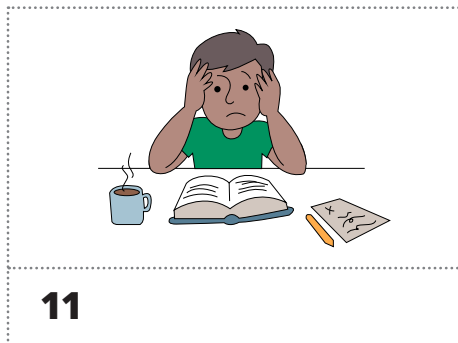
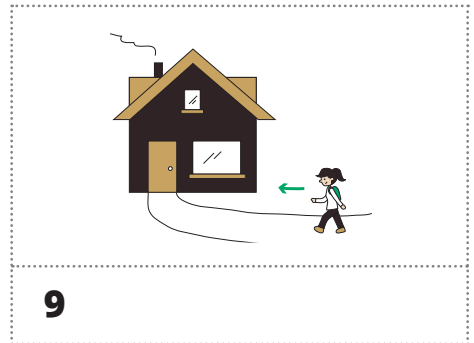
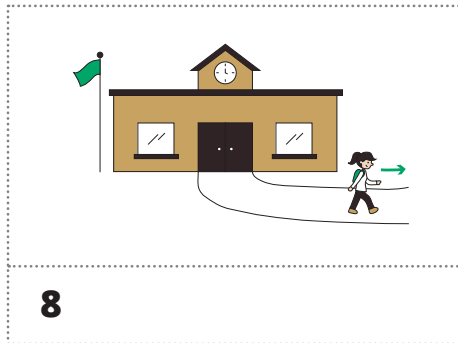
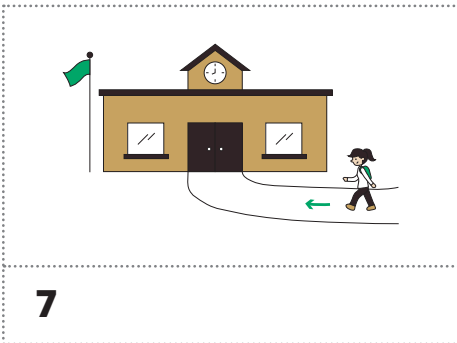
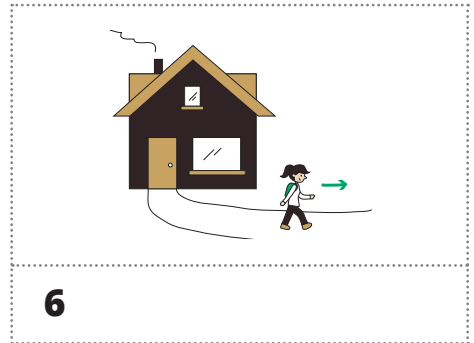
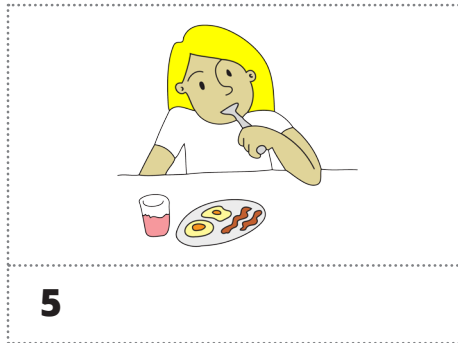
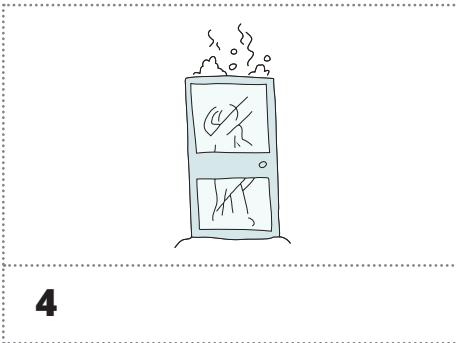
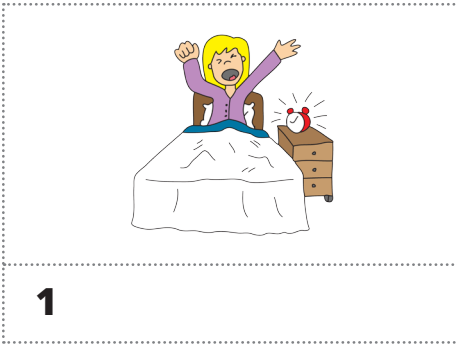


# Vocabulary

Write the actions below each image.



