _____ eat _____ for breakfast.

I _____ eat _____ for dinner.

I _____ in the morning.

I _____ in the evening.

I _____ eat _____ for lunch.

I _____ go to bed at _____.

Language focus 2: Adverbs for time

Name:

Class:

- 1** Look, read and match. Draw a sun, moon or both. Then draw and write one more job.



= day



= night



= day and night

a



actor

- 1** I love food! I cook for a fantastic restaurant in my town. The restaurant opens at eleven o'clock in the morning. I start work at ten o'clock and finish at three o'clock. At the weekends I start work at seven o'clock in the evening because the restaurant only opens at night.



b



chef

- 2** I play the violin in a big orchestra. During the day I practise the violin, usually in the afternoon but sometimes in the morning too. In the evenings I go to the theatre to play in concerts because that's when people can come and see us.



c



air traffic controller

- 3** My job is very important. I help aeroplane pilots arrive at and leave the airport. The airport is open all day and all night and sometimes I work late at night. It's an interesting job but you always have to be careful.



d



violinist

- 4** When we make a film we usually work in a film studio but sometimes we work outside. This can be early in the day or late at night. Tomorrow I'm playing a bank robber, so I have to be out in the street when everyone is sleeping!





Social science: Jobs at night