

1 Match the two halves of the sentences to make phrases for daily routines.

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|-------------------------------|---|
| 1 Jessica arrives | a school at 3 p.m. every day. |
| 2 My parents have | b to bed after 11 p.m. |
| 3 We leave | c dressed very quickly when it's cold. |
| 4 My sister wakes | d breakfast before I get up. |
| 5 No one in class goes | e at school at 8 a.m. every day. |
| 6 I get | f up very early on Saturdays. |

2 Look at the timetable and complete the text about Rosa's week.

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00		$\frac{2x}{3} + 5 = 12$			
9.50		$\frac{6y + 3}{9} = 1$			
10.40	BREAK				
10.50					
11.40					
12.30	LUNCH				

School starts at 9.00 a.m. every day. I like Monday mornings. The first lesson is ¹ _____, and then we have ² _____. Our teacher is very good. After break, we have double ³ _____. It's really interesting. On Tuesdays, we have double ⁴ _____ at 9.00 a.m. At ⁵ _____, we have art and design and then German before lunch. On Wednesdays, the first lesson is ⁶ _____ and at ⁷ _____ we have R.E. After break, we have double ⁸ _____ with Mr Johnson. I don't like ⁹ _____ mornings. We have double chemistry, history and ¹⁰ _____ before lunch. But Friday is my favourite day. The first lesson is ¹¹ _____, then English, and after break we have double ¹² _____. It's great fun.

3 SPEAKING Complete the table with names of students in your class.

Find ...	Name
1 someone who likes maths.	_____
2 two people who go to bed after 11 p.m. on Fridays.	_____
3 someone who doesn't like P.E.	_____
4 three people who like Mondays.	_____
5 two people who wake up after 10 a.m. on Sundays.	_____
6 someone who studies two foreign languages.	_____
7 someone who doesn't have breakfast before they leave home.	_____
8 two people who wake up before 6.00 a.m. on school days.	_____
9 someone who likes history.	_____
10 two people who don't like Wednesdays.	_____

2A Daily routine

Aims: To review and practise verbs for daily routines, times, days of the week and school subjects.

Time: 10–15 minutes

Materials: 1 handout for each student

Exercise 1

- Give each student a handout and ask them to work individually or in pairs to do the exercise.
- Check answers with the class.

KEY

1 e 2 d 3 a 4 f 5 b 6 c

Exercise 2

- Students look at the timetable. With a **weaker class**, you might want to go through the timetable and elicit the names of the subjects.
- You can set this activity as a race, and ask students to raise their hands once they have completed the text. Stop the activity once half the class has raised their hands.
- Check answers with the class.
- As a follow-up, ask more questions to check understanding, e.g. *What day does she study maths?* (Tuesday) *How many English lessons does she have?* (three, or two with one double) *What does she have after art on Tuesdays?* (German)

KEY

1 geography 2 French 3 biology 4 maths
5 10.50 6 I.C.T. 7 9.50 8 English 9 Thursday
10 economics 11 music 12 P.E.

Exercise 3

- Students need to ask their classmates questions to find out which students agree with the statements in the table.
- Read through the activity with the students and check they understand what questions they need to ask, e.g. *Do you like maths? Do you go to bed after 11 p.m. on Fridays?*
- Ask students to stand up and walk around the room and to talk to as many students as possible. Set a time limit of five minutes and keep reminding students how much time is left.
- You could turn it into a race and ask the first student to complete all the answers to put up their hand.
- At the end of the activity, go through students' answers and make sure they all have names for every gap.