Daily habits and times

Teacher’s notes: 1

Skills | Level | Age group
---|---|---
Reading | Beginners | 8 to 10 year-olds

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 Practise

1. Ask the students what time they do various 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  

<table>
<thead>
<tr>
<th>Skills</th>
<th>Level</th>
<th>Age group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking and listening</td>
<td>Beginners</td>
<td>8 to 10 year-olds</td>
</tr>
</tbody>
</table>

**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 Practise**

1. Practise 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. Hands 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 swap roles when they have finished.
6. When each pair of students has finished the exercise, ask the students to swap partners. The students should swap partners twice.