

6B My day

Activity type: Speaking – Information gap – Pairs

Aim: To practise asking and talking about the time and routines

Language: Talk about things you do every day – Coursebook p51

Procedure: Make one copy of the worksheet for every learner. Cut the worksheet along the dotted lines to make a set of 20 cards and one table for each learner.

Time: 20 minutes

- 1 Write on the board: *My day*. Next to this, draw a rough shape of a bed. Next to this, draw on a clock face the time you usually get up. Under this, write: *Do you ... at ...?* Encourage learners to guess the activity and ask you the question to check, e.g. *Do you get up at (7 o'clock)?* If learners can't correctly guess the activity, they can ask: *What do you do at (7 o'clock)?*
- 2 Draw a rough shape of two people standing. Next to this, write *evening*. Encourage learners to ask the question: *Do you meet friends in the evening?* or *What do you do in the evening?* Elicit the expressions *in the morning*, *in the afternoon* and *at night*.
- 3 Ask learners for some more everyday activities, e.g. *have breakfast*, *go to work*. Write these on the board.
- 4 Give each learner a *My day* table and a set of picture cards. Learners choose eight picture cards which can show activities they do every day. They place each one on a blank square on the table next to a clock face, or next to a time of day (*morning*, *evening*, etc.) they do the activity. If learners place a picture next to a clock face, they draw the time on the clock face they do the activity. Go round and check. Learners can interpret the pictures as they like. Avoid saying what each picture represents.
- 5 Learners work in pairs. They look at each other's tables and guess the activity and time, e.g. *Do you watch TV at 8 o'clock?* If they have no idea what the activity is, they can ask *What do you do at ...?* Remind learners that they can say *about* before times.
- 6 *Round-up*. Ask a few learners to tell the class one thing about their partner's day.

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