# Target Structure

Using today's target structure, write one question and one answer for each image below.

1.

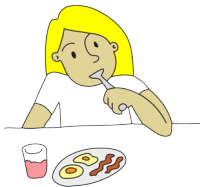


(he / 6:45 am)

Q: What time does he wake up?

A: He wakes up at 6:45 am.

2.



(she / 7:45 am)

Q: \_\_\_\_\_

A: \_\_\_\_\_

3.



(you / 9:30 pm)

Q: \_\_\_\_\_

A: \_\_\_\_\_

4.

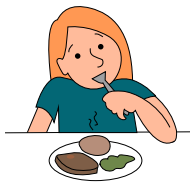


(they / 4:00 pm)

Q: \_\_\_\_\_

A: \_\_\_\_\_

5.

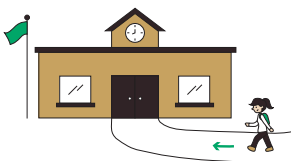


(we / 6:00 pm)

Q: \_\_\_\_\_

A: \_\_\_\_\_

6.



(Jen / 8:30 am)

Q: \_\_\_\_\_

A: \_\_\_\_\_

## Work in Pairs

Choose to be one character from the chart below and circle the name. Your partner will do the same. Ask your partner questions to find out who they are.

	Jon	Sara	Amy	Ben	Julian	Meg
wake up	7:00	7:30	7:00	7:00	7:30	7:30
brush my teeth	7:20	7:45	7:20	7:25	7:45	7:45
wash my face	7:30	8:00	7:30	7:30	8:00	8:05
eat breakfast	7:45	8:10	7:45	7:45	8:10	8:10
go to school	8:20	8:20	8:20	8:30	8:30	8:30
eat lunch	12:00	12:00	12:15	12:00	12:15	12:15
get home	4:00	4:00	4:30	4:30	4:30	4:00
eat dinner	6:00	6:30	6:30	6:00	6:30	6:30
go to bed	10:00	10:00	10:30	10:45	10:50	10:00

## Now Work Alone

After you've finished the pair work above, do the following on your own. Write your own schedule in the empty column above. Then answer the questions below.

1. What time do you wake up?

---

2. What time do you have lunch?

---

3. What time do you get home?

---

4. \_\_\_\_\_ time \_\_\_\_\_ you \_\_\_\_\_ your teeth?

---

5. \_\_\_\_\_ ?

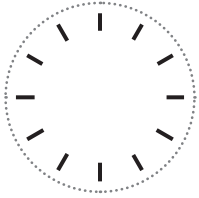
I eat dinner at \_\_\_\_\_ .

6. What time do you go to bed?

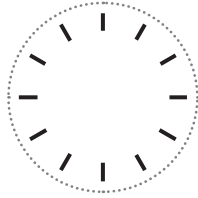
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# Listening

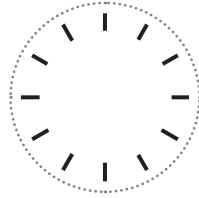
Listen to your teacher describe Jim's schedule.  
Write the correct time in each clock.



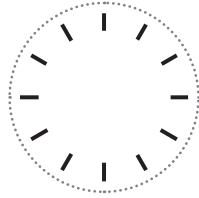
go to school



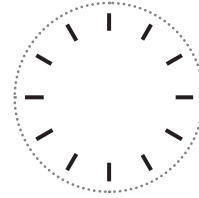
go to bed



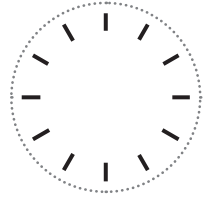
eat dinner



get home



take a shower



wake up

Now write six sentences from your answers above.  
Example: *Jim eats breakfast at 9:00.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

# Group Work

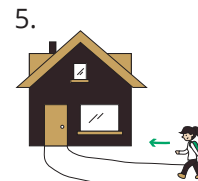
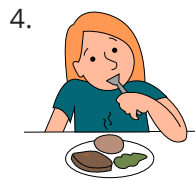
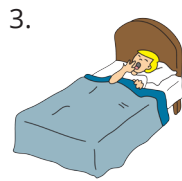
Make your own survey. In each of the boxes (A, B, and C), write a verb from today's lesson or choose your own. Then walk around the class and ask five different students what time they do those things.

