

Aims

Practice talking about daily routines.

Language focus**Vocabulary**

Daily routines

Set-up

Pair work

Lesson link

For use after Unit 4, Lesson C

Time

20 minutes

Preparation

Duplicate the worksheet and cut apart the pictures.
Make one set of pictures for each pair.

5. As students are working, walk around to monitor the activity and help as needed. Make sure students are telling the story aloud in English and not writing. Make note of any errors or problems to review later.
6. End the activity promptly after 20 minutes. Have a few pairs tell their stories to the class.

Answer Key**Possible answer:**

This is Tom. He's from Canada, and he's 32. He gets up at 7:00 on weekdays. He eats breakfast at 8:00. He goes to work at 9:00. He reads the news on the computer. He drinks coffee in the afternoon. He goes to school at night. It's a Chinese class. He cooks dinner at 8:30 in the evening. Then he watches TV. He goes to bed late.

Procedure

1. Tell students that they are going to tell a story about the daily routines of a man named Tom. Elicit from students a few of the things that people do every day, such as *get up*, *eat breakfast*, and *go to work*. Write these on the board. You could also have them review the vocabulary on page 40 of the Student Book.
2. Put students in pairs and give each pair one set of pictures. Tell the students that the man in the pictures is Tom. He's 32 years old, and he's from Canada. They are going to put the pictures in order and describe Tom's day.
3. Have students look at the pictures and find the one they think is first (*the one in which Tom wakes up*). Then have them work together to put the rest of the pictures in order. Tell students that there is more than one way to order some of the pictures.
4. In pairs, have students take turns telling each other a story about Tom's daily routine. If necessary, model the start of the story: *Tom gets up at 7 o'clock. Then he eats breakfast*. Encourage them to add extra information, using their own ideas about times, for example. Tell them not to write the story.