CLASSMATE	A	B	C

## Review

### A. Matching

Draw a line from the picture to the correct verb.



wash your face

wake up

get home

brush your teeth

go to bed

eat dinner

### B. Complete the Chart

How do you say these words using I/you/she/he/we/they?

	wake up	go to bed	eat lunch	brush ___ teeth
I				
you		go to bed		
she	wakes up			
he		goes to bed		
we				brush our teeth
they				

## Teachers' Notes

### Aim

The aim is for students to learn to talk about what time they do daily routines using the simple present.

### New Vocabulary

#### Verbs:

wake up, brush (my) teeth, wash (my) face, take a shower, eat breakfast, go to school, get to school, go home, get home, eat dinner, study, go to bed

### Target Structure

#### Examples:

What time do you wake up? I wake up at 6:45.

### Teaching the Class (before the handouts)

Use the flashcards at the end of this lesson to elicit and check your students' understanding of the vocabulary and target structures.

After you've gone over the vocabulary and target structures, hand out the worksheets. Write all the new words and phrases on the board and have your students copy them down on page 1. Go over the target structure and write the new phrases on the board. Have your students copy the phrases down on page 2.

### Work in Pairs

Put the students in pairs and tell them they'll need to each choose one character from the chart. Students should circle the name but not tell their partner who they are. They should ask each other questions about their schedules to determine who they are.

### Now Work Alone

Have students answer the questions based on the information they received in the pair work exercise. (Make sure they are not doing the follow-up activity and pair work activity at the same time. These are meant to be done separately.) They should first start by writing their own schedules in the blank column in the chart above.

### Listening

For this task, you'll need to decide on your own what time Jim does everything. Make statements to the class and have them fill in the clocks. As a follow-up, you could get other students to come to the front and state their own schedules while the rest of the class listens and writes.

### Group Work

Have your students choose three verbs from the lesson (or use other verbs if they'd like). They should write the verbs in the three columns at the top, and then they can walk around the class and ask five students what time they do these things every day.

## Answer Key

### Vocabulary

- |                   |                  |                |
|-------------------|------------------|----------------|
| 1. wake up        | 5. eat breakfast | 9. get home    |
| 2. brush my teeth | 6. go to school  | 10. eat dinner |
| 3. wash my face   | 7. get to school | 11. study      |
| 4. take a shower  | 8. go home       | 12. go to bed  |

### Target Structure

1. What time does he wake up? He wakes up at 6:45 am.
2. What time does she go to school? She goes to school at 7:45 am.
3. What time do you study? I study at 9:30 pm.
4. What time do they get home? They get home at 4:00 pm.
5. What time do we eat dinner? We get home at 6:00 pm.
6. What time does Jen get to school? Jen/She gets to school at 8:30am.

### Work in Pairs

Individual answers.

### Now Work Alone

Individual answers.

### Listening

Answers will vary based on your statements.

### Group Work

Answers will vary.

### Review

#### A. MATCHING

- |                     |               |
|---------------------|---------------|
| 1. brush your teeth | 4. eat dinner |
| 2. wash your face   | 5. get home   |
| 3. go to bed        | 6. wake up    |

#### B. COMPLETE THE CHART

- |                        |                         |
|------------------------|-------------------------|
| I wake up.             | You wake up.            |
| I go to bed.           | You go to bed.          |
| I eat lunch.           | You eat lunch.          |
| I brush my teeth.      | You brush your teeth.   |
| She wakes up.          | He wakes up.            |
| Shes goes to bed.      | He goes to bed.         |
| She eats lunch.        | He eats lunch.          |
| She brushes her teeth. | He brushes his teeth.   |
| We wake up.            | They wake up.           |
| We go to bed.          | They go to bed.         |
| We eat lunch.          | They eat lunch.         |
| We brush our teeth.    | They brush their teeth. |

